A proposal of a didactic sequence for English class in 9th grade in Marino Renjifo Salcedo school, in Colombia, using movie excerpts to raise the awareness of Intercultural Communicative Competence

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UNIVERSIDAD ICESI

SANTIAGO DE CALI

2022

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# ABSTRACT

This research study offers a pedagogical proposal for evaluating the effectiveness of ICC in teaching and learning English by using movie excerpts in a didactic sequence. Culture, interculturality, motivation, communicative, and intercultural competencies concepts will be aboard widely in the theoretical framework. The research took place in ninth grade (9°) at Marino Renjifo Salcedo ethnic-educative institution in Candelaria, Valle. Carrying out this research we followed qualitative research and a didactic sequence follow-up. Beginning and closing surveys were applied to analyze what kind of information students knew about their perceptions of culture, and their motivation in learning English as well as a pre-test and a post-test to indicate the development of ICC in the students and their improvement in the target language. The results indicated that the students' perception about interculturality improved at the end of the intervention since they could identify their cultural aspects such as ethnic group, traditions, and beliefs, and were able to identify them with the other cultures represented in the movies. Students considered they improved in writing, speaking, and listening skills.

**Keywords:** Culture, Communicative Competence, Interculturality, Motivation, Intercultural Communicative Competence, Didactic Sequence.

# INTRODUCTION

Learning a language is an invaluable opportunity for students' social, cultural, and cognitive development. Language as a part of the culture encourages them to know, respect, value, and appreciate multiculturalism, interculturality, and differences, in both the local and global environment. It involves the development of four skills such as listening, reading, writing, and speaking that are essential to interact with other people.

In the Colombian context, the general education law (law 115 of 1994) in articles 23 and 31, contemplates the teaching of English as a foreign language at all educational levels. As English teachers and social agents change, we have a great responsibility to guide students to develop and improve their communicative skills so that they can interact assertively in the target language for being competent in the use of the language as well as the acquisition of elements of conversation, reading comprehension, writing and the ability to express themselves in English as a mandatory established in the General Educational Law (law 115 of 1994).

However, nowadays, English is not only a foreign language, it is also a Lingua Franca because it is the vehicle of communication used by people from different parts of the world, and it is mainstreaming with the principles of ethnic education, and the chair of the afro-Colombian studies in educational curricula will enrich the teaching- learning, and assessment processes of the language for the development of intercultural communicative competences of the learners. Many use English for intercultural communication rather than for communication with native English speakers (Jenkins, 2015).

According to Richard and Rodgers, (2001), there are a set of theories, methods, approaches, strategies, and techniques that can be applied as the basis for teaching and

learning a language to develop what Hymes (1972, cited in Richards and Rogers, 2001) referred to as "Communicative Competence".

The didactic sequence as an educational proposal will be the pedagogical strategy, for teaching, learning, and assessing English and the development of Intercultural Communicative Competence in order to achieve the proposed objectives. By using movie excerpts to integrate the learner's own cultural characteristics with others. The 9th grader students will know, understand, respect, avoid stereotypes, and value their culture as well as those of others to interchange their points of view and experiences effectively. If the students recognize their culture, talk about it in the target language, and learn about other cultures, they will be motivated to use the language in real contexts.

This project is quite ambitious because it pretends to cover intercultural competence through cross-curricular activities of the English language with the ethnic educational policies, the chair of Afro-Colombian studies, and the other compulsory areas taught in high school.  Therefore, we want to analyze some theoretical background and literature to know to what extent Intercultural Communicative Competence has been approached in an English classroom and how it has helped to improve the students' communicative skills.

Then, we will apply a survey to know what the students' perceptions about their culture are, the importance of them to know about other cultures, what are their interests in learning English at school, and if they find it appropriate to use movies in order to learn about cultures and improve their level of English. Next, we will analyze the answers to organize the didactic sequence with the activities to apply in our English classes. In the didactic sequence, we will use a pre-test to know the English students' level. Then, we will work with the four language skills (listening, speaking, reading, and writing).

Finally, we will assess the results to see the effectiveness of these activities by doing a post-test and a final survey asking the students about their experiences identifying differences

and similarities between their cultural elements with those of other cultures, and their

improvement in the target language.

# 1.    RESEARCH PROBLEM

## 1.1. Background of the Study

This research takes place at Marino Renjifo Salcedo, a public ethnic-educational institution located in the rural area of Candelaria in Valle del Cauca- Colombia. It has 7 branches of the elementary school attached to it and provides preschool, elementary, middle, and high school educational services from kindergarten until eleven grades. It attends students in the morning, and afternoon in traditional education as well as adult students at night, three days a week, in an extra-age educational program.

According to the SIMAT (Sistema Integrado de Matrículas), this educational institution has 1,282 students aged from 5 to 18 years in formal education and 19 to 45 years in non-formal one. Some students of the population present special educational needs, and most of them are self-recognized as members of an Afro-Colombian community according to a survey done in 2021 in the institution.

The socio-economic context of the population is low due to the unsatisfied basic needs presented by the families of the students in the areas where the institution offers its educational services. Most of the guardians or parents did not finish their basic primary studies and the majority of them make a living as sugar cane cutters in the sugar mills of the region, and in pottery. On the other hand, mothers usually work in domestic activities as housewives, and in poultry farms.

The hourly intensity of English in elementary is two hours per week taught by teachers who do not have a specialty in the language, while in the basic secondary and middle school, it is three hours per week from 6th to 9th grades and two hours per week from 10th to 11th grades taught by English teachers. There are 4 groups of 9th graders with approximately 25 students. Their age range is 13 to 17 years old.

## 1.2. Problem situation

One of the situations that affect the teaching-learning process of English in the students of our institution is the lack of English teachers to teach the language in the early stages of student training. In other words, teachers who teach the language from preschool to fifth grade do not have the professional profile or the academic training to teach the foreign language. This fact in one way or another has generated barriers to learning and a lack of motivation in learners because they consider it very difficult or impossible to learn or use English in communicative contexts.

The results of the internal and external tests show the low academic performance of students in the subject of English in general in this school.

On one hand, in the internal tests, most of the time students present error interference of L1 in the learning process of L2, they also overgeneralize the structures of the L1 and apply them in L2. A reason for this can be the lack of knowledge in L2, due to the time of L2 learning they have and their experiences using the target language (Rustipa, 2011).

In the external tests, Saber 11, they have shown a low level of English in the results of this school during the years 2019, 2020, and 2021, which means that our students need to strengthen their communicative skills in English at lower levels, not only in 11th grade.

*Graphic 1. Percentage of students for the level of English in Marino Renjifo Salcedo*

*school. 2019*
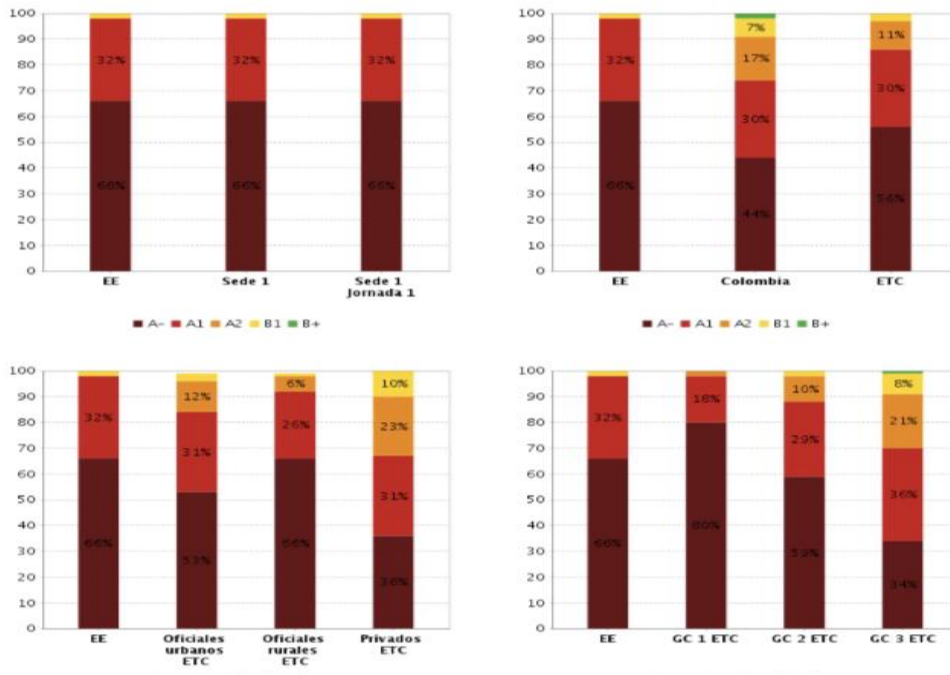


Source: Saber 11 exam result report. 2019-4

*Graphic 2. Percentage of students for the level of English in Marino Renjifo Salcedo*

*school. 2020*

*Graphic 3. Percentage of students for the level of English in Marino Renjifo Salcedo school. 2021*

**How to interpret the graphs?**

Graphics 1, 2, and 3 show the percentage of students in each level of English for every part of the test. The ideal scenario is in which the yellow and green (levels B1 and B+ of the Common European Framework of Reference CEFR, respectively. (Council of Europe, 2001)) parts occupy moseeeeee3et of the bar. However, in these graphics, we can see in this school's results the burgundy color, which represents A-, (according to the Common European Framework of Reference the first level is A1, so A- is under this level) is the predominant color in the first column in all the graphs. This first column represents Marino Renjifo School and the others represent schools in Colombia, urban public schools, rural public schools, and private schools, and the comparison with each group, in all the comparisons we can see that our school has had more than 60% of the students in A- level and approximately 30% of

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students in level A1 of the CEFR during the last 3 years. In addition, we found that in 2019 66% of students were in A- level and 32% were in A1 level, in 2020 and 2021 83% of students were in A- level and 15% were in A1 level.

On the other hand, teachers have been more focused on the grammar aspect of the language than the cultural components, ignoring the local social context around the school to adapt the pedagogical materials, and include intercultural competence in the syllabus. There is a belief that a person can be an interculturally competent speaker getting cultural immersion in a language, traveling abroad to countries that have English as a mother tongue or second language, but (Mesa et al, 2019) states that to develop Intercultural Communicative Competence it is not necessary to do it that way, but it can be strengthened among members of the same cultural background through the knowledge, respect, and value of the diversity in their community. According to this, most of our students have the same cultural background belonging to an afro-descendant group and other ethnic groups. Therefore, there is diversity in this community which students should recognize, respect, and value.

