1. Información General

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2. Descripción

Tesis de grado que se propone mostrar los resultados de aplicar una clase con materiales artísticos como elemento de acercamiento cultural para fortalecer las habilidades de expresión oral y escrita en lengua inglesa en estudiantes de grado 11 del Liceo Femenino Mercedes Nariño a través de la implementación de una clase basada en recursos artísticos, el conocimiento previo de los estudiantes, temas controversiales o de interés a nivel global, el pensamiento crítico y el aprendizaje basado en tareas. Este trabajo parte de la investigación teórica de los ejes temáticos, los cuales sustentan el diseño investigativo y metodológico que se analizan junto con la información recolectada por medio de las entrevistas y diarios de campo. Como conclusión se observa que la expresión oral y escrita, así como la motivación pueden ser mejoradas a partir de la utilización de recursos artísticos como pintura, música y comics para acercar a las estudiantes culturalmente a los temas propuestos, también por medio de expresiones artísticas las estudiantes son capaces de lograr un nivel de expresión avanzado usando el arte como base de su argumentación, contextualizando y dando valor cultural a lo aprendido.
3. Fuentes


Bryam Michael, Gribkova Bella and Starkey: Hugh (2002):

Developing the intercultural dimensions in language teaching. A practical introduction for teachers. Language Policy Division Directorate of School, Out-of-School and Higher Education DGIV Council of Europe, Strasbourg


Guzman Segura, R: A critical analysis on student’s foreign language Speech Construction through Culture Based Tasks. Published by Universidad Pedagógica Nacional, Bogotá, 2011, 70 p.


Kegan, R. (1994). In over our heads: The mental demands of modern life.


Murphey, T. (1993): The Song stuck in my head phenomenon: a melodic din in the LAD


### 4. Contenidos

Primero se presenta la introducción al contenido, posteriormente el problema investigativo al igual que el contexto en donde se desarrolla la investigación son explicados; a partir de aquí el marco teórico que incluye el estado del arte e información acerca de las dimensiones culturales del aprendizaje, el arte como herramienta pedagógica y el inglés como una práctica contextualizada. Luego se evidencia el diseño metodológico que incluye los factores éticos y el diseño de los elementos de recolección de datos. Seguido a esto se exponen los resultados encontrados a partir del análisis de datos y las conclusiones que cierran la investigación.

### 5. Metodología

El trabajo fue realizado con estudiantes de grado 11 del Liceo Femenino Mercedes Nariño, con edades entre los 15 y 17 años, se utilizaron dos entrevistas una antes y la otra al final de la intervención al igual que dos encuestas realizadas de la misma manera. Se elaboraron diarios de campo antes y durante la intervención, los trabajos entregados por los estudiantes fueron tomados en cuenta como base de recolección de resultados, gráficas acerca de la asistencia y las notas de las estudiantes fueron realizadas durante y después de la intervención.

La información se analizó en tres momentos diferentes: el primero antes de iniciar la intervención para identificar el problema investigativo, el segundo a la mitad de la intervención para revisar el progreso logrado y el tercero al final de la intervención para comparar lo obtenido con las dos primeras recolecciones y de esa manera crear conclusiones y resultados finales.

### 6. Conclusiones
La investigación demostró que las actividades propuestas durante las clases eran una buena manera para los estudiantes de tener en cuenta las dimensiones culturales, tener materiales como expresiones artísticas también probó contextualizar el conocimiento y brindar así mismo motivación. Los materiales fueron utilizados para mejorar las expresiones orales y escritas y para proporcionar motivación a los estudiantes. Los alumnos clase a clase fueron adquiriendo mayor conciencia y conocimiento, sin embargo tener sólo diez semanas de clases fue una cuestión a tener en cuenta, un tema por clase tan claro y bien explicado como sea posible para cubrir el programa conjunto propuesto, haciendo que los estudiantes crearan un país en diez semanas fuera un desafío que los estudiantes de hecho fueron capaces de lograr. La mejora en términos de contenidos gramaticales puede no ser tan grande como en una clase semanal, pero los resultados en términos de exactitud, conocimiento, pensamiento crítico y la motivación hacia el inglés son positivas y satisfactorias, al final de las sesiones los estudiantes lograron expresarse en inglés durante una presentación frente a sus compañeros sin tener miedo y probando determinación y cuidado al hablar.

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APPROACHING STUDENTS TO CULTURAL DIMENSIONS BY USING ARTISTIC EXPRESSIONS

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LICENCIATURA EN ESPAÑOL E INGLÉS

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INTRODUCTION

English as a foreign language can be difficult to understand and to learn when the suitable environment is not created. Learning a language is not only a matter of having cleared the grammatical structures, when it comes to communicating a message, knowledge cannot be that vague. This implies to contextualize every piece of knowledge in order to make it valuable, everything having a proper time and place to be used. But how to create a space where students are able to feel comfortable and also leading them to criticize and give value to knowledge? Art can be a good answer.

Artistic expressions are the most common way for a culture to portrait a certain moment or movement framed into a certain time and place, art can be in that way the main vehicle to contextualized knowledge as a way to become a tool to enhance students to express themselves and to learn. This thesis will focus into explain the different results from using art to approach students to a cultural dimension of learning and how this process was affecting the oral and written expressions improvement of students and the several advantages and disadvantages obtained after analyzing the results.
CHAPTER 1 STATEMENT OF THE PROBLEM

Working on cultural dimensions of learning nowadays as an important element in English as foreign language learning has been taken into consideration by the Ministry of Education in Colombia and in several countries around the world. The necessity of an accurate communicative speech in intercultural situations (which are defined as situations where a L2 speaker is involved in a conversation with a native speaker, the conversation can be formal or informal. Another case can happen when the speaker is immersed in a L2 cultural environment) grows as the globalization itself grows, expressing orally and written in a L2 becomes in an important aspect of learning day after day as there is an increasing the on opportunities to interact with foreign people or to travel to other country (Council of Europe. 2001).

For this research, cultural dimensions are important in response to the preoccupation of being accurate in English language, becoming that issue a situation in which students are aware of the importance of proper English usage when it comes to write or speak on L2. Taking as main base of support to this statement, several surveys and interviews were made by the researcher to students during the observation process. Students claim to need a good level of English to find a job related with needing to know more than two languages (Spanish, English and French) or to travel to another country, also the need to improve in terms of oral and written expressions on students was identified.

English classes that have been developed in Liceo Femenino during the weeks when the observation began, are more related to the basic scheme of the English language; the topics from
the classes were on the teacher Ismael’s words on interview given were “culture based” with topics such as Going out, describing the family, greetings and introductions, daily routines and so on, those activities created to enhance cultural dimensions, were performed through those classes were more with a focus on making comparisons between past and present behaviors and cultural aspects from self and other culture and also to contrast Colombia and other countries, being that just the first step of the cultural learning process.

Summing up, students had to identify and describe myths and legends from Colombia and compare those with ones from another country, covering in this sense, the written and reading part, although remaining on the basic level of cultural learning. The communicative part that implies putting the knowledge into practice was isolated from the class schemata (Liceo Femenino claims to have a communicative pedagogical approach) that will lead student to a critical knowledge in both cultural environments.

Creating a communicative skill, even if it is oral or written, means not only to be able to compare and contrast but also to be aware of the origins of different customs and protocols of a culture, the formality levels of speech, writing, understanding, tolerating and respecting the differences between students’ culture and foreign cultures (Council of Europe. 2001) since the oral and written expression abilities are a lack on the weekly classes, and also motivation issues were identified, as well as taking into account that the Liceo Femenino’s program works with a cultural based scheme these setup of elements were kept in mind to be worked on:

1. The ‘psyche’ of the country, what people think is important; it includes things like family, hospitality, patriotism, fairness etc.

2. The knowledge of daily routines and behavior.
3. The development of intercultural sensitivity and awareness, using the English language as the medium of interaction.

Nonetheless, we cannot ignore that this research took place in a specific context with some conditions linked to technological devices and classroom chronogram (taking into account that the classes are being performed only on Mondays, 75 minutes per session, ten sessions). Thus the project will lead to other researchers apply it in different situations, discovering and proposing varieties of other results of this kind of classes on other environments and different materials, this being part of the statement of the problem.

A project of this kind is developed in order to cover specific missing topics or activities in the English teaching process in order to make it valuable for students’ future endeavors; the teacher is able to detect weak points on students in terms the majority of the work is based on filling those gaps an increasing the English use level. Also detecting students’ likes and expectation of their English learning answering these questions:

1. What do they want to learn?

2. Will they use it?

3. How is the way they want to learn it?

4. Which is the most common affection or like in the classroom?

The proper development of the skills previously mention will prove the teacher’s real commitment with its pedagogical labor, transforming itself into a guide during the learning
process, furthermore allowing students to develop their own knowledge by giving them tools to do so, making the 11th grade students self-aware and autonomous towards the learning process.

Context Research

Antonio Nariño, Restrepo and Liceo Femenino Mercedes Nariño

In 1941, Liceo Femenino was moved to Avenida Caracas # 23–24 Sur; therefore this is the location where the school is currently placed. Covering the main necessities of the neighborhood and the locality, first was a women’s school in charge of giving education in topics such as homemaking duties. Nowadays, Liceo has become into a feminine school where the knowledge is linked with the MEN curricula, leaving behind the first knowledge’s intentions given to the school.

PEI

The main goal of Liceo’s institutional program is to create autonomous and also critical women with scientific perspectives that can transform society by giving their opinions or critics in a constructive way in their future endeavors. (Liceo F. 2015)

Mission of Liceo Femenino

The key of Liceo’s educational perspective is the creation of a free woman with integrated abilities, autonomy and responsibility. With all this main criteria of necessary elements of
understanding and behavior, it is supposed that the student will be able to reach good performances in groups and individual activities. It is important to mention that Liceo’s administrative department has a main goal that takes important place in the students’ educational process, this goal implies to create a critical viewpoint in students’ real context; which means that they will be able to express their opinions or comments related to a concrete issue that is taking place in their real life.

In addition, students will be capacitated to give possible solutions to several problems presented to them in a centered and critical perspective of the situation, having in mind pros and cons of the issue (Liceo F. 2015). When it comes to define the goals of Liceo’s educational criteria in terms of English as a foreign language is linked with the previous ones, nonetheless in this specific case, Liceo is looking for other abilities to develop.

The critical point of view on students has been taken into consideration, but in a different way, in this perspective the critical viewpoint were developed in terms of the importance of knowledge and contextualized usage of English language, the enhance of cooperative work in students in order to use English as a tool of social problem solving or a vital element for future endeavors considered as another main goal to achieve.

Vision of Liceo Femenino

In Liceo’s work schedule for the year, there are several moral and procedural achievements to be complete in a certain amount of time; for instance. By the year 2015 Liceo expects to become a leader in learning-teaching processes based in a cooperative work approach.
(Liceo F. 2015). This means that students will be able to take an active place in societies’ topics in order to suggest changes or to discuss various aspects that are affecting their surroundings; by taking strategies learned in school or by generating their own strategies to solve the problem.

That is why in Liceo‘s cooperative work is an important element to be considered, furthermore, this project itself takes cooperative work as a crucial element in EFL learning process, also Intercultural Competence is presented as one of the main tools to link English with students ‘reality, creating the connection that students will use to be able to face and solve different botherations by using their native language and English as a foreign language as manners to communicate their ideas.

Classroom Environment

This research presents as population 11th-grade students, with ages between 15 and 17 years. During the year they have to attend to English, French, Music and Health Science classes on Monday’s mornings at Liceo Femenino as part of Media Fortalecida program. The goals for these classes from English part are to prepare students for the state exams presented in October, also to increase their English level by accompanying the parallel process with English weekly schedules’ classes.

Taking into consideration those conveniences, Monday’s English classes have been considered as an important component of students’ learning process. Even if Media Fortalecida classes are related to regular classes, in terms of activities, evaluation and class development both are quite different. In case of class environment and activities from regular classes there are few differences to have in mind. Based on the observations made last semester on Media Fortalecida
classes between July and October 2015, while the students were working during the week in topics such as “conversations related to give comments” on Media classes they were working on “WH questions, use and usage” different topics but linked by the activities that teachers proposed.

Monday’s classes are from 6:15 am to 12:00 m divided into three blocks of 2 hours per session. Liceo’s’ English language syllabus, created by the English teachers an Media Fortalecida headings is the principal work’s criteria to be fulfill and teach, which implies that both regular and Monday’s classes are managing the same topics, however in terms of motivation and development of oral and written skills few differences could be noticed between the two classes.

With the observation data collected last semester to the specific population, it was possible to detect a different perspective regarding motivation and management of oral and written expressions among the classes towards English in students. When the observation was made on Tuesdays ( one of the days proposed for the normal classes during the week) students seemed to be less motivated, there was a lack on activities were the oral and written expression were involved on the context of the class; for instance, in one of the classes the topic was “Important people around the world” and the materials were guidelines with some information such as the biography of the character, however, the practice of the content was only to repeat and to check the pronunciation of the words written on the paper, no more than that.

The reaction from students to the teacher’s activities was not as good as the topic could have reach, they were interested on the topic but working only on pronunciation with a guideline created moments in were students lost their attention and therefore, the class was losing track. Although their English was not being affected by the teacher’s performance, in fact, sometimes
were activities related with role plays or some kind of creative expression was involved students are more used to participate and to interact with each other, second of all, there were few activities more related with making them comment and work in groups, those activities showed as well being useful, unfortunately those instances were presented in short moments of the classes and not in the whole content itself.

After analyzing those elements, it was a great opportunity to apply an English class that can enhance those oral and written expression abilities that are missing during the normal scheduled classes and also a class that motivate students to work in, contextualizing the knowledge and giving it its value.

Research Question

This research will respond the following question:

*What would be the results of using artistic expressions from English native speaking countries’ worldwide to approach students to cultural dimensions in their oral and written expression learning process?*

Research aims:

1. To present the usefulness of music, movies, comics, and paintings inputs inside cultural dimensions’ improvement.
2. To discover the improvement giving on oral and written expressions in students by applying a class with artistic expressions.

3. To evaluate the relevance of cultural dimensions in 11th grade students along the EFL process learning in 2016.

4. To describe the communicative measure relevance of communicative Approach over cultural dimensions’ learning.
CHAPTER 2 THEORETICAL FRAMEWORK

This chapter will cover the part of explaining the justification of the thesis, the literature review and the main authors taken into account on the thesis’ performance.

A research about the possible impacts of using artistic expressions as main material of the enhancing of cultural dimensions and oral and written expressions in students among the other EFL requirements and skills. A research of this kind can show how elements such as music, movies, paintings and some other artistic expressions can be used as a pedagogical tool to improve the skills mentioned on pages 7/8, being this an aspect that Liceo Femenino in their regular and Monday’s class’s leaves isolated.

The social and cultural components of English learning have been limited to grammar English classes with few examples from other countries as it was observed and documented by the researcher; taking into account the bases of the European Common Framework, the process of learning a foreign language should include elements and abilities related to the cultural dimension’s skills that need to be developed in order to create a more intercultural EFL class
(Council of Europe. 2002). This will allow students to have a more structured and fulfill framework of knowledge, on students’ future activities they will be able to have a more intercultural perspective towards English. Those abilities can be achieved by using artistic expressions which are the most common way to communicate ideas and social problematic situations bringing to the classroom a wide perspective from foreign countries that can be not only compared to students` real life but also discussed by them having the teacher`s guide.

In terms the learner using the language, an ability in which the foreign language speaker will be able to express himself with accuracy and coherence in a determined context needs to be developed (Council of Europe. 2002) So the research showed possible ways to develop those multicultural skills throughout the classes, leading the students to express themselves with confidence and awareness of the situation of speech that is involving them. When it comes to the Ministry of Education in Colombia, the English language Standards make reference to something called “intercultural communication” (MEN. 2006; Pg. 7) which they give a justification of why English must be taught in our country they present the necessity of making students socially competent in contexts where English known as the universal language due to the globalization) is involved (MEN. 2006) This implies that students need that preparation to future duties in their lives, making English classes the way to develop it, by the usage of art as main material.

There are other highlighted reasons to create a model of cultural dimensions teaching, on the same text from MEN, they state that students need to stop the ethnocentrism and start thinking about a worldwide culture (MEN. 2006), finally the MEN talk about the “Linguistic consciousness” which is the awareness that a L2 speaker has about the cultural environment of
the situations where a L2 is used, proved in better pronunciation skills accompanied with a good communication process (MEN. 2006).

Reading, writing and speaking contexts in topics such as “Daily routines” are limited to make students perform activities base on making and answering questions, creation of short texts with the grammar structure of the topic seen (most likely descriptions) The cultural component is basically making comparisons between past and present events from Colombian and foreign cultures, to recognize the most representative myths and legends of Colombia and other countries, objective that is isolated from the topic itself.

For Liceo Femenino this research takes part in some of the aspects that its PEI covers, meaning that the research will be useful to Liceo’s curricula; the institution wants to create critical women with social participation, also women capable of using English properly.

Referring to “English as a foreign language”, developing a methodology to generate a use of English with a contextualized knowledge is a must do labor. In my experience as a teacher, while applying the thesis showed me that artistic expressions could be used as a motivation tool towards English to students, and my results will even be useful for somebody else, for instance people who want to use the thesis results on their English classes.

Literature review

When it comes to thesis made on the Universidad Pedagógica Nacional related with artistic expressions, intercultural competence, and motivation these thesis were found: The thesis made by Ricardo Segura on 2011 entitled “A critical analysis on student’s foreign language Speech Construction through Culture Based Tasks.” Was a compilation of elements that can be used on a class to enhance the oral expressions by using cultural aspects from Colombia and
other countries, by using interaction and cooperation as bases of classwork, as a conclusion, Segura assures that approaching students to cultural visions can improve the possibility to speak and to express themselves, because knowledge is contextualized and approach to students in a motivating way, Segura used paintings and poetry as a way to portray the foreign culture.

On 2009, student Carlos Blanco made a thesis related to enhancing the oral production and the intercultural competence on students, she states that by applying classes with realia elements (situations coming from real life on self and foreign culture) students are able to link the knowledge with the motivation, giving them a space to express by avoiding the fear of making mistakes, also, he highlights the need of giving positive feedback, making clear that mistakes can be done but correction is just a step of the process and there is no need of feeling ashamed, students will only need the commitment to improve.

Leidy Saiz on her 2009 thesis “La competencia intercultural de los estudiantes en un ambiente de Lengua Inglesa: Una experiencia de inmersión cultural” she states that the intercultural competence can be enhanced and improve whenever students are learning into a framework that allows them to make comments and comparisons between self and other culture, and to do so, she uses elements of communication from real life such as newspapers and TV shows, she found on those elements materials useful to develop this competence on students from Centro de Lenguas.

Norma Garcia on 2012 developed a thesis based on art as a way to teach English, entitled “How to generate a learning atmosphere in foreign language where the art is the instrument for teaching English, facilitating the increment in the vocabulary acquisition and consequently the improvement of the speaking and the listening skills, in the students of the 702 grade at Prado Veraniego School.” Garcia found put that creative process were suitable to enhance speaking and
listening skills on students, by making students draw, create clay pieces, singing songs and so on, she encountered with the fact that motivation gets increased when creativity is involved on the learning process, aside to settle the environment for the class, creativity lead students to develop another skills such as critical thinking and interaction with pairs, these interactions in Garcia’s words were the perfect moment to generate pair by pair evaluation and feedback.

Related to cultural dimensions, the majority of research projects and articles have been written in order to teach how to use it in classroom. Slameto, a research group, in 2014 did a research about teachers’ development of skills. When Mok proposes the usage of Cultural dimensions as a way to develop autonomous work on students there are key concepts related to artistic expressions in order to develop a cultural based learning framework. Nonetheless, whenever the cultural dimensions are mentioned there have been stated few steps to work on in order to enhance the learning framework already mentioned, awareness on students and so on.

Those steps imply that during this state of the art the two main key concepts of the Project, “cultural dimensions” and “Art as a pedagogical tool”, are going to be explained separately, taking into account the most important aspects investigated in Slameto’s and Mok’s articles and research projects.

The concept of “competence” in terms of cultural dimensions has been itself the subject of various debates among educational scholars. Emerging from a movement amongst educational policy makers in the 1960s and 70s toward establishing observable and measurable minimum standards of personal, professional skills and behaviors, elementary, secondary, and postsecondary educational organizations and scholars described this approach as competency-based education (Bowden and Marton, 1998). Efforts to clearly define the intended outcome of
this movement soon lagged behind its increasing popularity, a challenge snidely articulated in the title of William Spady’s article (1977) “*Competency Based Education: A Bandwagon in Search of a Definition.*”

Bowden and Marton (1998) describe four increasingly complex stages through which definitions of competency have evolved (p. 106). Early definitions focused on behavior and suggested that competence could be identified primarily through observing and evaluating workplace performance. Scholars then added the importance of previously acquired knowledge and suggested that competence was an additive construct of both knowledge and performance that should be measured separately. In its third stage, Bowden and Marton suggest that scholars integrated the measurement of knowledge and performance to accommodate the situational nature of demonstrated competence.

Lastly, Bowden and Marton argue that competence is best conceptualized as a holistic construct that perpetually integrates:

1) The way one sees one’s role in a given situation

2) The capacity one has to undertake that role

3) The integration of previously acquired knowledge and current performance within the given context to effectively accomplish a given task.

Holistic development models proposed by Baxter Magolda (2001) and Kegan (1982, 1994) integrate multiple aspects of the cognitive, intrapersonal, and interpersonal domains and recognize that, while development along all three trajectories is necessary to move to higher “orders of consciousness” (Kegan) or “mature levels of development” (King & Baxter Magolda,
the interdependence of those domains can affect the nature and process of development for each individual.

Bowden and Marton (1998) proposed that educators focus on developing students toward competency construct curricula that include a “myriad of ill-structured problems and require simultaneous use of all three domains as students engage an assigned educational experience”.