The Colombian Political Constitution in article 7 recognizes the cultural and ethnic diversity in our country. This means that every Colombian person has to know, respect, and value his/her own culture and others'. In this process, education plays an important role in order to develop and accomplishing this article through the development of ICC. The concepts of plural-ethnicity and multiculturalism in Colombia are understood as the existence of different ethnic and cultural groups in the same social setting. The Administrative Department of National Statistics (DANE) classifies ethnic groups in Colombia into Indigenous, Black, Afro-Colombian, Raizel, Palenquero, and Gypsys or Rom, identifying them as ethnic minorities in the country with their own cultures and languages. In the last population census made in 2018 by the DANE in Candelaria municipality of Valle showed

that 22,69% of the population recognized themselves as members of the Afro-Colombian

community as is shown in table 1.

*Table 1. Table of the ethnic population in Candelaria Valle del Cauca municipality, Census 2018.*

| Municipality | Ethnicity | Total Ethnicity | Percentage of population ethnicity |
|---|---|---|---|
| Candelaria | Indigenous | 466 | 0,55% |
| | Rom (Gypsy) | 6 | 0,01% |
| | Raizel from San Andres and Providencia Archipielago | 7 | 0,01% |
| | Palenquero of San Basilio | 1 | 0,00% |
| | Black, Mulato, Afro-Colombian or Afrodescendant | 19210 | 22,69% |
| | *other ethnic groups[1]* | 63107 | 74,54% |
| | No mention | 1864 | 2,20% |
| | Total | 84661 | 100,00% |

Source: DANE, Population and housing census 2018[2]

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[1] The original writing was "no ethnic group" because, in Colombia, the DANE grouped the population into 5 main ethnic groups (Gypsy, indigenous, black, Raizel, and Palenquero), so, people who do not recognize themselves as members of one of these groups answered they have "no ethnic group or no ethnicity", which is not correct because everyone on earth belongs to an ethnic group. The confusion here is that in governmental documents there is no a name for other ethnic groups.

[2] Crispino Arce, A. M., & Secretaria de Salud pública y Seguridad Social en Salud de Candelaria. (2021). *Análisis de Situación de Salud, Modelo de los Determinantes Sociales de Salud 2020.* https://www.valledelcauca.gov.co/loader.php?lServicio=Tools2&lTipo=viewpdf&id=50420

On the other hand, according to the first survey that we did this year in February to 38 students from nine grade in Marino Renjifo Salcedo school located in Candelaria, 92,1% of them self-recognized as members of the Afro-Colombian community in their hometown. Due to this significant number of afro-descendant population, the educational institution in its curriculum and educative project giving accomplishment to the Decreto 1122 de 1998, is implementing the teaching of Afro-Colombian studies in the institution. However, students do not link this knowledge to the learning of English, or they do not see the importance of improvement in their English level and developing Intercultural Communicative Competence. For that reason, teachers have the responsibility in guiding them to raise this awareness.

There are a significant number of possible causes by which students have a lack interest in improving their English level and developing their Intercultural Competence. However, for this project we are going to focus on the motivation students have in learning English as a foreign language, as well as their cultural background and ethnic diversity in the community, since, the teaching-learning process of a foreign language is the opportunity in which students can know about other cultures.

## 1.3. Importance of the Study

This project is designed to strengthen communication skills in English so that 9th-grade students at the Marino Renjfo Salcedo ethnic educational institution to be able to develop not only language communicative competencies, but also intercultural communicative competence based on knowledge, respect, and value their own culture and others, by using English as a means of intercultural communication.

The didactic sequence proposed in this project as a pedagogical strategy in the teaching and learning process will allow the achievement of the objectives through a series of sequential and correlated activities that integrate English with the other elements of the culture. In addition, it will be of great importance for the adaptation of the topics to be developed according to the socio-cultural context of the population, their interest, needs, and capacities.

Finally, the improvement of English through movie excerpts will be an invaluable opportunity for motivation, integration of knowledge, and learning for the students. Thus, it allows them to improve their performance in the language and also broaden their cultural horizons in a world most competitive every day.

# 2. RESEARCH QUESTIONS

The research questions will be the following:

1.  To what extent do teaching activities using movie excerpts in English class foster 9th-grade students from Marino Renjifo Salcedo school in Candelaria Colombia the development of Intercultural Communicative Competence?

2.  What are the main characteristics that these activities should have so that the students from 9th grade develop Intercultural Communicative Competence better?

3.  Is there any relationship between teaching direct ICC of this kind to students in 9th grade and the improvement in their English level and motivation to learn it?

# 3. OBJECTIVES

## 3.1. General Objective

To evaluate the effectiveness of ICC teaching-learning for students of 9th grade in Marino Renjifo Salcedo School in Candelaria, Colombia by using movie excerpts in a didactic sequence.

## 3.2. Specific objectives

1. To explore the use of movie excerpts from different cultures that use English as a foreign language to develop Intercultural Communicative Competence.

2. To evaluate the effectiveness of a didactic sequence of ICC teaching-learning in the development of Intercultural Communicative Competence.

3. To assess the effectiveness of ICC teaching-learning as a factor in improving students' performance and motivation in English.

# 4. JUSTIFICATION

English's language is not linked with a particular culture, but to a cultural diversity that includes traditions, customs, worldviews, norms, nationalities, and ethnic groups. English is the means of communication to know, respect, value, and integrate the other aspects of the culture itself. Thus, in the teaching and learning process, it is crucial the development of four skills such as listening, speaking, reading, and writing to be competent in communicative interaction. In addition, learners of this language need to have Intercultural Communicative Competence as well as be critical thinkers to be able to reflect on their own culture and understand other cultures too.

In the school Marino Renjifo Salcedo, most of the high-school students do not have the motivation, nor interest in learning English as a foreign language. They do not reflect on their own culture or recognize differences or similarities between their culture and others. This could be due to inadequate pedagogical practices or learning-teaching strategies in the classroom, mother tongue interferences in foreign language learning, etc. For that reason, we see the importance of identifying adequate strategies that make our students feel motivated in practicing English through the development of Intercultural Communicative Competence so that they can recognize the elements (practices, perspectives, and products) of their culture and understand those of others.

This research comes from the concern of lack of motivation for learning English, the low performance of it in high-school students, and the need for our students to be intercultural competent English speakers. Through the development of interesting activities, students could identify aspects of their culture and others. Then, they could compare and differentiate theirs from others. We know that the fact of recognizing cultural aspects from one's and others' cultures is not enough to be motivated to become an intercultural competent English

speaker, but it is relevant to know that with Intercultural Competence, students can go through particularities of their culture at the first level and then they can reach a global intercultural mindset, which means that developing Intercultural Competence changes the perspective of the world and help the students to reflect on their own life experiences which is important to motivate them to be communicatively competent in a globalized world.

This research pretends the implementation of a didactic sequence by using movie excerpts' activities to develop the Intercultural Communicative Competence of 9th-grade students in the high-school Marino Renjifo Salcedo public. In the local context, there have not been studies about a didactic sequence in English classes to develop Intercultural Communicative Competence. So, this research will propose some adequate strategies and activities taking into account students' interests, needs, likes, and the local context.

# 5. THEORETICAL FRAMEWORK

The teaching-learning process of a foreign language like English aims at the communicative interaction between people who can belong to the same or different cultures. Thus, in this process, didactic materials (written, audiovisual, and technological) are essential tools for learning a foreign language because they may represent the cultural diversity that students need to know and understand without immersion in a foreign community. In addition, learning a foreign language is the best way in which students can know, respect, value, and integrate aspects of others' cultures as well as identify and value their own cultural aspects to develop ICC (Intercultural Communicative Competence). That awareness of one and others' cultures is called Interculturality.

English as Lingua Franca is used most of the time for non-native speakers in contexts where the first language is not English to interact in formal and informal settings like educational, scientific, socio-economical, etc.  Hence, in this study, we want to present some authors' concepts about culture, Communicative Competence, Interculturality, Intercultural competence, Intercultural Communicative Competence, motivation in the teaching-learning process of English, the implication of using movies for learning culture, didactic sequence to improve English and develop Intercultural Communicative Competence in order to accomplish this project's objectives according to the prior theory.

## 5.1. Culture

### 5.1.1. The self as cultural

Everyone belongs to a culture and this explains the way people think, talk and do things. It is common to relate the concept of culture and associate it with music, dance,

food, and art, in spite of it being more extensive than that, its uses are multifaceted because it portrays many meanings. It is precisely the meaning we give to all the cultural elements through language and other symbolic systems that makes them become cultural phenomena (Kramsch, 2013). According to Peterson and Coltrance ( cited in Tejada & Truscott, 2019) Culture is an ¨ integrated pattern of human behavior that includes thoughts, communication, languages, practices, beliefs, values, customs, courtesies, ritual, manners of interacting and roles, relationships, and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations¨. Language is a fundamental element of culture because one cannot exist without the other since the first one is a vehicle of communication and interaction among human beings and the way to integrate the other aspects of the second one.

According to (Mazari & Derraz 2015, p. 358) language and culture are related in three main components:

1) Language learning offers learners the opportunity to understand the relationship between language and other cultural phenomena.

2) Language learning allows a comparison between the foreign language and the mother tongue and highlights similarities as well as differences between the two.

3) The learning of the foreign culture passes by the knowledge of one's own culture and takes into account its linguistic dimensions.

When learners can identify their own culture and are able to compare it to others, they can have a more objective and critical way of thinking and finally develop their cultural awareness. Therefore, it is an important aspect to highlight that the learning process of a foreign language helps to widen the learner's cultural horizon and foster the value and respect for other worldviews. Furthermore, the authenticity of culture is as developed as

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any other; consequently "to learn someone else's language is to perceive the world through the metaphors, the idioms and the grammatical patterns used by the other, filtered through a subjectivity and a historicity developed in one's mother tongue." (Kramsch 2013, p. 62). That is why the learning of a foreign language has to pass out through the learners' culture that is ingrained in the mother tongue.

### 5.1.2. The elements of culture

According to (Cohen et al 2003, cited in Frank 2013) elements of culture can be the beliefs, values, customs, products, and communication styles of culture. These elements may be found in each of the three levels: surface culture, sub-surface culture, and deep culture.