In applying a holistic perspective to propose the stages through which one would progress to achieve cultural maturity, King and Baxter Magolda’s (2005) student’s interviews show that “study abroad participation can present students with the intercultural interactions that require them to engage the kinds of ill-structured problems that foster holistic development”. In other words, working on Intercultural Competence as a three stage procedure, can be done by enhancing motivation and of course participation in order to keep in mind previous knowledge and students’ opinions.

The research group from the Faculty of English and Education in Indonesia Slameto did a research recently with the topic of the “Development of intercultural competence in English as a foreign language”. They state that those skills (dimensions) need to be developed in an early age because it is an important aspect to work on as soon as possible (Slameto; 2014).

“Due to the fast rhythm of nowadays’ lifestyle, starting to develop CT is an issue that needs to be taken into consideration because the main goal of school work in terms of the usage and learning of knowledge is to achieve educational excellence”

In that case, cultural dimensions are used “to prepare students to face their realities and the variety of issues that are present in their own different contexts, resolving them in an efficient
way using the knowledge previously acquired, especially if the problem can be solved by giving comments or suggestions” (Slameto, 2014). Intercultural Competence probes to be a useful tool to create a proper learning environment with a clear content, faster reception of knowledge and contextualized content that is related to students’ daily lives (Slameto, 2014).

The findings by Mok (2010) reveal that teachers, at first, need to understand the relevance of cultural dimensions and what its usage implies in order to facilitate processes that could benefit the students’ thinking skills. Cultural dimensions can be taught “to create the custom of self-regulated work, giving and receiving feedback and to make proper comments in front of an auditory or in a determined class with security and clarity about the topic”. These statements can be the solution for a problem presented in the class’s performance, taking into consideration that the classes are only 2 hours per week, the autonomous work and the enhancing of this will benefit the cultural dimensions’ proper development.

In Murcia’s thesis (2012) there are remarkable effects in terms of use of Cultural topics that are related to the classes’ time amount and the lesson plans and syllabus’ appliance:

“However, above all it was extremely important not to interrupt the aims and goals of the language syllabus that the institute of modern languages provides for the upper-intermediate English courses. To this end, the cultural tasks and critical practices did not show up throughout the whole lesson period of 5 hours”. (P. 56)

Zimmerman (2010) reveals in his masters research project that team work developed in a cultural context can create a better classroom environment making students feel comfortable and confident in terms of using the English language (speaking being the most common case), revealing their perception about the mistakes committed by students and the feedback provide it:
“According to the interview partners trust means that you are fully respected for what you are and for what you know, that you can do mistakes in order tolerant, that you get help from each other, go ahead and try new challenges. Last but not least, it means that you can rely on your team members”. (P. 84).

This proves that not only the teachers are important in the development of the Cultural Dimensions, interaction between teacher and students and also students with students (peer assessment) are factors that need to be taken into consideration when developing the Cultural Dimensions into the classroom, whereas it is to create a motivating English class, where all comments are accepted and later on a feedback is provided in terms of accuracy (not content, a comment cannot be changed in its personal essence) this feedback is divided into two different stages, he first one is peer by peer feedback, second will be teacher to student feedback.

When it comes to “Art in pedagogy as a way of developing abilities in English as a Foreign Language· EFL (EFL English as a Foreign Language), art seems to be a useful tool in cases of understanding and communication (listening, speaking). Artistic expressions bring another way of comprehension and learning using feelings and thoughts in a communicative environment where the teacher is the guiding the whole process (Leganes; Aldeguer, 2012).

In order to define art as an essential element into the thesis and also to contextualize what “art” was considered into the thesis, it is proper to quote the Russian novelist and essays ‘writer Leo Tolstoy on his essay “What is art?”

Art is not, as the metaphysicians say, the manifestation of some mysterious idea of beauty or God; it is not, as the aesthetical physiologists say, a game in which man lets off his excess of stored-up energy; it is not the expression of man’s emotions by external signs; it is not the
production of pleasing objects; and, above all, it is not pleasure; but it is a means of union among men, joining them together in the same feelings, and indispensable for the life and progress toward well-being of individuals and of humanity.

If creating a class that can enhance the oral and written expression in English by using artistic expressions to check its results is the goal, is better to keep in mind that art will be defined as an element indispensable to progress and to the well-being of students, closely related to expressing orally and written in English, which is one of the main goal of the classes.

Music allows students to share opinions by using the different genders immerse in music and also if we take into account that a song comes to a determined message related to a certain moment in time, it is possible to exchange all students’ opinions and comments about a song making the content of the class more valuable in order to develop the message of the song (Leganes; Aldeguer, 2012). The results of Leganes and Aldeguer’s research reveal the necessity of understanding the several consequences of using music in students’ learning process. First off, music has to be related with another pedagogical methodology (in this research’s case activities related to enhance the oral and written expression in students) in order to work properly, because even if music is considered as a pedagogical instrument, it cannot be isolated from other perspectives that can complement learning’s labor (Leganes; Aldeguer, 2012).

Another important fact that has to be taken into consideration is the well choosing of classes’ materials. According to Hooks (1994), class’ materials have to be chosen carefully, when choosing artistic expressions comes into play, there are lots of devices that can be brought into class, such as paintings, movies, TV shows, role plays, music and so on. It is imperative to pick the correct types of artistic expressions giving each one a clear mission among class’
development, if it is intended to give students vocabulary for instance, or if is to start a debate. The artistic expression chosen will be the starting point for all the activities implying expression by students, they will take the piece as the fragment of information they need to develop and later on give some comments and opinions in written or spoken form.

Also, the use of any artistic expression implies some preparation before entering the artistic piece itself, a conversation before the exercise’s start can be a way to create a closer relation between the material’s content and students’ context in order to give fluency to class’ work, creating links between students’ previous knowledge and the new one obtain with the activities. To sum up, Hooks (1994) states that choosing and applying well material in terms of art creates the closer relation between cultures in student, leading into a critical process “accurate and even fun”

Hooks (1994) mention that using images, music videos and other audiovisual devices increases the attention in classroom, concentration that can be useful and richer in terms of comprehending and analyzing class’ contents. But is also important not to isolate the basic knowledge of English language (grammar structures for instance), there are plenty of protocols that need to be followed to create an Intercultural Competence’s enhancing class.

Student won’t be able to express, make comments and so on without knowing the way to do so, it can learned by autonomous work, although is better to have this learning accompanied by a teacher in classroom (Hooks. 1994):

“Analyzing a movie can end up in students making discussions about movies in classroom (speaking), if the movie has caption the reading process and the vocabulary gaining part is covered, students could create a short text related to a dialogue or a short comment about the
movie (writing) and by watching the movie the students are making their listening process “

(Hooks. 1994)

Cultural Dimensions of learning

Identifying the whole meaning of a spoken or written sentences implies more than being able to connect by separating the several meanings of every single word, although the vocabulary is important in order to give coherence to the phrase, the piece of information needs to be placed in a settled context, in a time, place in a grammatical and situational importance to be taken into account. A real conversation between a native and a foreign speaker always starts by the awareness of both speakers regarding the condition of foreign from one of the people involved on the conversation; this leads some attitudes when it comes to communicating, certain tones of voices, emphasis on some specific words etc. Bottom line the speaker is merged into a stereotype that reduces the person to a representative from a certain country (Bryam; Gribkova and Starkey. 2002)

This means that the spoken and written pieces of information received by students were contextualized into cultural estimations mentioned on the previous paragraph, of course during the classes students were pretending to communicate with native speakers since there was not a ENS on the classroom, I also mentioned before that an artistic expression is merged within a certain moment of time, this also leads the content of the class to be seen by the same considerations in terms of cultural dimensions of learning, the classes will give students keys to express themselves written and orally but also it will give them cultural awareness of the spoken and written exercises made. Finally, cultural dimensions are the group of elements that give
another way of importance to the classes’ materials and exercises in terms of accuracy and
awareness.

It is mandatory to take into account that, studying a language can even create certain stand
towards that language. Even teachers that have acquired some knowledge as the same way that
was creating some perspectives, values and behaviors involved in the socialization process
(Bryam; Gribkova and Starkey. 2002). It is also in order to be careful with those behaviors and
viewpoints hidden within the human thinking process, as well as in the native language the
speaker among the learning process will develop showed and hidden perspectives from the
spoken language and those thoughts will be related with the way of learning, the approach or
methodology applied in classes and so on.

It is possible to apply the same proposal found on Bryam et al (2002) that states the following
main key aspects to develop:

1. To give students linguistic and cultural competent

2. To prepare them for possible interaction with foreign people, thus meaning interaction with a
foreign culture

3. To create a perspective based on respect and understanding from the different perspectives,
values and behaviors from foreign speakers.

4. To enhance them to gain in every interaction more cultural and linguistic knowledge, making
every foreign speaking situation an enriching experience.
Those four main points can be easily covered by a person that had already approaches to a foreign culture (traveled to a L2 language environment) leading the usage of this Project to a crucial question: is it possible to teach intercultural dimensions to students that have never Left the country?

In order to respond this question, according to Bryam et al (2002) due to the fact that cultural dimensions approaching is not the transmission of information about a foreign culture is more intended to teach how the intercultural interaction takes place and how their perceptions from other people’s and cultures will influence the success of Communication.

Bryam et al (2002) stated the role play as a very work full way to develop cultural dimensions; however they focused the role plays of students as visitors, the classes performed on this thesis were more focused on them as creators of a new perspective from. We can also relate the importance of enhancing a behavior of questioning and criticizing contents and information as well as appropriate ways of gaining meaning as it is stated as a way to cover the gap of none being able to have an experience with a foreign person or Group.

Another topic that can be brought into the topic as a weakness in terms of content will be: How a nonnative person can teach cultural aspects from a language? Bryam et al (2002) stated that a native person is not truly aware about what is “right” or “wrong” in terms of proper cultural aspects, linguistic awareness can be developed until the age of 5 according to Bryam et al (2002) nonetheless cultural knowledge can be developed throughout whole life.

What the teacher should ask is not how much more information about a Country and its cultures the syllabus may include, but how can I as a teacher develop those other competences which will help learners to interact successfully with people of other cultures and identities? In
that way information can be updated, changed and rearranged having always in mind students’ needs and expectations, the research had an easy way out from that perspective, learning a culture by using comics, paintings, drawings, and movies gave students several points of view from the same topic, all of those ones grounded in a certain cultural environment always subject to changes if needed.

Thus, a non-native speaker inferiority complex is only the result of misunderstanding and prejudice. From this research’s perspective, language is not isolated to be only a process of code switching and understanding of meanings, language is understood as a way to show and understand self and foreign cultures around the world; also culture is cooperating to update, modify and use language at its own convenient. This means that language is an element that depends on culture and culture use language as vehicle to meanings and knowledge delivery.

Nonetheless, the main point of applying an approach to cultural dimensions in students is more than showing some important aspects from foreign people and general organization (by saying this I mean that having in mind a country’s political, social, cosmological and historical background is essential to develop a proper approach to cultural dimensions, these are indeed dimensions, but those are not the only topics that need to be taught) as Shohamy (2007:5) People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. In other words, how, when and what words to use will be in order to generate a good vehicle of connection between language and learning, on this thesis language is of course understood as a social situated practice, which means that If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to
know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world (Svalberg, 2007).

The previous statements show the vision of language that this thesis is trying to explain, language on my perspective is the fusion between proper grammar and structural schemata (speaking, listening, writing, and reading) and situational and contextualized use frames when the elements of structural schemata comes into use. The following example will show better the vision of language proposed:

As an example we can place a student in a situation where she needs to answer to a person who is trying to get to a place, the problem is that the person only speaks English, one way to solve the situation without depending on L2 will be the non-verbal Communication, however to do so the place needs to be close and this is not the case, the only option left will be to refer the person by giving instructions.

Two different things may happen at that moment on student’s head: first off, student might look into his or her L2 encyclopedia in order to find the correct grammatical structure, Basic vocabulary regarding asking and giving directions, vocabulary related to streets and prepositions if needed. Second process will be thinking almost at the same time how to deliver the information, in my perspective, since this two mental process are happening together the idea will be to prepare students to make those two things faster and accurately, which implies a class with a contextualized situation and a grammatical content specified in certain situations, as well as the meaning of the phrases about to use.
Having this kind of pedagogical goal make the classes more involving in terms of motivation to students, these kind of classes are more personal, leading the student to create an environment where the English content is well received, bottom line, students are learning what they need and they are interested to learn. This in any moment means that self-culture is left behind, actually self-culture is important to establish a bridge between foreign and self-expressions, for instance a letter, Americans can be more straight to the point that Spanish speakers in regards of communicating an issue, such things need to be taken into account, me as teacher cannot step aside a crucial factor such as the way the student express themselves, a clear situation is that students believe that they need to have a certain accent or a way to express similar to some L2 culture.

The main idea is to lead students into a point that they are able to recognize specific patterns of behavior and spoken or written aspects, students need to make sure that self-expressions and cultural marks are important and they are not an impediment to develop real L2 knowledge and usage. We know that language has been seen as a social situated practice, when it comes to culture can be recognized as a knowledge framework, knowledge from religion, society, economy, history, places and so on as well as a set of learnable rules which can be mastered by people.

This framework is understood as a Group of criteria than can be shared and modified depending on the viewpoints and background from speakers (adapted from Liddicoat, 2005) one dimension is the axis of culture as facts or as processes: that is, whether culture is seen as a static body of information about characteristics of a society or as a dynamic system through which a society constructs, represents, enacts and understands itself. The second axis represents the way
in which culture is conceived in terms of educational content. It makes a distinction between artifacts and institutions and practices: that is, whether culture is seen in terms of the things produced by a society or as the things said and done by members of a society (Liddicoat, 2005).

The most static way to approach the teaching of a culture typically emphasizes artifacts, institutions and factual knowledge. Both the approach to culture learning and the content itself are static. The lower left quadrant adopts a static approach to the nature of learning, but a more dynamic approach to the content, whereas the top right quadrant is static in terms of its content, but dynamic in terms of its approach to learning (egg as in activities in which learners engaged with cultural artifacts in a hands on way). The most dynamic approach to culture is represented by the lower right hand quadrant, which sees learners actively engage with the practices of a cultural group (Liddicoat, 2005).

Knowledge of cultures is important for facilitating communication with people. Therefore learners of languages need to learn about and understand cultures. Understanding culture as practices with which people engage becomes centrally important. This means that in the language classroom it is not just a question of learners developing knowledge about another culture but of learners coming to understand themselves in relation to some other culture.

Learning to be intercultural involves much more than just knowing about another culture: it involves learning to understand how one’s own culture shapes perceptions of oneself, of the world, and of our relationship with others. Learners need to become familiar with how they can personally engage with linguistic and cultural diversity.

There is another way to think about culture in language teaching: the distinction between a cultural perspective and an intercultural perspective (Liddicoat, 2005). This ‘cultural’ pole
implies the development of knowledge about culture which remains external to the learner and is not intended to confront or transform the learner’s existing identity, practices, values, attitudes, beliefs and worldview.

In learning about culture in the language classroom, me as teacher had the need to draw on my own experiences of language and culture as they are encountered when trying to create and interpret meanings. The ability to learn beyond the classroom is probably more important than any particular information that students may learn about another culture during their schooling. This is because it is impossible to teach all of any culture because cultures are variable and diverse.

As languages educator, I know that what I can teach in the classroom is inevitably only a partial picture of a language and culture. By acknowledging that limitation in my own teaching, I am less likely to develop stereotypical views of the cultures we are teaching about. Learning how to learn about culture means that, as people engage with new aspects of culture, they develop their knowledge and awareness and find ways of acting according to their new learning.

If culture is a framework involving knowledge that framework needs to be develop and given to students into a certain pedagogical theory, in this case the sociocultural theories are more suitable to work with. Whereas cognitive theories highlight thinking as it occurs in the mind of the individual, sociocultural theories consider the relationship between thinking and the social, cultural, historical and institutional context in which it occurs. The rediscovery of the work of Vygotsky (1978) has led to the understanding that learning and development are culturally embedded and socially supported or mediated processes.
As Lantolf (2000), one of the major researchers who have developed sociocultural theory in the field of applied linguistics explains:

“Sociocultural theory holds that specifically human forms of mental activity arise in the interactions we enter into with other members of our culture and with the specific experiences we have with the artifacts produced by our ancestors and by our contemporaries. Rather than dichotomizing the mental and the social, the theory insists on a seamless and dialectic relationship between these two domains. In other words, not only does our mental activity determine the nature of our social world, but this world of human relationships and artifacts also determines to a large extent how we regulate our mental processes”. (Lantolf, 2000:79)

Learning according to this theory is developed through social interaction with more knowledgeable. This social process of interaction (through language, as well as other systems and tools such as gestures, narratives, technologies) mediates the construction of knowledge and leads to the individual’s development of a framework for making sense of experience that is congruent with the cultural system in which the learner and learning are located. It is through this social and cultural process that students are socialized to act, communicate and ‘be’ in ways that are culturally appropriate to the groups in which they participate as members, and through which identities are formed.

Within sociocultural theories, development occurs twice: firstly in the process of social interaction (that is, on an interpersonal plane) and then within the mind of the individual (that is, on an intrapersonal plane). Language is integral to learning in that it is the major means by which we make and share meanings with ourselves and with others, and by which we negotiate social relationships and social values.
It is language that makes it possible for people to objectify and conceptualize themselves in the world – to give names to experiences, and make sense of the environment, objects, experiences, events and interactions. In short, language is central to the process of conceiving meaning, which is integral to learning.

Sociocultural theory is concerned with the development of individuals over time. According to Vygotsky (1978), learning is not fixed but dynamic and developmental. In this sense, the developmental focus is on an individual’s potential abilities. An individual’s learning potential depends fundamentally on mediation – that is, learning support or scaffolds that are made available.

These scaffolds might include reminders, examples, models, graphics, illustrations, explanations, further questions and elaborations, as well as encouragement. They are designed to move the learning forward in the zone of proximal development. An individual’s learning and achievement are mediated by supportive interactions with others. This interaction is fundamental to learning. To understand learners’ learning and potential development, it’s important to take into account both what they are able to do independently and what they can do, with others, in and through social interaction – what they are able to do at any particular time and what they continue to learn to do over time.

The cultural dimensions of sociocultural theories of learning are highlighted by Gee:

“A sociocultural approach places a premium on learners’ experiences, social participation, use of mediating devices (tools and technologies), and position within various activity systems and communities of practice. The word ‘culture’ has taken on a wide variety of different meanings in different disciplines. Nonetheless, it is clear that as part and parcel of our early
socialization in life, we each learn ways of being in the world, of acting and interacting, thinking
and valuing and using language, objects and tools that critically shape our early sense of self. A
situated/sociocultural perspective amounts to an argument that students learn new academic
‘cultures’ at school (new ways of acting, interacting, valuing and using language, objects and
tools) and, as in the case of acquiring any new culture, the acquisition of these new cultures
interacts formidably with learners’ initial cultures”. (Gee, 2008:100)

Having in mind that a particular language is a mirror of a particular culture the realm of
teaching and learning, as Gao (2006) presents it as follows: the interdependence of language
learning and cultural learning is so evident that one can conclude that language learning is culture
learning and consequently, language teaching is cultural teaching (p.59). In that sense is possible
to create a relation between culture and language as two combined learning bases, as a matter of
fact, going back to the previous example of a communicative contextualized situation these two
particular knowledge frameworks are being used at the same time.

One can already understand the four different language skills (Reading, writing, speaking,
listening) what the fifth language skill should teach is the mindset and technique to adapt the use
of English to learn about, understand and appreciate the values, ways of doing things and unique
qualities of other cultures. This set of dimensions from culture bring some influences to the
different language skills, every L2 user is connected to its cultural background in order to execute
a communicative process, so teaching as the main base of developing skills and the skills
themselves are influenced by culture and it is important to understand on what levels this
influence affects the learning and teaching process.
Art as a pedagogical tool

Art is recognized by some authors as a tool that works on developing intelligence. Being a social element, art in general offers us the opportunity to get in touch with people in all the stages of life; furthermore, music is a way to communicate ideas and thoughts that later on can become knowledge (Gardner, 1993). Language in this case is the basis of our communication and is involved in our experiences. “Songs can be the cover that we need to feel secure; at the same time it gives us the inner support to accomplish a task” (Griffee. 1991 P 134).

Art can also show fears and hopes within people in a determined time, which means that by taking art into a classroom; cultures from different times are also brought in (Oller. 1993). Songs appear as a complement and support in the language development on children. So the goal of using art is to make memories and knowledge easier and significant, increasing the individual talent of students. Art can be the complement for texts or can be the base for a discussion (Murphey. 1993.)

Literacy as a social situated practice

Questions about “literacy” and “what it means to be literate?” have been frequently confined to reading and writing. The recent impact of new technologies and globalization, however, has meant that children now experience a large variety of literacy experiences that extend beyond traditional texts (Diaz. 2007). The term ‘multiliteracies’ is now frequently used and indicates that teachers have moved past thinking about literacy as a narrow skill-based model
of learning to read and write (often described in early childhood education as pre-reading’ and 'pre-writing):

“\textit{In using the term multiliteracies teachers are able to acknowledge the significance of children's unique cultural and social skills, knowledge and understandings in becoming literate in today’s culture. This means going way beyond the traditional tasks of reading and writing. Literacy practices now recognize that the attitudes, feelings, expectations, value and beliefs of children, their families, teachers, and members of the wider community play an important role in the literacy process}” (Hill. 2007).

This involves an increased awareness of a wider world and the tools that are in disposal of children when they learn. Given this broader definition of what it means to be literate in the 21st century, educators need to adopt a new view of “Literacy as social practice” by acknowledging the various literacy experiences that students bring with them from home and their community. “Literacy is strongly supported when early childhood teachers, children’s families, and the wider community have a shared understanding about what literacy involves, what counts, and what is valued by everyone” (Diaz et al. 2000).