The first one, includes food, national costumes, traditional music and dance, literature, and specific holidays. In the sub-surface culture section, students could list notions of courtesy, body language, gestures, touching, eye contact, personal space, facial expressions, conversational patterns, and the concept of time. The last one is a deep culture, which may be the most difficult element to identify because in it, there are unconscious values and attitudes that are inside the members of a determined culture, and they can consider correct or incorrect ways of behaving. All of these aspects are considered for members of a culture like "right" or "normal" way of doing things for themselves, but for a foreign learner of language it is important to understand all of the elements since he or she is going to interact to people with a different cultural background, this way stereotypes, false expectations, and misunderstandings can be avoid.

### 5.1.3. Culture learning-teaching

It is normal to see that when a student is learning a foreign language, he or she becomes more conscious of his or her own language structures. For this, when a student learns about a foreign culture, he or she is able to identify his/her own cultural elements and make comparisons to find differences and similarities. The teaching of foreign languages is related to culture because when students are learning the target language, they are learning about what, how, and why people from the target culture do things at the same time they learn how to explain their cultural elements in the target language. The beliefs, social norms, customs, products, language, etc., can be organized into three cultural elements to teach the students which are "perspectives, products, and practices". (Met and Byram 1999, p. 64), say that "Culture is viewed as the interactions among 'perspectives' (the attitudes, values, and beliefs that shape what a culture does and how it does it), 'products' (a term that encompasses the arts as well as more mundane products used in daily life), and 'practices' (a term which includes cultural behaviors, customs)" in which, "the products and practices are, ... the representations and realizations of the … perspectives." Therefore, (Met and Byram 1999) explain that to teach students culture in language learning it is crucial that they can identify these elements by studying important events in the target cultures' history from some practices that appeared, also important aspects of literature. Taking into consideration this, students must identify their own important historical events, and literature amongst others of their culture as well. Including activities that help students to raise their cultural skills also enhance them to become interculturally competent speakers.

Continuing with the same branch of teaching-learning of culture, (Frank 2013) proposes a Template of Hall's (1976 cited in Frank 2013) "cultural Iceberg", he explains with this analogy that at the top of the iceberg there are all the things anybody can easily see in a foreign culture and in the bottom of it there are all the things that belong to the deep culture,

it means all the aspects that are underline the behavior of people from a specific culture and those aspects are difficult to observe. Frank (2013) says that teachers can pass out the Iceberg template or draw it on the blackboard for students to copy and they can write in it all the elements from their own and target culture that belongs to each part of the iceberg: surface, sub-surface and deep culture so that the students can be aware of these elements not only in the foreign culture but in theirs' own.

When students learn about their own culture and others in foreign language class they can develop Communicative Competence as well as their Intercultural Competence although they belong to the same cultural background, they can understand that they have some shared elements like the ones that are in the surface and subsurface stages of the culture, but the ones that are in their deep culture belong to everyone and are part of their individuality, they are not easy to see but are part of them. If they are aware of individuality there is no place to generalize people from a culture.

On the other hand, (Shahed 2013) in his study called *'Culture' as a skill in Undergraduate EFL classrooms: the Bangladeshi realities,* concludes that teaching culture in a classroom is not easy work for teachers. For that reason, he recommends posting a specific way of seeing things by identifying the cultural elements of the target culture. He found out that students become more sensitive to other cultures when they recognize cultural elements of other cultures and this is important to know because in the educational environment it is said that teachers have to teach culture in their classes, but they do not clearly know how to do it, even there are teachers who not know what culture is o what its elements are.

## 5.2. Communicative Competence

It is the ability to understand others and use the language to interact in specific social contexts. It is not only related to grammar rules and structures of a language or to how much speakers know about the target language, instead it is about language use in real contexts. According to (Ahmed and Pawar, 2018) communicative Competence is the "competence to communicate". This communication can be written, oral, or non-verbal. Taking into account this,  language is the vehicle through which communication can succeed and it has four skills, listening, writing, reading, and speaking. To develop these skills in a foreign language, a learner needs not only grammatical knowledge but real contexts where he or she can use the target language and develop his/her Communicative Competence.

Nonetheless, teaching the learners how to communicate requires not only developing their Communicative Competence, but also raising their awareness about non-verbal skills, their level of (un)willingness to communicate, and communication strategies that they can employ in order to communicate more effectively. (Gałajda, 2012). For that reason, many authors agree that Communicative Competence is not only the development of grammatical or linguistic competence of a language, but there are more factors that according to Canale and Swain (1980, cited in Ahmed and Pawar 2018) help to develop effective communication, which are linguistic competence,  sociolinguistic competence, strategic competence, and discourse competence.

### 5.2.1. Socio-linguistic competence

This competence refers to the awareness of the use of any language which can be conditioned by sitting, relationships, etc. It is the way people can use the target language to interact with other individuals in different contexts. (Kojour, 2016)

According to this definition, socio-linguistic competence is relevant in foreign language use because the students can be aware of their context to understand how they can address others, and what kind of discourse they are going to hear. Therefore, with this competence and the knowledge of the appropriate vocabulary in the target language students may have more real-like interactions.

### 5.2.2. Linguistic Competence

Linguistic competence is basically "the ability to produce and interpret meaningful utterances, which are formed following the rules of the language." (Kojour  2016,  p. 13). This competence needs to be worked with the students so that they can use the language in an intelligible and comprehensible way. The students may produce and interpret meaningful utterances as well as feel motivated to learn more about the target language by talking about things related to their realities and not just repeating utterances well structured in a textbook, but far away from their context.

### 5.2.3. Strategic competence

This competence is composed of verbal and non-verbal communication strategies. Also, this competence can help the learner to overcome a situation in which communication breakdowns (Canale and Swain, 1983, cited in Celce-Murcia et al, 1995). It involves all the communicative strategies a speaker can use to not lose communication.

### 5.2.4. Discourse competence

It is about the combination of language strategies in different types and cohesive texts (e.g., political speech, laws, poetry, etc.). This competence was added for Canale (1983, cited in Celce-Murcia et al, 1995)

Pragmatic Competence is another factor of Communicative Competence, for some authors, its meaning is inside of socio-linguistic competence. It is the use of language in the context of communication, especially the relationships between sentences, speakers, their intentions, and the situations or cultural contexts in which they occur.

This concept originated in Dell Hymes' theoretical model of communicative competence. Hymes (1972 cited in Culpeper et al 2018) claimed that language knowledge entails both grammatical knowledge and sociocultural knowledge that determine the appropriateness of language use in context.

Through pragmatic competence, it could be recognized that culture is a decisive factor when encoding and decoding messages. That is, the cultural context plays a crucial role in the correct understanding of meanings. This awareness about the importance of culture is, therefore, essential for intercultural communication to be carried out successfully, thanks to the pragmatic competence of the speakers, a competence that is part of the recognized communicative competence, whose development is the main objective in the teaching of languages today.

In addition, this competence would allow students to develop the ability to use the language appropriate for each social context or circumstance in which the communicative act occurs.

Finally, the objective is to make students aware that when they try to communicate in the language they are learning, the choice of a certain linguistic structure will depend on the

social conventions established for each context, as well as on how the speaker values each communicative situation.

## 5.3. Interculturality

### 5.3.1. Intercultural phenomenon

Interculturality is the transverse axis of cultures, allowing the knowledge and recognition of the other and one's own culture. Intercultural phenomena include many aspects such as cultural assumptions, cultural adaptation, and adjustment, as well as the fact that a similar situation can be interpreted differently by people from different cultures. Hence, the importance of addressing intercultural topics in the classroom helps students in the adaptation to new cultures, which is a process called acculturation since in the future they may have to interact with people from other cultures. According to (Brown, 1994, cited in Frank,  2013), this concept has four stages: (1) excitement (about being in a new country), (2) culture shock (feelings of frustration and hostility), (3) recovery (adjustment and emergent comfort in the new culture), and (4) adaptation (bridging cultural barriers and accepting the new culture). The purpose of acculturation is to reduce the impact of the personal perspective people have on seeing other cultures and overcoming problems. Nevertheless, students who do not travel and consequently do not have encounters with other cultures in a foreign setting can experience acculturation by watching a movie that shows cultural elements of other countries, so they will have to deal with some aspects mentioned above like excitement, culture shock, and the adaptation. In this case, they do not have to recover because they continue in their culture.

Students will develop intercultural competencies which will include: (Frank, 2013) intercultural points of view and perspectives, the knowledge of the different social groups, the capacities for comparison, interpretation, and establishing relationships of knowing and understanding, as well as the capacities for discovery and interaction to acquire new knowledge about a culture, their language and given cultural practices. Finally, The critical vision in the cultural plane of their own culture and language.

### 5.3.2. Intercultural Competence

Intercultural Competence is the ability to understand the elements of a foreign culture as well as one's. Byram et Al., (2002) hold that the intercultural dimension in language teaching aims to develop learners as intercultural speakers who are able to engage with complexity and multiple identities and avoid the stereotyping which accompanies perceiving someone through a single identity. Also, it develops their intercultural competence; their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individually. Finally, they state that the component of intercultural competence is knowledge, attitudes, and skill complemented by values.

The first one refers to knowledge of how social groups and identities function and what is involved in intercultural interaction. The second, attitudes are defined as curiosity and openness, readiness to suspend disbelief about other cultures, and belief about one's own. The third one is skills of interpreting and relating which is an ability to interpret a document or event from another culture, explain it, and relate it to documents or events from one's own.

### 5.3.3. Intercultural communicative competence

For a long time, it has been thought that the aim of the teaching-learning process of a second language was to speak it fluently and native-like taking into account the knowledge of the target language, it means its grammar, phonology, morphology, etc, (purist theory) but later it was added that the social context is important in the use of the target language. So, the knowledge of the language is important as well as the interaction with other people using it in different contexts. (Hymes 1972 cited in Galante, A. 2015)

Taking into account the above-mentioned, Galante, (2015, p. 31) states that "many people use English to communicate with others who come from different cultural backgrounds … This implies that any speaker of English who wishes to communicate with people from different cultural backgrounds needs to develop intercultural awareness for effective communication." and also that the Common European Framework of Reference highlights the importance of integrating cultural dimensions in language teaching being the Intercultural Competence the ability to understand one's and others' culture.

Intercultural communicative competence is found in a phase of intercultural competence. According to Jaramillo, (2015, p.9) it is "the ability people have to interact properly with people from different cultures. Here people should develop different components such as intercultural attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness" ICC involves many components that help the learner to become a Competent intercultural speaker.

According to (Young & Sercombre, 2010, p. 14, cited in Kojour, 2016), Intercultural Communicative Competence ICC is "a dynamic process by which people draw on and use the resources and processes of cultures with which they are familiar but also those they may not typically be associated within their interactions with others". The local educational way to

teach English in public schools has been based on the suggested curriculum, basic rights of learning, and standards, doing so, the classes tend to be traditional and most of the time follow the former method of grammar-translation just filling gaps, completing sentences and organizing all kind of written exercises without any real interaction among students- students and students-teacher. Therefore, teachers do not know what exactly their students can do with the language. For the students to be able to communicate with people from other cultures and talk about their cultural interests and understand what others say, teachers need to help them to develop intercultural communicative competence. For that reason, "Kramsch, (2001) emphasizes that the most important factor to take into account to develop intercultural competence in students is to stop giving importance to grammar rules through non-authentic materials and to start focusing on developing language knowledge and cultural awareness through the use of authentic materials." Jaramillo, (2015, p. 3). Although it is important to cover all of the components of Communicative Competence like grammar or linguistic competence, there are others as well, and teachers have to use strategies and activities in order to develop Intercultural Communicative Competence.

### 5.3.4. Developing Intercultural Communicative Competence

For developing intercultural competence, it is necessary to incorporate opportunities that allow students to reflect on the culture of a different country, and in the same way, reflect on their own country's culture. According to (Kramsch, 1993, cited in Frank, 2013), this is something called the "third culture" of the classroom. The reflection of the different cultures may address the teacher and students to identify why they behave or do things the way they do them. The "third culture" will also be a powerful tool when learning from different cultures does not make sense to a student who won´t travel abroad or does not have plans to

go to another country, since it not only provides knowledge from other places but also their place and themselves. Activities like this one, the "cultural Iceberg" analogy where students have to identify their and others' surface culture (observable aspects) and deep culture (non-observable aspects) as well as movie excerpts can help both raise the intercultural competence of the students and be an extrinsic motivation for them to improve their English level.

## 5.4. Motivation

### 5.4.1. Motivation in Learning

Motivation is a key factor for explaining the success or failure of any difficult activity. Developing the concept of motivation in practice is not as easy as we might think.  The term 'motivation' is an abstract and hypothetical term that is used to explain why people, in this case, students, think and behave as they do. Dörnyei, (2001) explained that motivation is a process by which certain learners' actions start and continue giving stimuli in order to begin second language learning.

In contrast, motivation can be understood as the way an individual behaves to accomplish a goal. In the same sense, (Guay et al., 2010) have affirmed that Motivation is the reason underlying behavior. It is necessary to highlight that motivation is the key to success in the teaching-learning process, so learning is an active process requiring a participative role. It influences the rate of learning, the retention of information, and the desire to learn.

Taking into account that teachers are fundamental to motivating students to engage with learning activities within their specific educational contexts (Ryan & Deci, 2010) it is necessary to plan how much students will learn from the activities they perform and choose the information which they will be exposed. Learners who are motivated to learn something use higher cognitive processes in learning about it.

On the other hand, there are factors such as sex, age, expectations of each student, numbers of learners per classroom, teachers' behavior, methodology, and materials that could affect the lack of motivation in learning, create barriers, frustration, insecurity, fear, disappointment and, ultimately lack success. According to Spolsky, (2000), the most meaningful factors that affect the teaching-learning process are the teaching method, the age, the aptitude, and the attitude of learners. The attitude of the students is the factor that most affects the motivation since it is related to the educative context including teachers, families, and friends (Redondo & OrtegaMartín, 2015).

Thus, teachers have a great challenge in terms of how knowledge will be guided and oriented to their students so that they take into account the interests, likes, needs, and abilities of the learners and effective methodology, activities, and materials adapted to the socio-cultural context of schools.

Finally, developing Intercultural Competence will be a tool to motivate the students to learn and use English, through recognizing the practices in their own culture, and knowledge about other cultures where the target language is used also the resources must give opportunities for learners to engage with new discourses (Liddicoat, 2013). Thus, learning will constitute a pleasant, exciting, fun, constructive, formative, inclusive, respectful, and critical path towards the integral formation of the individual to be useful to society.

### 5.4.2. Importance of the types of motivation

Some researchers of human motivation state that there are two types of motivation: intrinsic and extrinsic motivation. The first one refers to somebody's internal desire to perform a particular task itself or from the sense of satisfaction in completing or even working on a task. That is to say, it can be biological, emotional, spiritual, or social. The activity can be done for self-pleasure looking for individual satisfaction. According to (Ryan

and Deci, 2010), they explained intrinsic motivation is the choice people make on their own desire without considering any external component.

The second one represents a task for attaining an outcome. It may be accepted as a kind of reward or social approval. Some authors explained that extrinsic motivation is caused by a number of external factors that might include benefits for the learner. So, extrinsic motivation is any stimulus that comes from outside of the learner, and which drives him or her in the learning process.

In the school context, a factor that is quite motivating for the students of the school is to carry out artistic and cultural activities in English like the celebration of the Afro-Colombian day, in which, students have to make performances, dance, and show the gastronomy of the pacific region.

### 5.4.3. Teaching and learning a foreign language and positive motivation.

Motivation plays an important role in teaching and learning a foreign language because it supplies the beginning of the language learning process. It stands for feeling, courage, and energy as a vital force that encourages learning new knowledge, ideas, and experiences to enter a globalized world.

Students' motivation in Foreign Language Learning is affected by several factors such as sex, age, culture, personal interests, past actions, expectations, social or affective factors, environment, and so on. However, everybody knows that keeping our students motivated is not an easy task and, apart from these factors, teachers' behavior, methodology, materials, the structure of the course, or even the informal interactions. (Gardner & Lambert, 1972) stated that second language learners' perceptions of learning a foreign language and its cultural aspects as well as their reasons for learning the language, which is the motivation, are related to success with learning that foreign language. In addition, the implementation of

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contextualized and interesting activities pointing out the intercultural communicative competence development will help students to be motivated in the language class.

Teachers can play a significant role in motivating students to the learning of a foreign language. However, they should not force their students to learn more by thinking that to act like this is to motivate. We as teachers should help our students to find motivation in the areas where they do not expect it and also research their motivational processes so they can take advantage of them.

### 5.5. Movies for the teaching-learning of English and culture

Nowadays, globalization, technological advanced tools, and the importance of English as a universal language or lingua franca demand the implementation of different approaches, methods, strategies, and resources for teaching and learning effectively. According to (Crystal, 2012, cited in Al Murshidi, 2020 ) English has become a global language and gained significant importance over the last few decades.

Some learners learn the language and develop communicative skills through direct contact in a natural environment, others by doing grammar exercises, dialogues, songs, and movie excerpts.

English through movie excerpts is a good teaching and learning strategy to develop competencies in the language as well as to integrate technological resources and culture. According to  (Liando et al, 2018, cited in Al Murshidi, 2020) the learners as respondents showed that after watching movies, their listening skills enhanced far better than their speaking skills. Similarly, the researcher, Safranj (2015, cited in  Al Murshidi, 2020) found that the dual process of learning activity or the involvement of both the audio and visual elements allows the students to obtain more information as compared to when they are exposed to a single channel.

A recent study made by Al Murshidi, ( 2020) for students from different universities in the United Arab Emirates to evaluate the use of movies as teaching material got a result that Movies can be used as an authentic language input to enhance English language proficiency and have influence proficiency by improving different language skills.

On the other hand, (Yalcin, 2013) in the study called *Using Movies in Language Classrooms as Means of Understanding Cultural Diversity,* concludes that learning a foreign language and culture through movies contributes to social cohesion and peace in the world in the sense of eradicates stereotypes and promotes intercultural understandings.

Roell (2010) affirmed that films cannot substitute for actual interaction with members of other cultures, they can provide useful preparation for those encounters by fostering understanding and developing sensitivity, as well as to enable students to understand other people's actions and to have empathy with members of minority groups.

Finally, Sherman (2003 cited in Yue, 2019) believes that authentic film is a 'window on English language culture.' So, foreign films cannot only be used for teaching but also, for educating students about social aspects and they have great potential in facilitating language and culture classroom especially in terms of fostering ICC.


**5.6. Didactic Sequence**

According to (Zavala 2008 cited by Ortiz D, 2019) a didactic sequence is a set of organized activities, structured and articulated to get educational objectives that have a beginning and final activities. To achieve these objectives a didactic sequence will have the following purposes:

- To investigate the prior knowledge of the students and check that their level is appropriate for the development of the new knowledge.

- To ensure that the contents are meaningful and functional and that they represent an acceptable challenge.

- To foster mental activity and the construction of new conceptual relationships.

- To stimulate self-esteem and self-concept.

- To allow autonomy and metacognition

In the teaching-learning process the Didactic is supported in six main discursive categories:

- Objective (What is it taught for?)

- Content (What is it taught?)

- Method (How is it taught?)

- Means (What is it taught with?)

- Way (How is the teaching process organized?)

- Assessment (To what extent is the teaching objective achieved?)

These categories are articulated in three moments: planning, implementation, and assessment. (Vazquez et al, 2020)

The sequences are organized learning activities that will be done with the students and for the students to create situations that allow them to develop meaningful learning. For that reason, it is important to emphasize that it is not just filling blanks in a format, but it is a tool that requires knowledge of the subject, comprehension of the study program, the teacher's pedagogical experience and vision as well as his possibilities of doing activities for the students' learning (Díaz, 2013). Díaz proposes a guide to elaborate a didactic sequence where he explains the structure in three phases (beginning, development, and closing) of activities, in which students learn through the solution of a real problem done with the contents of a school subject. Therefore, the idea is to develop the three phases in a couple or more classes because in just one class it is difficult to accomplish the objectives.  In this sequence, meaningful activities that help the students to raise their intercultural competence can be

organized in an order that allows them, first to identify foreign cultural elements and with them, they can recognize theirs as well.

   In conclusion, it is remarkable that students of English as a foreign language can learn the target language and at the same time, they can be aware of cultural elements not only in the target culture but in their own. That is why the relationship between culture and language is real in the teaching-learning process of a foreign language, and one can not exist without the other. When students observe and identify individual perceptions and beliefs in all cultures including inside theirs, they will avoid making generalizations that can convey misunderstandings and make stereotypes. For that reason, teachers need to work on strategies that in a logical order encourage students to be interculturally competent speakers of the target language.