When teachers become attuned to the important influences that different literacies have in children's everyday experiences, then there are increased possibilities to appreciate and build on the linguistic, cultural, physical and emotional contexts children bring to their early childhood experience. “By considering the diverse natures of literacy teachers also have the opportunity to broaden their own teaching practices enormously, as new ways of thinking and acting in the world is revealed”. (Diaz et al. 2000). There are benefits for everyone when educators are prepared to embrace an extended, enriched view of literacy.
CHAPTER 3 METHODOLOGICAL DESIGN

This chapter will go further into explaining the research approach used to collect the information, the results and findings as well as the study design.

Research approach

Action Research is the term which describes the action integration (implementing a plan) with research, which means the developing and understanding of the effectiveness of this implementation (Carr & Kemmis, 1986). Action research is based on class’ work implying observation, reflection, evaluation and data collection in order to solve an issue or to answer a question that involves classroom’s performance (Carr & Kemmis, 1986). The following four stages stated by Carr and Kemmis (1986) are features of the “ideal model”, that does not mean that all action research projects will work in that way. The flexibility of action research based on constant evaluation and reflection means that the cycles may be truncated as new ways to proceed become clear (Carr & Kemmis. 1986).

Planning

Identifying the issue to be changed, looking elsewhere for information. Similar projects may be useful, as might professional reading. In school setting this could involve personnel, budgets and the use of outside agencies.
**Acting**

Trialing the change following your plan, collecting and compiling evidence, questioning the process and making changes as required.

**Observing**

Analyzing the evidence and collating the findings, discussing the findings with co-researchers and/or colleagues for the interpretation, writing the report, sharing your findings with stakeholders and peers.

**Reflecting**

Evaluating the first cycle of the process then implementing the findings or a new strategy.

**Study Design**

The strength of a Qualitative Research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the human side of an issue that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals (Nkwi, Nyamongo & Ryan. 2001). Clearly, a quantitative paradigm is based on a data analysis of numbers and percentages, but in this case of research the main idea is to have the students’ opinion about class, art and expressing themselves in English in order to define strategies to enhance those abilities and to establish points of motivation.
Ethical issues

In this part, the process involving having permissions and making the interviews and surveys will be explained. After the researcher introduced himself to the classroom, he gave to students a consent form. In that form the students were asked to write their names and their identifications in order to ask their parents to give permission to participate in the researcher’s activities, give interviews, filling surveys and all with the condition that they will remain anonymous.

When the first interview was made, the researcher asked students’ for permission to record it; at the moment of the interview’s transcription, students’ names were replaced with the letter S, so, students involved in the interview were identified as S1, S2 and so on. When an interview to the teacher in charge of weekly classes was made, the researcher again asked for permission to record it and the teacher’s name was replaced with the letter T.

In the survey was no a space for them to write their names, also the researcher made clear that the ones that did not want to fill the survey were free not to do it. When the field notes were made, there were complications, the researcher wanted to record the class in video, but neither the teacher nor the students wanted to be recorded on tape, for that reason the researcher was only able to observe and to record the classes on a tape recorder.

Research observation and intervention chronogram

During the stay on Liceo Femenino there were two different moments of development of the thesis and gathering of information, the first part was the observation made on several weekly classes and also and two different Media Fortalecida English classes, The observations were
made from February 5th to 27th 2016, on those observation the research problem, interviews and surveys in regards of the English class were performed, this was the base for stating the problem to work on and to specify what the methodology to students will be. After this part of the research, the intervention was made, the space given to the researcher were 10 Media Fortalecida classes given every Monday from March 24th to May 30th 2016, information from field notes, some pictures and videos taken on the classes and the materials given to students were considered to evaluate the progress of the research, to see possible changes in order to improve it and to have better results. Once the classes were ended, two final interviews and surveys were gathered to round the results and to contrast with the information received since the observation process begun.

Information Gathering considerations:

In order to have all the data collection materials organized a criteria of importance of information was given, the surveys and the interviews were considered the way to prove two different things:

- Students perspectives towards the English class before and after the intervention
- To check improvement and results after applying the intervention

Two surveys were also performed during the observation and intervention process, the first survey was to check the possible ways to apply a class based on student’s likes to improve motivation, what the possible topics and materials will be and what activities will be suitable to make students fell interested on ,also to define what was the students ‘perspective in regards of the oral and written expressions performed in class, the second survey was made
to confirm that the intervention was an experience in were students learned and also gained awareness of the different cultural elements surrounding the language when it comes to expressing themselves orally and written.

Field notes were other element of collecting information, during the observation the field notes were intended to have pieces of data regarding the activities made in class (and the materials used to perform them), the students ‘response to those activities and the reactions and thoughts of students among the classes in terms of motivation, so in this first section, the field notes were giving substantial information of how and why to develop a class with artistic expressions to enhance oral and written expressions motivating students to work.

During the intervention the field notes were the main base of feedback in terms of creating and applying the lesson plans, every class was full of reactions, advices and thoughts from students and the researcher, those experiences were collected, revised and then were applied into the next lesson, for instance, if at some point role plays proved to be a good tool to express opinions orally, this activity was then taken into consideration for future use.

Times of information collection

For this research, three moments of gathering information were made, the first one was made before starting the intervention, the surveys and the interviews made to the teacher and to students were analyzed in order to define the research problem, then during the intervention the field notes and the materials given by students were analyzed as mentioned before to provide feedback, finally, at the end of the intervention the last interviews and surveys were collected to round the information, to check on results and to contrast opinions from students and teacher in regards of the class.
CHAPTER 4 FIELD WORK

This chapter shows the teaching approach, the materials, the lesson plan and syllabus related with the performance of the ten classes made to solve the question and reach the aims from the thesis.

Language teaching approach

This research will work a Communicative Approach, which is the most suitable one in order to enhance the intercultural competence in the researcher’s opinion. As its name implies, the main concept in communicative language teaching is “communicative competence” (Richards & Rodgers, 2001 P 159). This covers both the spoken and written language and all four language skills. As Oxford states: “the development of communicative competence requires realistic interaction among learners using meaningful, contextualized language” (Ibid).

Learning strategies like allowing learners to become more self-directed and more independent in learning the new language will students to participate actively in communication. In her book “Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education” Savignon includes a useful summary of the eight characteristics of communicative language teaching by the linguist M. Berns:
1) Language teaching is based on a view of language as communication. Language is seen as a social tool that speakers use to create meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

2) Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

3) A learner’s competence is considered in relative, not in absolute, terms.

4) More than one variety of the language is recognized as a viable model for learning and teaching.

5) Culture is recognized as instrumental in shaping speaker’s communicative competence, in both their first and subsequent languages.

6) No single methodology or fixed set of techniques is prescribed.

7) Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learner’s competence in each.

8) It is essential that learners be engaged in doing things with language – that is, that they use language for a variety of purposes in all phases of learning (2002 P 6).

One major feature of communicative language teaching is pair and group work. This type of work “is suggested to encourage students to use and practice functions and forms” (Richards& Rodgers, 2001, P 171). That helps the students to become more independent and to accept responsibility.

Learner and teacher’s roles
Communicative language teaching emphasizes “self-direction for the learners”. (Oxford, 1990 P 10) As the teacher won’t be around to guide them the whole time, especially not when the learners speak the language outside the classroom they are expected to take on a greater degree of responsibility for their own learning. According to Oxford, “this is essential to the active development of the new language” (1990 P 4). The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency.

Teachers no longer rely on activities that require repetition, accuracy and the memorization of sentences and grammatical patterns; instead, they require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning; they need to listen to their peers in order to carry out group work successfully.

The teacher adopts different roles. On the one hand she is a “facilitator, a guide and a helper” and on the other hand a “coordinator, an idea-person and a co-communicator” (Oxford, 1990 P 10). She talks less and listens more to the students’ output. In addition to that, the teacher also identifies the students’ learning strategies and helps the students to improve them if necessary and shows them how to work independently. Instructional tasks become less important and fade into the background. That doesn’t mean that they aren’t used at all, but with less significance.

These changes give the teacher more scope for variety and creativity and she gives up her status as a person of authority in a teacher-learner hierarchy. It is the teacher’s responsibility to be creative and prepare appropriate material at home. The teacher can also
assume other roles, for example the needs analyst, the counselor or the group process manager (see Richards & Rodgers. 2001).

Materials choosing and uses

Materials play an important role in communicative language teaching. They provide the basis for communication among the learners. According to Richards & Rodgers, there are three basic types of material (2001 P 168). These are text-based materials, task-based materials and realia.

Using realia in communicative language teaching means using authentic material, for example newspaper articles, photos, maps, symbols, and many more. Material which can be touched and held makes speaking and learning more concrete and meaningful. Maps can be used to describe the way from one point to another and photos can be used for describing where things are placed, in front of, on top of or underneath something, and so on.

A classic example of a communicative classroom activity is the “jigsaw-activity”: As Richards points out, “functional communication activities require students to use their language resources to overcome an information gap or solve a problem” (2006 P 18). Usually the class is divided into several groups and each group has a different piece of information needed to complete an activity. The task of the class is to fit all the pieces together to complete the whole. They must use their language resources and communicative strategies to communicate with each other in order to get the information the groups do not have.
An example of a “jigsaw-activity” would be the following: The teacher prepares a topic that’s interesting for the students and fits into the curriculum. For example the students could learn about Britain when introducing the country. The teacher splits the class into four to five groups, depending on the number of students. He/she does this by counting from A- D/E and afterwards all the A’s, B’s, and so on sit together. Every group gets a text containing information on Britain, for example about politics, sights or differences to Germany. The learners take notes and help each other when questions arise. They are then rearranged into groups containing a person from group a, one from B, one from C, and so on. Now the learners discuss and exchange the information they worked on in the first groups so that everyone has all the information about Britain and is able to answer questions the teacher could ask. This activity forces the pupils to talk, even the ones who do not normally speak that much in class, because they are all dependent on the information another student has.

**Advantages and disadvantages**

The most obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more (Savignon. 2002). The approach also leads to gains in the areas of grammatical/sociolinguistic/discourse/strategic competence through communication.

One major disadvantage might be that it is difficult for the teacher alone to check the language use of every student, especially in a big class. The students are allowed to make mistakes but they need to be corrected preferably not whilst in the middle of a conversation - by
the teacher in order to improve and so as not to make the same mistake again and again. Therefore it is not helpful if there’s only one teacher for one class (Savignon. 2002).

Another point concerning the teacher might be that it depends on the teacher how motivating or boring the lesson will be. The teacher needs to prepare the material at home and needs to make it as motivating and creative as possible so that the students find the tasks meaningful and motivating, and are eager to communicate with each other (Savignon. 2002)...

*Lesson plans and syllabus*

Having in mind that the main goal of the classes will be to approach cultural dimensions awareness on students, the syllabus will be related with a big topic called “society”. This big topic will lead the whole class into a final goal, to present a global concerning social issue through by using art expressions as a tool to exemplify the way to present the issue mentioned. The work is not only intended on learning the protocols of determined situations where English is involved, but also to give students a contextualization of several moments when this knowledge can be used, with the corresponding social background needed in order to understand the different situations (previous and new knowledge, comparisons between cultures), the words used (Vocabulary) and the reason for those words or expressions to be used at that specific moment (Efficiency and Aproppiance).

Monday’s classes started from March 7th to May 23th. On those 10 weeks, the teacher gave the students a project to be made during the semester, the final project will be creating a country in which laws, rights and obligations, social issues and values of people would be explained, they will take the references from the classes seen and the lessons taken.
CHAPTER 5 RESULTS

The chapter will explain the results obtained that are relevant to the thesis’ aims and how those were solved. Furthermore, the chapter will contain the answer to the thesis’ question. Finally the chapter will present the findings in regards of the data collection analysis.

In accordance to the thesis’ aims

In order to understand how the information was gathered and analyzed we need to remember that these data collection was made during and after the intervention, three different elements were used to collect the information, the field notes from the teacher, the results from the activities given by the students and the interviews made after the intervention. It is also important to mention that during the intervention factors such as adherence and class performance were also taken into account and those were collected by having the list of attendance on the class and the grades from the activities performed.

The field notes were analyzed after every class to find important aspects to the thesis and also to adjust the next session, the interviews were part of a two set interviews needed to collect the perception from students and teacher in charge of the weekly classes before and after the intervention, and the papers from students probed the in class improvement and performance as well, it was revised the class after being collected, feedback was provided and the option to correct to get more points was open for them to take it.
• To see the results of a class in which activities are based on artistic expressions establishing a cultural link to the foreign and own custom in students.

All the classes were based on a different cultural perspective from English native speakers around the world, me as teacher and students always were establishing some relations and comparisons between self and foreign culture when analyzing cultural or grammatical factor came into play. As it was gathered on field note from lesson number 6 performed on April 25th 2016, when it comes to give students some context to express themselves, it is better to have an example from self-culture, in this specific case, the topic “how and why do I say it” So students were relating the new content to their culture, for instance, when the expression “What goes around comes around” was explained, students immediately related this phrase to one from our culture “Ojo por ojo” also, on lesson number 7 performed on May 2nd 2016, students were revising organization of phrases in English, what came into their minds at first was the differences between punctuation and organization of phrases, they were establishing those comparisons, and then they were memorizing the rules, but it was easier for them to have a starting point from Spanish written rules.

• To determine the possible results of using artistic expressions from several English speaking countries in the development of motivation in students.

First off as previously mentioned students were increasing time after time their motivation in each different aspect of the class, they were more into the classes’ topics, they were willing to do extra class work and always were happy and motivated to participate on the activities
proposed by me. They were also gaining awareness when speaking and writing. The reason to make this assumption lays on the following proves:

To begin with, on the interviews made to teacher Ismael at the beginning and at the end of the classes, the following answers in terms of motivation were collected:

(Interview 1) I: In your appreciation, how good students ‘motivation is in regards of English class?

T: The class itself its good, I intend to have different activities for them, sometimes we have missing people and the few that are on the classroom are more interested on using their cell phones and stuff, so at the end of the day if they are in the classroom I have their attention not most of the times, but I can catch their attention in some way

(Interview 2) I: In your appreciation, how good students ‘motivation is in regards of English class?

T: Some activities that you proposed lead students to feel comfortable to speak and to write in English, I highlight the two classes with music, those ones were the main ones in terms of motivation, but also with the comics and the controversial issues, they were having space to express and to communicate ideas and doubts.

Also, on lesson number 9, performed on May 14th 2016 this piece of information was collected:
• The students will take a social and critical role, having the teacher as a guide through the whole process. Giving autonomy to students to create their own knowledge with the activities proposed.

Students were even able to create a country that had their different rules, goals, an anthem, social values, beliefs, traditions and so on. They were free to choose also what issues their created society needed to improve or to enhance, they also had the opportunity to talk about a controversial issue explained or exposed to society through an artistic expression, I was always advising them on how to describe or to present the information (written and oral) that they were gaining as well as clarifying the doubts that students were having, but they were always the ones leading and choosing the most important things from the lessons and the English usage.
In accordance to the thesis question

Once again we need to remember the question that this research was trying to answer:

What would be the results of using artistic expressions from English native speaking countries’ worldwide to approach students to cultural dimensions in their oral and written expression process?

1. Students felt more motivated to speak and write when the topics are related to their social surrounding. This was proven from the results given on lesson number 10, this was their final presentation in were they felt motivated to express the topics with accuracy and with self-awareness, also materials recovered from lessons 3 and 4 proved that social issues were the best option to enhance students to participate.

2. Using music, movies, TV shows, comics, books and paintings as a way to show some cultural aspects from English native speakers proved to be a suitable way to gain students motivation; they are more into expressing themselves by using these materials. Lessons number 8 and 9 were based on this materials, and students were able on lesson number 8 to complete in a proper way with activity of comparing a hero with a villain, not only on physical terms but also on psychological aspects, and on lesson number 9 students found the explanation from the controversial issues interesting since this came from several art expressions such as music and TV shows.

3. Students gained awareness and accuracy when they have contextualized examples in regards of grammar structure, this means that they not also learn how to say or write, they
also learn when to say it and which grade of formal or informal speech they are having. On lesson number 10, when students were presenting their final project they were focusing on communicate themselves in the most proper way, by trying to avoid as much as possible mistakes, also, the needed to present a final paper in which the oral presentation that they were making was explained, those papers as well showed the progress on students when comparing them to previous activities presented.

Now we need to analyze the negative results of this teaching approach

1. Sometimes students were more focused on discussing the topic itself (causes of the issue, consequences, viewpoints, examples from those issues to our country etc.) that on the grammar part (How to express correctly agreement or disagreement for instance.), so there was a must to find a balance between grammar aspects and cultural and critical speaking was important.

2. Some of the grammatical parts from the classes were boring to students, I as teacher understood the problem of the situation and by presenting the information linked to a material attractive for them I was able to find a solution.

Findings

This part describes the different moments were data collection and analysis were made; three different stages form the main criteria of the data collection and analysis that finally leads to explain the final results.
Before starting classes

The first were a survey and an interview made to students in order to gather information about likes and perceptions towards English as a language and English as a subject. The second instrument were the field notes taken by the researcher during all semester, on those field notes the researcher took note about the main issues seen in class, such as motivation issues, disposition of materials and others and oral and written expression issues. The last one are the data collection from students, which are all the activities made by students among the classes.

The category “Role of English in the future” emerged after the data collection analysis. According to the survey’s results made first class, the majority of students answered that they wanted to learn English to travel and to study in a university (being that option c to question 3 in the survey). Also, on the interview made by the researcher on March 7th 2016, to the question “why do you want to learn English”, some students answered “because it is important to my future”. One student answered to a question saying “we want to learn English”, which proves their desire to learn the language to use it later.

a. To travel  b. To learn the language  c. To study in a university  d. Other

Which:

Porque es importante para el futuro y es muy necesario

Which:

Me gustaria aprenderlo como segunda lengua y para el futuro

mí
Another example taken from the field notes, precisely from one observation made on March 7\textsuperscript{th} 2016, in “research value” item, it is mentioned the importance of English for students as an element to be taken into consideration. The papers presented by the students on this class evidenced the necessity of English to have a better future; answers such as “con el inglés se consigue un mejor trabajo” or “Hoy en día para tener un buen trabajo hay que saber Inglés”

It is also valuable to mention that students find in traveling a future interest, so they are already aware that English learning cannot be isolated from culture in terms of accuracy. During the class made on February 14\textsuperscript{th} 2016, on class minute’s section, in the first part it is mentioned that students were aware about formal and informal uses of the language while greeting. In general, all the classes were intended in a specific element of importance for future cultural experiences:

1. Traveling
2. Going out (eating on a restaurant)
3. Making comments about controversial issues
4. Writing formal and informal papers
Another category is “Real use of English language”. This category was marked using a red color in the data instruments’ analysis. The survey showed that to the question What is the main reason for you to study English, some students decided to write down “I like the language”, even though they have difficulties to understand it summed up with grammar issues. The interview revealed the interest of students to learn English, with certain conditions (an entertained class) which implies a contextualized use of the language among classes will improve their English skills: “it is interesting to know it and to speak it”; “I like English, to speak it but I don’t really like grammar” Were some of the phrases found out the interview referring to this category.

All the classes as it is possible to check on the lesson plans, the data collection from students and the field notes, gave the possibility to check the use improvement on English usage on students, they write, speak, listen and read English input which is contextualized and also interesting for them. Furthermore the classes are related to a critical or reflecting component, in every class students must give comments, written or spoken in order to make the class advance:

1. Session 1: Impressions towards English (self-culture perception of English Language)
2. Session 2: Introducing yourself (Basic grammar in regards of introductions)
3. Sessions 3 and 4: Social values presented with music (perspectives worldwide regarding love, studying, freedom, peace and war)
4. Session 5: Creating a restaurant, following a protocol (speaking, listening, writing, reading and accuracy exam)
5. Session 6: Importance of meaning on spoken expressions. (How and why to say it)

6. Session 7: Importance of meaning, organization and coherent on written expressions. (How and why to write it)

7. Session 8: Superlatives and Comparatives presented with comics (How to describe, compare, contrast and make differences between several people and objects)

8. Session 9: Critical viewpoint on culture. Foreign controversial issues presented and criticized with self and foreign perspectives (Why these happen? How they manage to solve them? How do they feel about it? How do I feel about it?)

9. Session 10: Final presentation (Written and spoken final exam in regards of a created country with established social values, topics of importance, rules to follow, anthem and flag)

The third category “Activities to enhance students’ motivation” was marked using a red color in the data collection revising. In the survey’s results taken on March 7th 2016, some of the students answered to the question “What would you like to do in the English class? Ideas such as “I like to sing and dance” “make competitions, role plays and reading texts”
In the interview made on March 7th 2016 students said that using different activities can be useful for them to learn: “one can bring to the class more interesting activities” “movies could be a good tool to learn listening and speaking” “he (referring to the teacher) can make us compete, and the group who wins receive points

In the field notes from March 14th 2016, the teacher in the comments section remarks some increasing of motivation on students, through the whole lessons the teacher was addressing increasing of motivation. On field notes taken on March 28th and April 4th 2016, the teacher noticed that the motivation in students lead to a good class development, in the class results from those dates in the students’ role is remarked the participation, desire to comment and willing to perform the activities proposed by the teacher.

The same example can be seen on field notes and class’ result from April 11th 2016; as in the field notes in the comment section the teacher remarks the cooperative work that students decided to do towards the topic’s activities. For the class’ result in the teacher’s role, the teacher emphasizes in making more classes like the already mentioned due to the motivation of students and gaining of knowledge from them.
All three categories work together in order to solve a main issue, enhancing an Cultural dimensions in students, having all the time in mind the importance of an accurate knowledge for them that comes from artistic expressions, current and relevant social issues and interesting activities and full grounded materials.

*While classes were made*

Every class had its own field note made by the teacher, as well as the several activities that were obtained from students among the ten classes, the field notes were the main key to adjust and to check the most important elements to enhance the motivation in the class and create an environment of critical thinking and cultural awareness. The content from the field notes and activities can be explained better on the following part.