# 6. METHODOLOGY

This research proposes a didactic sequence with activities including movie excerpts in English classes to develop Intercultural Communicative Competence so that the students can identify cultural aspects of their culture and others, and at the same time, they can improve their English level.

To carry out this study, we followed qualitative research because it studies how people construct meaning by interpreting interviews, observations, and documents, which are the way to gather descriptive data (Patton, 2014). Otherwise, to develop our purpose of guiding students to foster Intercultural Communicative Competence, it was necessary to go to the field and participate in intervening in it. Therefore, this methodology involved two phases of knowing and acting, where both of them were related to the students whose reality was investigated. We surveyed the students to know their perceptions about culture and motivation in learning English, so we could have a starting point for the next step that we wanted the students to be involved in. Then, we made a didactic sequence that according to Zavala (2008) it is a set of organized activities, structured and articulated to get educational objectives that have a beginning and final goals. During the process, students have to do the assessment for learning, which is a checklist of self-evaluation. The first one is to assess their progress during activities 1 and 2, and the other checklist is to assess the final product they have to make (scholarly news board). We started with a pre-test and finished the implementation of the activities with a post-test to measure the development of ICC and improvement in English.

## 6.1. Procedure

To do this research we applied a survey to the students to know their motivation in learning English, their perception of culture, and their point of view about the importance of English nowadays. Then, we designed a didactic sequence with activities that involve movie excerpts and the construction of a scholarly news board talking about the student's culture and the others learned through the activities done in it, and also, we applied a pre-test to know how our students are in their English level. Finally, we made a post-test to assess the effectiveness of the didactic sequence in the development of Intercultural Communicative Competence in students and how their English performance improved, and a final survey to know their perceptions about cultural awareness.

## 6.2. Data gathering

Technique 1: we did **observations** to identify the difficulties students in the school have in English classes and decided to work with the 9th grade because we found it appropriate that since this grade, they can improve their English level to face external tests in two years.

Technique 2: We applied two **surveys** (one at the beginning and the other one at the end) to analyze what kind of information they know about their culture, how they perceive it, and what their motivation was in learning and practicing English (See appendices 1 and 7).

Technique 3: We designed and implemented a **didactic sequence** with movie excerpts and a scholarly news board about cultural aspects of their community and the ones shown in the movies (See appendices 3, 4, and 5).

Technique 4: We made a **pre-test and a post-test** to assess the effectiveness of the didactic sequence measuring the development of ICC in our students and their improvement in English level (See appendices 2 and 6).

**6.3. Sample**

Our sample is 9th-grade students of Marino Renjifo Salcedo public school, located in Candelaria, Valle. The sample's age range is 13 to 17 years old. In the school, there are four groups of 9th grade 25 students each more or less. For this study, 38 students from the 9th grade answered the first survey. We chose this group according to the curricular content they have and also because we found it appropriate to work on this topic with this level of high school students who need to deepen their communicative competence in the foreign language as well as in the intercultural communicative competence, which would be reflected in the internal and external tests. Consequently, the objective of this study as a pedagogical proposal is to improve the level of English by watching movie excerpts within a didactic sequence planned and developed as well as to develop intercultural communicative competence. We found it challenging to work with this group of students so that they can improve during this scholar year their interest to learn English and develop ICC.

# 7. RESEARCH FINDINGS

## 7.1 Students' first survey

To achieve the proposed objectives in this study, first of all, we did an initial survey that aimed to analyze what kind of information our students knew about their culture, how they perceived it, what their motivation was in learning and practicing English, and whether they wanted to learn about culture through movie excerpts. According to the results, we found that our students liked to learn about other cultures through movies as it is shown below.

This first survey was done in Spanish through google forms and 38 students from 9th grade answered it. In the first part, there were 2 questions about the characterization of students' age and place of residence.

We found that the age range was between 13 and 17 years old. According to this information, most of the students from the sample were 14 years old (57.9%) and the least percentage belonged to one student who was 17 years old.

The second and third questions were about the grade they belong to and their gender. 71.1% (27 students) belonged to 9-1 and 28.9 % (11 students) belonged to 9-3. 52.6 % of the 38 students were women and 47.4 % were men. The fourth question was about the place of residence and we found that most of the students lived near the school in The Cabuyal where the school is located, 10.5% of them lived in The Albania which is far from the school and 10.4% lived in other places with difficult access, far from the school as well. Most of these places are located among sugarcane plantations, being hard to go to school most of the time due to the rains during the year.

The fifth question was about ethnicity, we found that 92.1% of the 38 surveyed students self-recognized as members of the Afro-Colombian community, while 2 of them (5.3%) answered that they belong to other ethnic groups, and 1 student who represented 2.6% self-recognized as Raizel or Palenquero.

*Graphic 4. How useful do you think it is to learn English?*



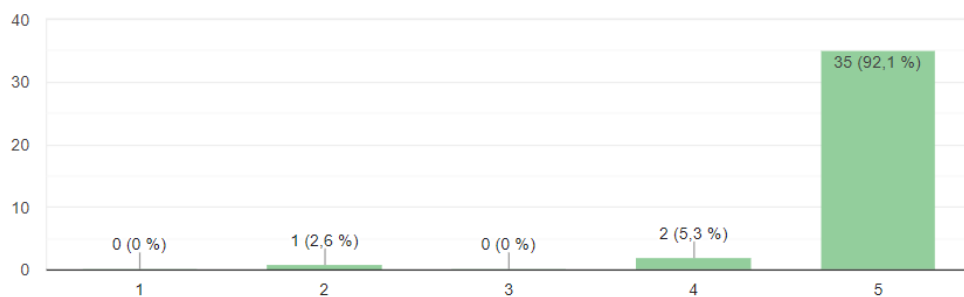¿Qué tan útil crees que es aprender inglés?

38 respuestas
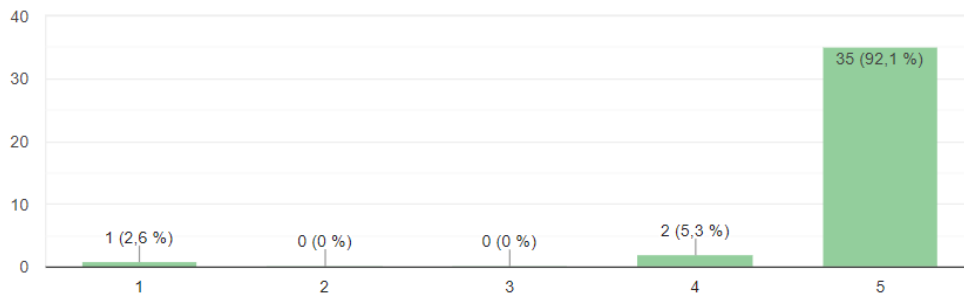
In graphic 4, question 6 we found that 35 students who represented 92.1% of the surveyed, answered that it was very useful to them to learn English, while 2 of them, who represented 5.3% answered that it was useful and only 1 student, who represented the 2.6 considered that English was unuseful.

*Graphic 5. How important do you think English is for work or study?*



¿Qué tan importante crees que es el inglés para trabajar o estudiar?

38 respuestas

According to graphic 5, question 7 we found that 35 students who represented 92.1% of the surveyed, answered that English is very important, while 2 of them (5.3%) answered that it is important and only 1 student (2.6%) considered that it is less important.

*Graphic 6. How motivated are you to learn English?*

¿Qué tan motivado te sientes para aprender inglés?
38 respuestas
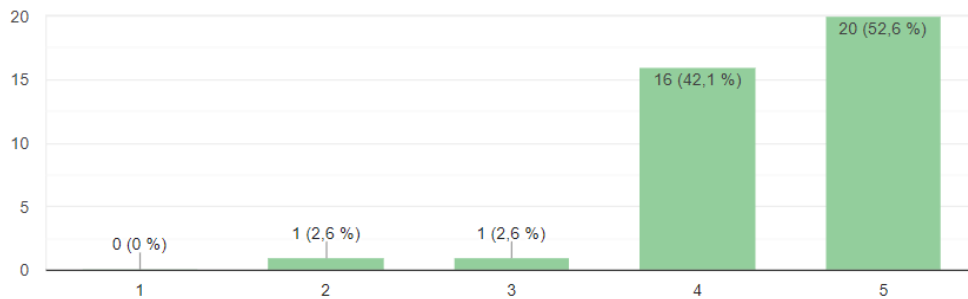


In graphic 6, question 8 we found that 20 students who represented 52.6% of the surveyed, answered that they were very motivated to learn English, while 16 of them (42.1%) answered that they were motivated. However, 2 students who represented 52% considered that they were not very motivated to learn English.

*Graphic 7. Do you think you can learn English by watching movies?*

¿Crees que se puede aprender inglés viendo películas
38 respuestas
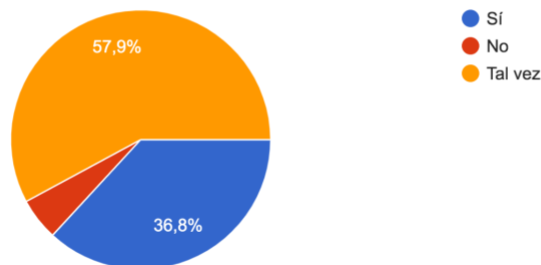


In graphic 7, question 9 we found that 57.9% of the students surveyed considered that maybe they could learn English by watching movies, while 36.8% affirm that it could be done. Finally, a very small percentage representing 5.3% denied that possibility.

*Graphic 8. Would you like to learn English by watching movies?*

¿Te gustaría aprender inglés viendo películas?
38 respuestas

● Sí
● No

13,2%

86,8%
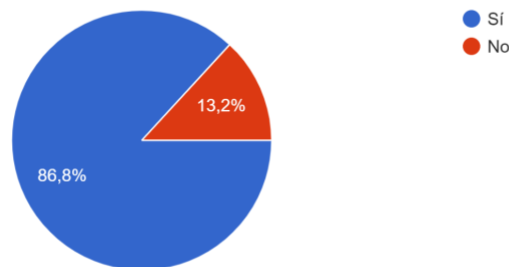
In graphic 8, question 10 we found that 86.8% who represented the majority of the students stated that they would like to learn it by watching movies. However, 13.2% of the students consider that they would not like it.

*Graphic 9. Are there people in your community who (know how to)³ speak English?*

¿En tu comunidad hay personas que se comuniquen en inglés?
38 respuestas

● Sí
● No
● No lo sé

36,8%

42,1%

21,1%
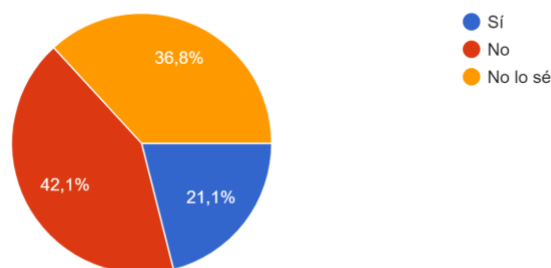
In graphic 9, question 13 we found that 42.1% of the population around schools do not know how to speak English. On the other hand, 36.8% of them, students do not know if they can speak it. And finally, it affirms that 21.1% of the population can speak English as a foreign language.

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³ We clarified this question by adding (*know how to*) because our intention was to identify if our students know people in their community who can speak English as a foreign language.

*Graphic 10. How much do you Know about traditions in your community?*

¿Qué tanto conoces las tradiciones de tu comunidad?
38 respuestas
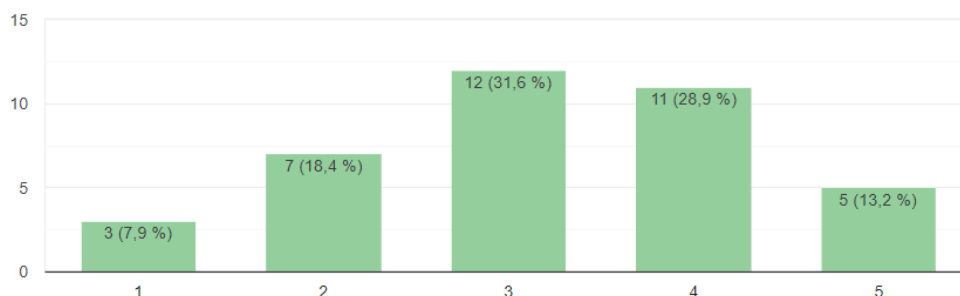
In graphic 10. question 14 we found that 13.2% of the students know very well about

traditions in their community. In addition, the majority of them, 31.6%, know it well, and

finally, 7.9 % of the students do not know about it.

*Graphic 11.  How important do you think it is to know other cultures?*

¿Qué tan importante crees que es conocer otras culturas?
38 respuestas
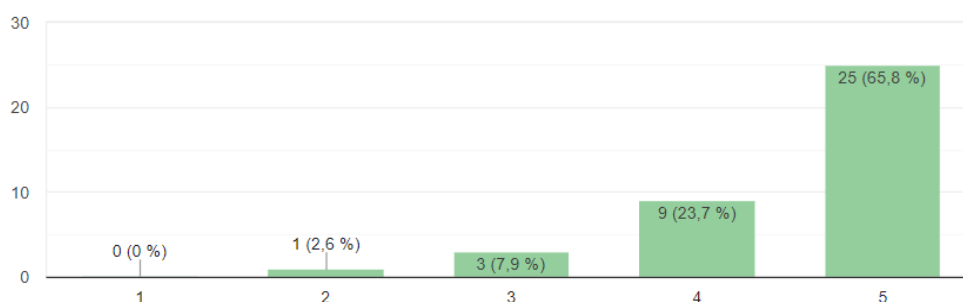
In graphic 11, we found that 65.8% of students surveyed considered that it was so important to

know other cultures. However, 2.65% of them think that it was not important.

*Graphic 12. How important do you think it is to respect and value other cultures?*

¿Que tan importante crees que es respetar y valorar otras culturas?
38 respuestas

In graphic 12. We found that the majority of the students surveyed (86.8%) answered that it was too important to respect, and value other cultures, and 1 student answered that it is not important.

*Graphic 13. How much do you think you can learn from other cultures through English movies?*

¿Qué tanto crees que puedes aprender de otras culturas a través de películas en inglés?
38 respuestas
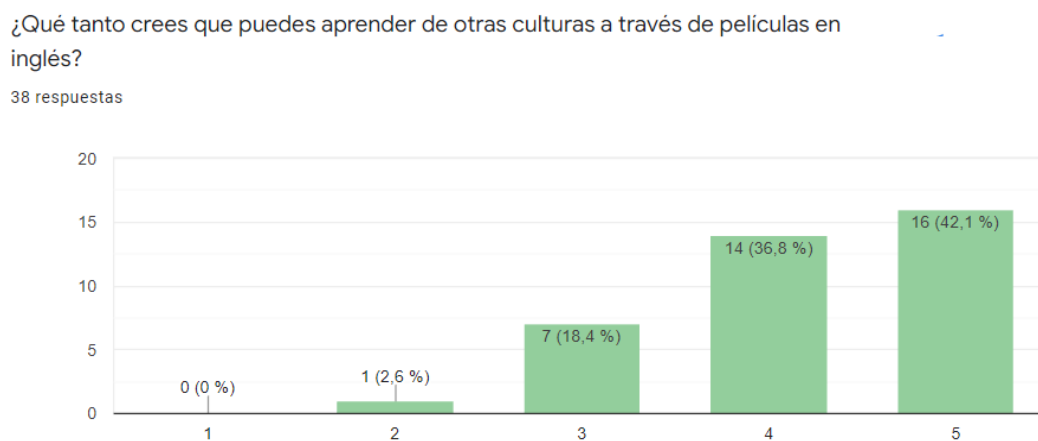
In this graphic, we found that 36.8% and 42.1% of the students considered that they can learn much by watching movies in English.

*Graphic 14. How important do you think it is to learn English and get to know other cultures to improve communication with people from other communities?*
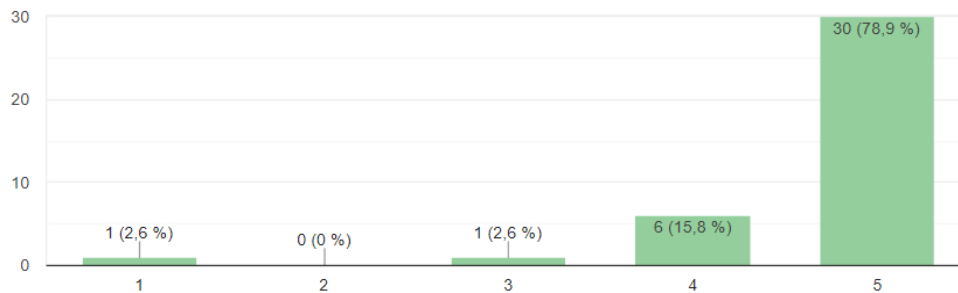


In graphic 14. We found that the majority of the students surveyed considered that it is very important to learn English and get to know other cultures as well. and just 1 answered that it is not important.

**7.2. Pre-test students' answers**

In our first-class experience with the 9th grader students, the development of this pedagogical project was not as easy as expected. Between planning and execution, there are sometimes gaps that need to be fulfilled. We had planned to have just one hour doing this pre-test, but it took longer than that. Actually, it took one hour and a half for them to do it. The class went to the last two hours of the academic calendar, and the students were already exhausted by the normal fatigue of the study day and especially because that day the weather was really hot.

The pre-test was made of 17 questions with multiple choices to select the right answer that pointed out to identify the knowledge of English, culture, and interculturality of the students.

It also had two open questions so that the students could argue from their experiences with cultural and intercultural aspects. Analyzing the results, we found that question 15 had the lowest percentage (58%) of right answers (How can you communicate with people from other cultures?). Also, question 5 had a low percentage (62%) of right answers (Do you think that by learning English you can know more about other cultures around the world?). Then, we found that question number 12 (What are the ethnic groups in Colombia?) had 66% of the right answers. And question 10 (What do you think Interculturality means?) got 67% of the right answers as it is shown in graphic 12.

*Graphic 15. Students' answers in the application of the pre-test*
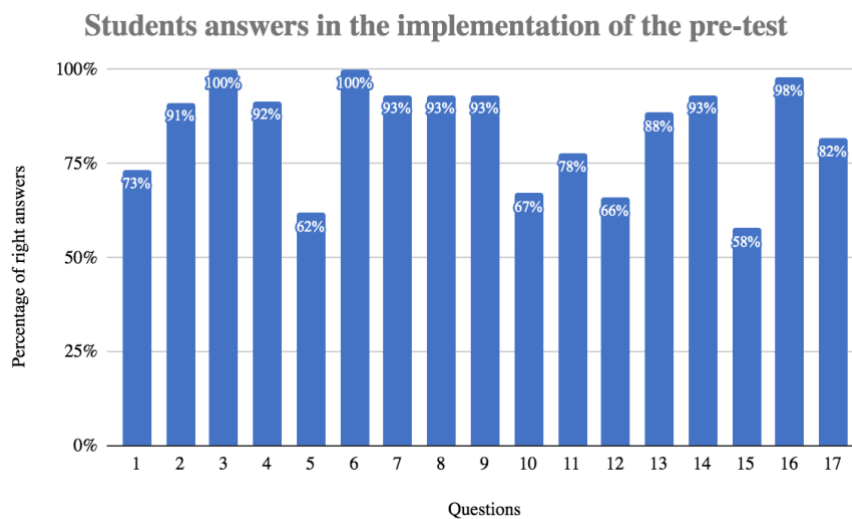


In this graphic, we can observe the percentage of right answers to each question in the pre-test. The two questions with fewer wrong answers were questions 3 (What kind of activities are carried out in your favorite festival?) and 6 (Where is celebrated Petronio Alvarez festival?

### 7.3. Didactic sequence implementation

**Research question 1. To what extent do teaching activities using movie excerpts in English class foster 9th-grade students from Marino Renjifo Salcedo school in Candelaria Colombia the development of Intercultural Communicative Competence?**

We found that the presentation of the didactic sequence with the use of movie excerpts to 9th grader students produced motivation and interest in them to develop the proposed activities since the topic had relation to some cultural aspects or elements in the foreign cultures represented in the movies and in their community. In this way, the students could identify traditions, customs, and beliefs from other cultures to relate them to theirs. At the beginning of this study, 38 students from 9th grade participated in the first survey, but 26 students were presented in the didactic sequence follow-up because of the lack of time we had with the other group, so we decided to continue with just one group.

This didactic sequence was divided into an exploration part and three main activities to deepen the topic of interculturality. The first activity was on the definition of concepts, the explanation of the present perfect tense, and fun facts with the identification of cultural aspects through the movie excerpt of Coco by Disney (Entertainment Access, 2017). The second activity was based on the recognition of students' identity and comparison with other cultures through the movie excerpt of The boy who harnessed the wind (Netflix, 2019), the explanation of infinitive of purpose, comparisons, contrasts with contextualized examples, after that, they have to complete the Cultural Iceberg Template about observable and not observable cultural aspects in their community and foreign culture. Finally, the third activity was about the design and construction of a scholarly news board with cultural fun facts from their community and fun facts from other foreign cultures.