*After classes were performed*

The purpose of this research was to examine the results of approaching students to cultural dimensions towards the usage of artistic expressions. It further examined whether demographic variables such as Age, Level of Education, Special Education Training Experience and Attitudes in regards of English Language. The first part of the chapter will describe the different results and finds as well as the data collection materials implemented to gather the information and the qualitative elements from the data Collection.

Finally, the results will be contrasted with the research aims and the research questions, therefore those objectives must be shown as completed and the results explained as well.

When it comes to the quantitative perspective I had the adherence as the way to obtain information such as the punctuality, the assistance and the participation in and after class. Several
percentages that can be seen on page 56, were taken in regards of students participating more or less on every class, the importance of this element is to show the motivation of students to come to class being increased or diminished depending on the situation. Also the graphic shows students’ arriving on time to class or showing and presenting the alter class work proposed.

I had three different ways to collect data for having this “Adherence” item all proved with a triangle results analysis scheme. The first element was the Class Attendance, collected every single class, ten classes alter ten weeks. Second element was Class Performance, collected with the grades that students had after the whole after work and in class activities made. The third element was Class Motivation collected with the class’s ‘activities and the classes’ field notes.

Class Attendance

Ten different classes were performed from March 7th 2016 to May 23th 2016, 25 students were supposed to take the classes, however on a previous conversation with teacher Ismael Rodriguez Galvis, official teacher in charge of the Media Fortalecida classes made on March 23th 2016, he already established that ten students will not be taken into account per reasons such as not being able to assist to Mondays ‘classes, and not showing to previous Media Fortalecida classes even though they were advised about the results on the final grade that a no show status on the Media classes will imply.

On previous conversations with teacher Ismael he stated that the average percentage of attendance per class on a Media Fortalecida class was around 47 to 60%, late arrivals were around 80% and no show was about 40 to 53% per class. After revising the results obtained on the classes ‘attendance I had a 100% attendance 40% of times, and the 60% remaining attendance was around 50%.
When it comes to late arrivals and no shows to the classes those elements affected the adherence leaving an 81% of grand total. Being these the results, speaking off attendance and late arrivals there was a good increase from students part, the positives results will be a 19% of late arrivals compared to the 80% stated by teacher Ismael; a 30% of no show students in contrast to the 40 to 53% stated by teacher Ismael.

The grades were given on a scale from 0 to 5, being 5 an outstanding performance, 4 a great job, 3 a job that can be better, 2 a must do homework to improve and 1 or 0 a no show activity.

Teacher Ismael stated on the conversation that students sometimes were having issues most importantly with homework, they were not willing to even make some class activities such as guidelines or speaking exercises and homework was not a matter of their interest. So in terms of percentage this will mean a 10 to 20% of total students presenting after class work.

From 15 students, at least on teachers Ismael’s words “one or two students from fifteen were presenting 90% of after class work”. After revising all the after class activities proposed by me (8 in total) the results on percentage are really positive, there is a really great improvement, 7
students from 15 were presenting a two of 98, and 96, 95, 94, 92, 90% each of after class activities presented. The rest of the students were on an average of the students were on an average of 79%. This proves that students were more motivated and also were able to improve their oral and written expressions among the duration of my classes. These results are telling me as a teacher when I contrast my results of grades with the ones mentioned before by teacher Ismael that using artistic expressions in a class can be a good tool to work on oral and written expressions in students by motivating them to work on the activities proposed.

Class motivation

This specific topic was evaluated and taken into account by several activities that were supposed to be part of the classes; sometimes they were homework but in other cases were related to look for some information in regards of next class’s topic. 8 different activities were made. Why the classes performed by me can be consider as motivational? Simple, this part is the
perfect example of when a student is interested or is getting into some comfortable zone of knowledge, keeping in mind that if students are willing to perform those activities is because they are into the topic, they want to have some further knowledge and the topic has a meaning on their lives or future endeavors.

Let’s don’t forget about the fact that on the interview teacher Ismael was stating that “one or two students were presenting a 90% of extra class work” however, in my classes ‘case not all

The students are having a 100% but I did not obtain a 0% not even on one of them, actually, the whole group was beyond the frame of 50% of extra or after class work proposed.
As a conclusion, those three elements proved to be a good tool to enhance the oral and written expression in students as well as the motivation. In terms of percentages the class performance, attendance and extra class work was improved a lot, the class environment was well received from students, they were more interested to work in class and outside of the classroom as well, so this first part in regards of the quantitative part of the results is showing an increasing interest on students towards English learning process.

On other side we have the respective introduction and final perceptions towards the class and English language itself, I had the opportunity to make two different interviews with students, one before starting the class and one after the ten classes were done, on those ones information related to students’ ideas, thoughts and future uses to English were presented.

Students’ interest into the class’ topic

Every single class was intended to be as cultural immersive as possible, we were discussing several cultural basic topics as values, customs, beliefs and controversial topics, the elements previously mentioned were explained with a “catching” introduction and development.

I must admit that I found myself surprised since day 1, when I requested to students to tell me their impressions in regards English Language they were willing to talk with their partners and share some ideas, leading me to a crucial point, the group was suitable to apply some team work activities.

The most important findings achieved to obtain after the data collection analysis were the following:
1. In classes related to specific topics of English Basic usage (introducing yourself, how to write a paragraph, how to express likes, agreement or disagreement) students preferred to use dialogues and role plays to prove their knowledge, they were enhanced to show their skills, taking into account the competitive side or just for having an improvement class after class.

2. Giving students the opportunity to speak and make comments nears them to win a comfort zone by using English, among the classes students (by some rules and also by motivation from my part) were using more and more some expressions and protocols learned on the classroom, they were always willing to respect the rule number 1 given by me that was called “EOC” (English Only Commitment) which was used to try students, to give them a certain challenge, “try to do as much as you can only using your English knowledge, if it is not enough ask for some help to your partners or me”

3. Topics with controversial, recent or near to their experiences (abortion, violence, drugs, religion, politics, social values and beliefs etc.) were effective to catch students’ attention. I can say that the class made on May 16th 2016, with the topic “controversial issues around the world” was the one with most active participation on it and the one with the most longest paragraphs presented by students among the ten classes, as well as making them preserve and highlight what is valuable from self and other cultures was a great idea, by giving them the opportunity to create a country they were involved on discussing what was right or wrong on their perspectives and also they were giving some cultural meaning to the materials shown by me to them.
Majorly Salina.
Lissette Danyara Perez.

Agree.
- We are agree. let with the use of stem cells because so is can save many lives, a factor important is the use of the stem cells of the babies aborted.
- We are agree with the respect towards the community LGBT because they also are people and can choose its orientation sexual freely.
- We are agree with the abortion because each woman has the liberty of choose if wants have to the child or not according to its situation.

Disagree.
- We are not agree with the politics because are very corrupt and take bad decisions that damage to the town.
- We are not agree with the religion because use the information to its convenience.
- We are not agree with the racism because all us equal and not we have that judge simply for the color of skin.
- We are not agree with the legalization for that so is goes to end the trafficking illegal.
Questions made in regards of culture and language

Every class had different important questions made to make the class going, aside from the main questions that were “how do I say…” “How do I respond to…” and so on, the most important question made by students will be “Why they (foreign speakers) speak, act, thing like that?” that question, repeated on every single class was proving the interest from students to learn not only the grammar content, they were also trying to reach a further knowledge regarding cultural meaning of the several expressions that they were learning. Another important question will be “Why is it (topic, action, perspective) like that on that country?” students were always keeping in mind the context were the topic and the grammatical expressions were immersed, implying that students were step by step gaining an approach to the cultural dimensions proposed by me.

English usage

As I mentioned before, students were always keeping in mind the context from the English expressions were taken, so in order for them to express themselves on the role plays, the oral presentation of the invented country and the restaurant students were aware about a possible situation were the expressions were suitable, as well as their awareness in terms of accuracy, formal and informal expressions and proper delivery of information, in other words, they were always focused on how, why, when and which expressions to use depending on the person they were speaking with, the place and also the importance or relevance of the topic on self or foreign culture.
Where is the Love

"Children hurt and you hear them crying

Nurses hear only in the eyes while

March 28th
4.0

April 4th
5.0

"Because they don't have love and

Because they are abandoned"
Rules:
1. It is appropriate to use the smile, the look, and gestures.
2. If never comes to an interview, eating chewing gum.
3. Body posture
4. Turn off the cell phone.

[Images of expressions and body posture]
Restaurant Delicious Perfect

In our Restaurant Delicious Perfect you will be able to enjoy delicious national and international dishes, taste wines from selected wineries and delight yourself with tempting desserts in a calm and cozy atmosphere.

Complete Menu
Starters, Main Course and Dessert
$75 (tax included)
(Includes alcoholic or non-alcoholic beverage and coffee or tea)

FROM THE GRILL
All dishes from the Grill are served with the Side Dish of your choice

Bif Tenerfin Steak (not included in complete menu)
$38
Sirlion Steak (not included in complete menu)
$38
Entrecote: Entrecote
$32
(Pechuga o) Half Deboned Grilled Chicken
$29
Pork Flank Steak
$30
Fish of the day
$30

SIDE DISHES
Potatoes: French Fries, Paille, Spanish, Noisette or Steamed
Mashed Potatoes and or Pumpkin Puree
Grilled or Steamed Vegetables
Fried Sweet Potatoes
Pilaf or Saffron Rice
Salad of your choice (Lettuce, Carrots, tomatoes, Onions, Arugula and/or Egg)

2 Fried Eggs
$10
IRANA

- Our Country is Called Iran.
  - The rights of our Country.
    - Right to free expression
    - Right to housing
    - Right to a market for goods
    - Right to work regardless of age
    - The upper right to free study.

- The duties of our Country.
  - Have clean city
  - Be honest in any situation
  - Take care of the animals
  - Study and pursue a professional career

- Things that the Country disagrees.
  In our Country, refuses animal abuse. Communist or incapable people refuse the use of money as an end, and not as a means. Refuses in our Country, refuses wars. In our Country, the money is not paramount, the key element the solidarity and rapport of each other.

- The hymn.
  Our hymn is of imagine by John Lennon. We choose that identifies with our Country and the purposes for which this has.
By this I mean that students were on a process of correcting themselves after the presentations, having several opportunities were partners were correcting each other, always with a respectful and centered opinion. We need to take into account as well they were always trying to incorporate the new meanings to the classes because that was the main goal of the EOC policy stated by me, meaning that every time there was a mistake not only on grammar but in contextualization (being informal when is not proper for instance:

saying what’s up to the teacher instead of good morning, using the word “may” instead of “can” to request permissions, stop using the word “put” to state that something is placed etc. finally, this is proving that students were aware about the cultural meaning of certain words as well, most importantly some words that can be offensive without necessarily being cursing due to the place or people involved into the conversation, so I was able to see students making a mind process before speaking just to make sure that they are using the right words at the right moment.
CHAPTER 6 CONCLUSIONS

The research was proving that the activities proposed during the classes were a good way to approach students to cultural dimensions, having those materials as a way to ground the topic and to give motivation proved to be a suitable option. The materials were used to enhance oral and written expressions and to provide motivation to students. Students class by class were gaining more awareness and knowledge, however having only ten weeks of classes was an issue to take into consideration, one topic per class as clear and well explained as possible in order to cover the whole schedule proposed, making students create a country on ten weeks was a challenge that students indeed were able to accomplish. The improvement in terms of grammatical contents may not be as big as in a weekly basis class, but the results in terms of accuracy, awareness, critical thinking and motivation towards English is notorious, students had the opportunity to show their skills in every class, keeping in mind previous knowledge, this means that students were not only learning new things, they were as well clarifying several meanings and usages from previous contents seen in English.

The communicative approach that this research was using proved that having an environment of discussion and grounded knowledge, as well as applying materials related to students likes increase the will from students to participate and learn, they also obtained several skills such as confidence that was one of the main concerns from me as a researcher, at the end of the day there was no such issue as having students not willing to even try to perform an activity,
this indicates that a space of sharing and presenting ideas, thoughts and viewpoints can be created in a class that uses artistic expressions as a way to approach students to cultural dimensions.

Students now are able to comprehend, value and recognize some representative cultural marks from English native speakers, they went forward into a cultural understanding of language by not only establishing some comparisons between self and foreign culture, they as well stated a level of understanding based on the historical and social environment involving the expression.
LESSON PLAN NUMBER 1

Name of activity: Introduction, myths and perceptions towards English

Type of activity: Warming up, checking knowledge about the topic, (revision of vocabulary) revision of perceptions and assumptions regarding English language.

Topic: English as a subject, as a tool to future endeavors.

Material: Board, pieces of paper, program about class.

View on language: Importance of English Language in students’ lives and futures.

Language level: Basic

Time: 150 min

Goal: At the end of the class, the teacher will know the thoughts regarding English from students, their point of view about the language, if they will use it to the future or not.

Possible challenges: Participants might not be interested to participate, in that case the teacher will go on to a previous knowledge checking activity
LESSON PLAN NUMBER 2

Name of the activity: Time to say hi

Type of activity: Warming up, checking knowledge about the topic, (revision of vocabulary) explanation about different ways to greet people in English.

Topics: Greetings, formality of greetings, vocabulary related to introduce yourself.

Material: video “how to say hi” https://www.youtube.com/watch?v=orWL34vG3tY Board, pieces of paper

Language level: Basic

View on language: Implications of greetings in formal or informal ways.

Time: 150 min

Goal: At the end of the activity, the learners will have a collection of relevant vocabulary to introduce themselves with accurate pronunciation having in mind grades of formality.

Possible challenges: Lack of assistance can make the class too quick or maybe not interesting

Preparation: Showing the video, making the activity

1) Introduce the new topic (greetings and introductions) by writing the question on board: “how do you say hi?” (20 min)

2) Explain the procedure: participants should tell their associations, their experiences, and their knowledge, everything this question evokes one after another and show it to the class. (10 min)
3) Students will see the video “how to say hi” and then they will practice the expressions seen (30 min)

4) Check pronunciation and writing basis with the group (20 min)

5) The students think of a dialogue having in mind the person referring to and the situation where the greeting is happening (30 min)

6) They present their dialogues as a role play, partners are supposed to guess in which place the situation is having place (40 min)

**Follow up:** Students will practice several ways to say hi, using it as they arrive to the classroom.
LESSON PLANS NUMBER 3 and 4

Name of the activity: Love and music

Type of activity: Listening and speaking activity. Pronunciation workshop, written exercise, critical point of view towards a social issue.

Topics: Cultural values

Materials: Lyrics and videos of the following songs:

Where is the love? Black Eyed Peas (Lost of values in society)/ Hip-Hop

Is this love Bob Marley (Possibility of loving no matter the situation)/ Reggae

Resistance Muse (Fighting society with non-violent actions) Gandhi’s inspired/ Rock

For the love of a daughter Demi Lovato (alcoholism)/ Ballad

Don’t give hate a chance Jamiroquai (song against war and racism, proposing love as the ultimate weapon to defeat social issues)/ Funk

Language level: Basic

View on language: English learning by musical stimulus

Time: 300 min (Two classes)

Goal: Students will gain vocabulary, they will be able to express comments towards a topic in English, they will gain tips to increase their vocabulary and enhance their pronunciation by using music.
Possible challenges: Lack of assistance, technical issues

Preparation: Showing the songs, sing along, reflecting and writing

1) Introduce the new topic (love explained in songs) by presenting the songs, the music genres and the social issue related to the love value that involves the songs (40 min).

2) Students listen to the songs, then check vocabulary by using the lyrics given by the teacher and start to sing along checking pronunciation (110 min).

3) Students Prepare a short text to explain their favorite song, why they choose it and why is important for them. (30 min)

4) Students sing the song that they chose to create the paragraph, after that the best performance receives a price (100 min).

5) Students make a last spoken comment about the different perspectives of one value in music, and if they are interested of enhancing their English abilities by using music (20 min).
LESSON PLAN NUMBER 5

Name of the activity: Eating, speaking, learning

Type of activity: Vocabulary bank, creativity presentation, role play, listening and speaking exercises.

Topics: Food in a restaurant, making orders, traditional food around the world.

Materials:

Video: What does the world eat for breakfast? https://www.youtube.com/watch?v=ry1E1uzPSU0

Video: School lunches around the world https://www.youtube.com/watch?v=Po0O9tRXCyA

Video: Ghetto chef
https://www.youtube.com/watch?v=hG_DByLygk

Copies about vegetables, fruits and food vocabulary, protocol about ordering food in a restaurant

Language level: Basic

Time: 150 min

Goal: Students will able to recognize similarities in Colombian’s custom food and foraging’s custom food

Students will able to express in a creative way their knowledge about food and ordering in a restaurant
Students will practice their listening and speaking skills by a contextualized situation

**Possible challenges:** Lack of motivation, lack of assistance, technical difficulties

**Preparation:** Showing the videos, creating vocabulary bank, creative part of the class

1) By using the videos the topics “food around the world” and “ordering in a restaurant” will be presented and explained (40 min)

2) Students create a vocabulary bank by using the copies gave by the teacher, they asked for information related to the topics in order to get more information (30 min)

3) Students think in a restaurant, with the meals that they believe are the most interesting and delicious from Colombia and around the world (40 min)

4) Students create a fictional situation in which they have to attend the restaurant, having clients with different orders and from different nationalities (40 min)

**Follow Up:**

Students will be asked to draw or print the dishes that they chose for they restaurant in order to present it to the class in next session.

For next class they need to look for words to express suggestions, possibilities and commands.
LESSON PLAN NUMBER 6

Name of activity: I do, I let do, and I must do.

Type of activity: Discussion in class about rights and obligations

Topic: Rights and obligations, usage of the words can, cannot, should, would, must, must not, have to, not have to.

Material: White board

Language level: Basic

Time: 150 minutes

Goal: At the end of the activity participants should be able to express suggestions, commands, distinguish between the two of them. Also the students will express the possible things that they can or cannot do or they would like to do.

Preparation: A previous investigation of vocabulary should be needed in order to explain what rights and obligations are.

Procedure:

1. The teacher explains the difference between a right and an obligation, the different implications of them and in which moments it is possible not to follow them.
2. The groups will think of three main rights and three obligations for their respective countries, this will happen before the teacher explains the grammatical expressions in order to check previous knowledge.

3. The teacher then explains the usage of “Can” and “Cannot” in order to express possible actions realized by individuals, then the teacher gives an explanation about the expressions “Must” “Must not” and “Have to” “Do not have to” and how those ones express commands, finally the teacher shows the expression used to give suggestions “Should” making emphasis always in the several differences of context between the different expressions.

4. The groups rewrite the rights and obligations now using the corresponding expressions

Follow up: The teacher leave students as homework to think of several things they would create in their countries, they will write a short paragraph using the expression “would”.
LESSON PLAN NUMBER 7

Name of activity: Paragraph organization, connectors.

Type of activity: writing exercises, critical reflection

Topic: paragraph organization, connectors and usage of them, free writing.

Language level: Basic

Time: 150 minutes

Goal: At the end of the activity students will be able to write a paragraph towards a topic of their preference having in mind the different connector that can be used to organize their ideas.

Preparation: A previous investigation of vocabulary and theory for the topics already mentioned

Procedure:

1. The teacher explains the theoretical content of the class (connectors, paragraph organization, and main ideas, supporting ideas, creating a paragraph)

2. Students will do a brain storm about possible topics for their paragraph; they will share them to their partners.
3. Students will decide which topic they will write and which ideas they are going to include, choosing their main topic and its supporting ideas.

**Follow up:** The teacher leave students as homework to correct the paragraph and to increase the number of paragraphs until they fill a page.

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**LESSON PLAN NUMBER 8**

**Name of activity:** Super…superlatives  

**Type of activity:** Theoretical lesson about comparatives and superlatives  

**Topic:** Comparatives and superlatives, the value of heroes nowadays  

**Material:** presentation about superlatives, images and pictures about comics with information related to the character  

**Language level:** Basic  

**Time:** 150 minutes  

**Goal:** The main goal is to teach students the usage of comparatives and superlatives, the possible situations in which they can use those elements and the accurate way to use them.  

**Preparation:** Theoretical background about the topic  

**Procedure:**
1. The teacher presents the topic by showing pictures of super heroes, then the teacher makes the linking question “How of these ones is the strongest?”

2. Students make their comments in order to answer the question, then the teacher starts by make the students notice the key word for superlatives in the question, after that the teacher explains the comparatives and superlatives’ theory.

3. Teacher ask the students to create a comparison between their favorite hero and villain

Follow up: The teacher encourage students to make drawings to the comparisons as homework

LESSON PLAN NUMBER 9

Name of activity: Controversial issues

Type of activity: Discussion, writing exercise

Topic: Controversial issues about the world

Material: Video (Top 10 most controversial issues)

Language level: Basic

Time: 150 minutes

Goal: Students will present their own perspective about controversial issues and how important are them in our country, and how those topics affect people worldwide.

Procedure:
1. The teacher shows the video to students, taking time between number spots to explain them one by one, explaining vocabulary and primal ideas from the number spot.

2. Students will take notes about the topics that catch their attention.

3. Students make comments about the video, in which ways those topics are controversial by answering the question “Why there is no a possible solution for those topics?”

4. Students write down their thoughts about some controversial topics, expressing if they are agree or not with the topic itself and why.

**Follow up:** Students will add these answers to the country that they are creating.

**LESSON PLAN NUMBER 10**

**Name of activity:** Presentation for a nation

**Type of activity:** students’ presentation, closing activity

**Topic:** students’ created counties

**Language level:** Basic

**Time:** 150 minutes

**Goal:** Students will prove their acquired knowledge among the classes by presenting their created country, in an oral explanation and a written paper, showing the different topics seen in class.

**Procedure:**

1. Students present their countries to students
2. The whole class makes comments about the presentations

3. The teacher makes a reflection about the class and asks students for comments about the class’ development and their feelings and thoughts about English after the sessions.
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