An exploration of previous knowledge was carried out through different questions related to culture and its importance such as; What is culture to you? Do you know your own culture? Why do you think that knowing about other cultures is important? Is it important to know your culture? At first, the vocabulary was unknown to them, so they had to look for it by using the dictionary and others used their cellphones to translate the questions. Next, students repeated the pronunciation of the new vocabulary several times, and finally, some of them preferred to answer the questions in Spanish. In this first part, we found that our students made an effort to communicate some of their cultural aspects in English, and the ones who answered in Spanish tried to include at least one word in English to explain their answers.

### 7.3.1. Activity 1. Beginning

**From May 16th to 18th. Classes time: 6 hours**

This part had to do with points 1 to 6. At the beginning of this class, the students were asked to finish the pre-test in order to start with the first activity and it took half an hour.

Then, the teachers explained the objectives of the didactic sequence, which were:

- To identify and use expressions and vocabulary related to cultural diversity in oral and written form.
- To analyze information related to cultural aspects in others' cultures known by movie excerpts and own's culture.
- To create a scholarly news board about foreign' and own' cultural fun facts.

In the development of the first exercise, we observed that four students were indifferent and uninterested in the class, which was common in other areas as well when we talked to other teachers. So, we decided to continue with the planned activities without interrupting the class to call attention to these students, and also, we want them to pay attention and participate in the

next activities. In addition, we had to give more detailed explanations in Spanish to some students whose learning rhythms were slower than others, which was the case of a student with Down Syndrome in the class who did not know how to write or read, she just knew some letters and could use them just to transcribe, but she could not read them after writing them. For that reason, we had to design other simpler activities for her to work in English class. These activities were about matching images, circling an image that better represents what she has as a tradition, and coloring the different representatives of the ethnic groups in Colombia.

The next point was about the traditions our students have had in their families and community for years. Students had to read a short text about Colombian traditions and with it, we explained the structure of the present perfect by asking the students to highlight the verbs in present perfect. After that, students had to think and write about a tradition their families have had by using the present perfect. Finally, students shared their writings. With this activity, we found it interesting that most of them were related to food, the most common was "my family has had the tradition of eating beans, rice and fried meat on Fridays". We observed that our students made mistakes with the correct writing of the verb "have" conjugated with the third person in the singular (has) in the present tense and also, they were confused with the past participle form of the other verb. This topic was a little bit difficult for some of them because of their low level of language and their little experience in it, so we gave them more time so that they could look in their dictionaries or cellphones and complete the exercises.

We realized that during this first-class we spent more time on the explanation than we expected and we could not finish all the points we had to do at this time for the mentioned reasons as well as a governmental project called Aula Global, in which half of the class had to go to another classroom to receive training in math and Spanish during the same time of the class.

After watching the movie excerpt of Coco we noticed that this exercise, which is a cultural reference for Mexicans in their celebration of the days of the dead because it represents their native traditions and customs, was of great motivation for the students since we observed the change of the attitude of the four students who did not want to pay attention at the beginning of this didactic sequence. In the same way, it allowed us to correlate the previous concepts of culture with the nationality of Miguel, the most important festival in that country, religion, different cultures, folklore, music, beliefs, and Mexican gastronomy by using English as a means of communication and broaden their Intercultural Communicative Competence as it is shown in the results of the didactic sequence follow-up graphic (Graphic 16) in point 3 where the students had to complete the main character cultural information watched in the movie, we found that 63% of the students completed it with the correct information.

*Graphic 16. Results of the didactic sequence follow-up*
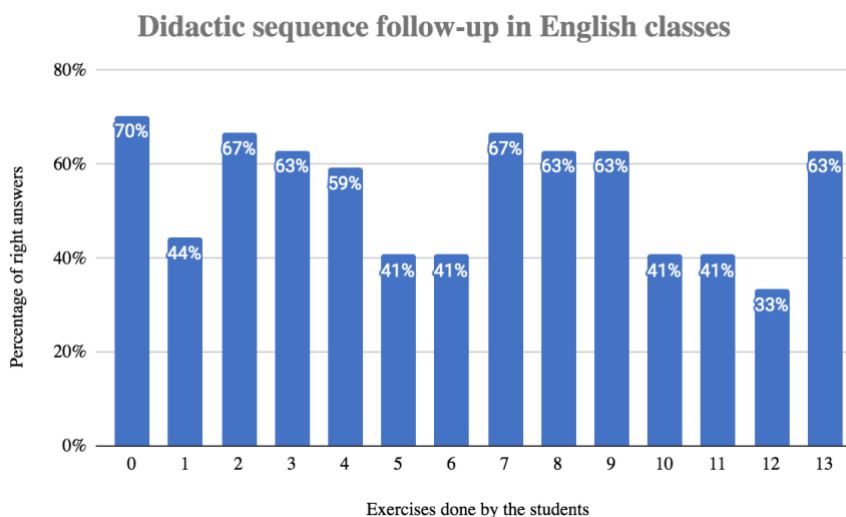


This graphic also shows that less than 50% of the students did points 1 (What has been the principal tradition in your family?), point 5 (Read the next Cultural fun facts in the movie COCO and write fun facts you identify on your community. You can use the images below or draw what you want to share from your community.), point 6 (Miguel loves music because it was a heritage of his great grandfather. Do you have any heritage like Miguel's from your

ancestors? Explain), point 10 (Look at the following vocabulary and answer the questions using the infinitive of purpose: windmill - wind energy - underground water – electric water pump - crops - famine – drought- plant- harvest. What did they plant seeds for? What did the boy need wind energy for? What did the boy need his father's bicycle for? In your community are there electric water pumps? What do you use them for?), point 11 (Answer the following questions making comparisons and contrasts. Example: In your country, do your parents have to pay for your studies like the boy in the movie? *In contrast to* *the boy in the movie, in my country Colombia my parents do not have to pay for my studies. Public education is free.* In your community, are there crops like in the movie? Do you think that the boy has few opportunities to succeed, it happens the same to people in your community? William Kamkwamba's sister did not continue her studies, instead of that, she preferred having a family. Is this something common in your community? William helped his father plant and harvest. In your community have you or another child you know worked planting and harvesting sugarcane? Have you had an idea to help solve a problem in your community as Willian did in his community?), and point 12 which was about to complete the cultural icebergs.

**7.3.2. Activity 2. Development**

**May 19th, 20th, 24th, 25th, June 1st, and 6th. Classes time: 11 hours**

This part had to do with points 7 up to 12 and we spent more time than was expected in the classes because, in May and June, our school has been being restructured to improve and fix the scholar yard, so the heavy machinery noises have interrupted very much the classes in the school and also as we mentioned before, we have had to wait for some students to complete the exercises.

On the other hand, we found that the movie excerpt of the boy who harnessed the wind represented the reality of some needs in The Cabuyal community like the lack of an aqueduct,

and social problems according to what students answered in the didactic sequence. This movie made the students reflect on the adversities they could have in their lives as well as how they can overcome them with study, dedication, and effort like the main character in the movie.

In each class, we made feedback on the previous activities by strengthening the weak points. The two last points were that the students had to complete the Cultural Iceberg Template with their cultural aspects writing their behaviors and practices at the top of the iceberg and at the bottom they had to write all the not observable cultural aspects like the beliefs, perspectives, attitudes, etc. One student had done this exercise in his house and it was well done following the instruction, but the other students did not want to complete the cultural Iceberg because it was difficult for them to identify the not observable aspects of their culture and others'. So, the teachers gave some examples for them to complete. Unfortunately, that day the class was over, and the students had to finish it at home.

Finally, in the last intervention, we checked the cultural iceberg the students made at home and found that just 33% of them did it in the right way.

### 7.3.3. Activity 3. Closing

**June 7th and 8th**

The students had to design and make a scholarly news board with cultural fun facts from their community and others. We observed that the students were interested in doing this activity. Some of them made drawings and others cut and pasted images to finish their work. Several times they asked for translations of phrases in Spanish to complete the task. We found that 63% of the students presented the activity as it was required. Graphic 17 shows the students' checklist of the scholarly news board in which we could appreciate the quality of the work made by the students.

*Graphic 17. Checklist of the scholarly news board*
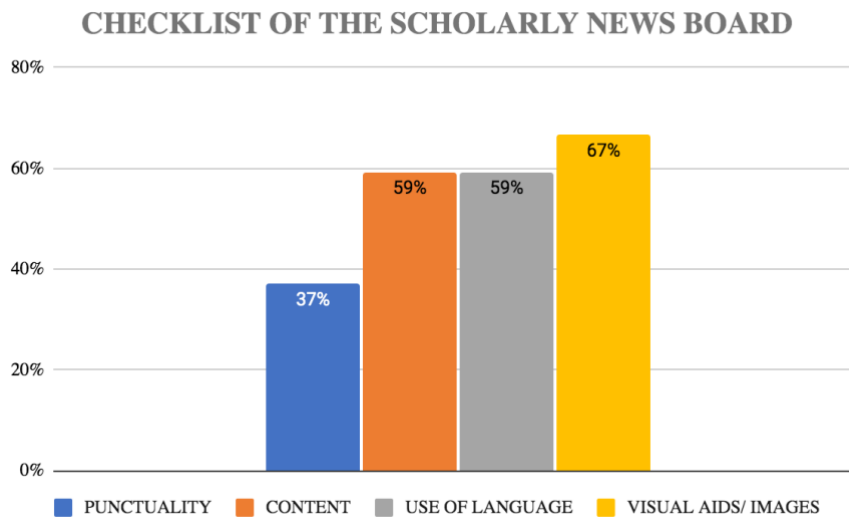


This graphic showed that 67% of the students used visual aids or images in their work. 37% of the works were given on time, and 59% of the students did relevant content, and correct use of language. Finally, the students received feedback and corrections about their work in order to be corrected and shared with the school.

**7.4. Main characteristics of the activities**

**Research question 2. What are the main characteristics that these activities should have so that the students from 9th grade develop Intercultural Communicative Competence better?**

We observed that our students were interested in the class developing the proposed activities. The main characteristics of the activities in the didactic sequence were the ones that took into account local information like traditions, customs, beliefs, and practices such as crops and the use of electric water pump to get underground water in the community so that the students could identify cultural aspects and make comparisons with the foreign cultures represented in the movies.

However, in the beginning, some students did not accurately understand the concept of interculturality because they have always heard from the chair of Afro-Colombian studies and social issues related to the national political constitution that Colombia is a multiethnic and multicultural country. For this reason, the concept of multiculturalism was understood as synonymous with interculturality. Therefore, it was necessary to make a parallel and difference between the concepts of multiethnicity, multiculturalism, and interculturality.

Finally, the students understood that interculturality refers to the integration of cultures and the exchange of knowledge in the same social space by watching the movie excerpts and making comparisons between the cultures represented in them and their cultures.

## 7.5. Checklists of Communicative skills in English and ICC's graphs

**Research question 3. Is there any relationship between teaching direct ICC through movie excerpts to students in 9th grade and the improvement in their English level and motivation to learn it?**

These graphs show the relationship between the improvement of English of 20 of our students who completed the checklists, with the teaching of ICC in the didactic sequence activities. There are two statements in each communicative skill as shown in graphs 18 to 21.

*Graphic 18. Reading about culture checklist*

**READING CHECKLIST OF ACTIVITIES 1 AND 2**



Legend:
- I CAN IDENTIFY VOCABULARY OF CULTURE
- I CAN READ SIMPLE TEXTS ABOUT CULTURE
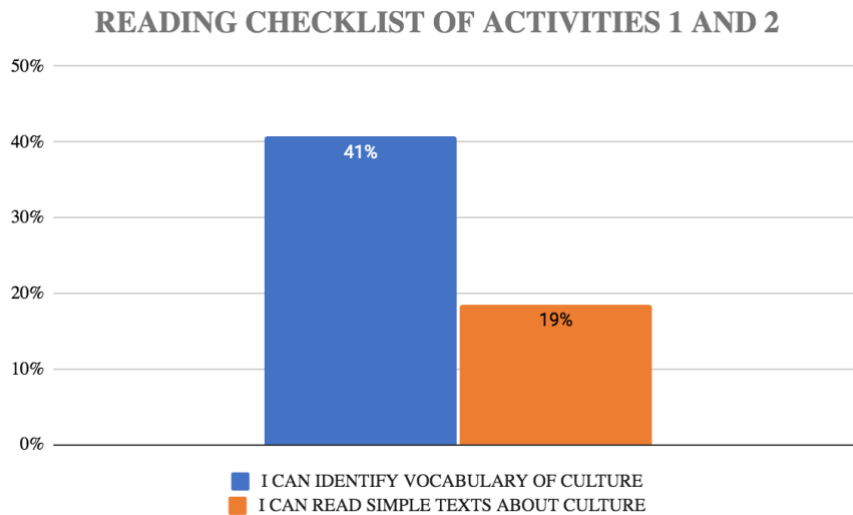
In this graphic, 41% of our students considered that they were able to identify the vocabulary of culture when reading a short text, and 19% of them considered that they were able to read simple texts about culture after completing the activities in the didactic sequence.

*Graphic 19. Writing about culture checklist*

**WRITING CHECKLIST OF ACTIVITIES 1 AND 2**



Legend:
- I CAN COMPLETE A TEXT WITH MY COMMUNITY'S CULTURAL ASPECTS
- I CAN WRITE NARRATIVE SHORT TEXTS
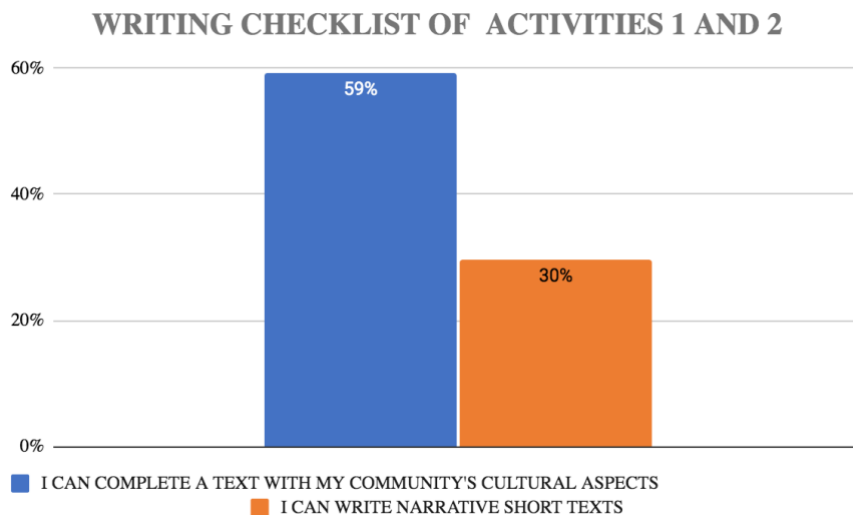
According to this graphic, 59% of our students considered they were able to complete a text with their community cultural aspects and 30% considered they were able to write narrative short texts when they finished the didactic sequence.

*Graphic 20. Speaking about culture checklist*

**SPEAKING CHECKLIST OF ACTIVITIES 1 AND 2**

[Bar chart. Blue bar "I CAN ANSWER QUESTIONS ABOUT OTHERS' AND MY OWN'S CULTURE": 33%. Orange bar "I CAN ASK QUESTIONS ABOUT CULTURE": 56%. Y-axis from 0% to 60%.]

■ I CAN ANSWER QUESTIONS ABOUT OTHERS' AND MY OWN'S CULTURE
■ I CAN ASK QUESTIONS ABOUT CULTURE
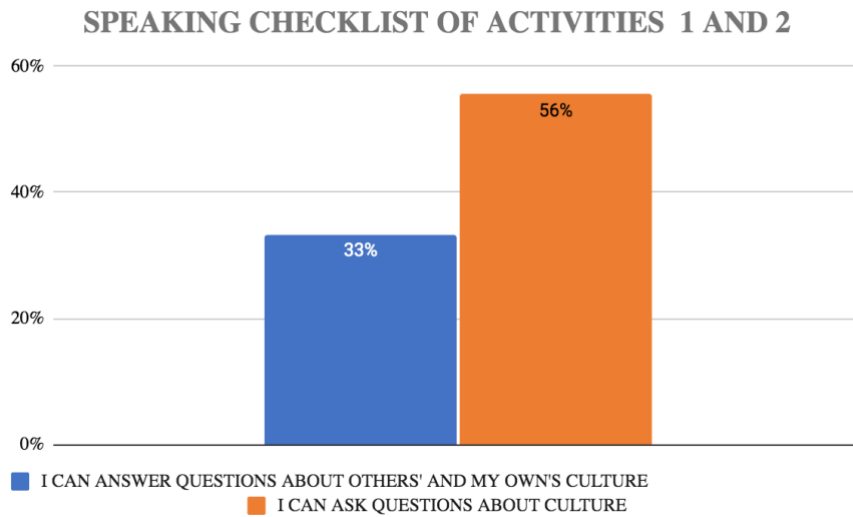
In this graphic, 33% of the students considered that they were able to answer questions about others and their culture, and 56% considered that they were able to ask questions about culture when they finished the proposed exercises.

*Graphic 21. Listening about culture checklist*

**LISTENING CHECKLIST OF ACTIVITIES 1 AND 2**

[Bar chart. Blue bar "I CAN RECOGNIZE WORDS TO TALK ABOUT MY AND OTHERS' CULTURE": 67%. Orange bar "I CAN IDENTIFY SOUNDS AND THE PRONUNCIATION OF VOCABULARY STUDIED": 63%. Y-axis from 0% to 80%.]

■ I CAN RECOGNIZE WORDS TO TALK ABOUT MY AND OTHERS' CULTURE
■ I CAN IDENTIFY SOUNDS AND THE PRONUNCIATION OF VOCABULARY STUDIED
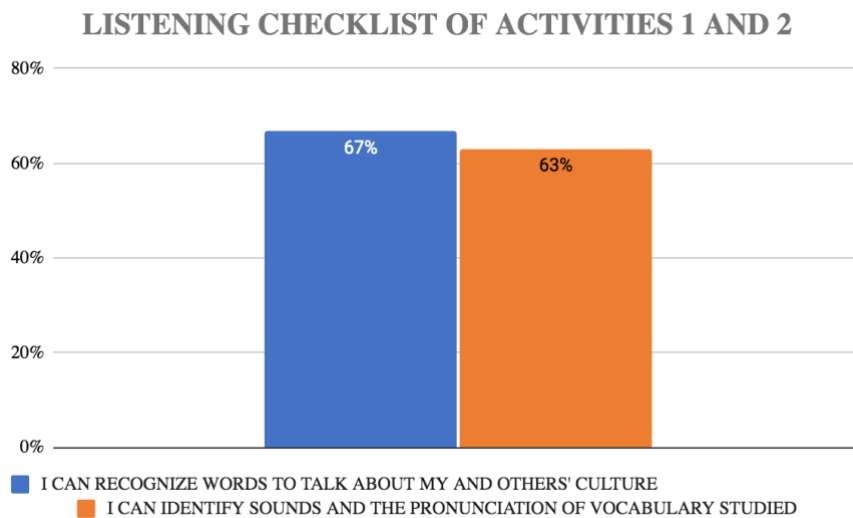
In this graphic, 67% of our students considered that they could recognize words in English to talk about their and others' cultures, and 63% considered that they were able to identify sounds and pronunciation of the studied vocabulary.

We found it important to highlight that most of our students considered that they were not able to read or write simple and short texts about culture, and also most of them considered they could not answer questions about culture orally.

Finally, students showed their motivation in learning English when they watched the movies and did the activities in the classroom.


**7.6. Students' second survey**

The second survey was conducted in Spanish through Google Forms to collect data on their intercultural perception and motivation in learning English by watching movie excerpts. So, 24 students answered the questions that were designed to gradually introduce the cultural topic to their environment and reality. The general objective of this activity was directed to know from the perspective of the student, the concept of culture, the activities that represented the characteristics of the cultural heritage in their community, the importance of integrating different cultures, and the relevant role that English played as a means of communication with other cultures after the implementation of the didactic sequence. Therefore, the questions were designed according to the grade level that the students were studying. These had three response options to select only one. 1. How useful do you consider the work with the two movies in the English class was for your learning process? 4. Do you recognize yourself as a member of the Afro-descendant community? 5. How useful do you think learning English is for your life? 6. Is the English language a means of communication between people from different cultures? 7. Do you need to know English to achieve any goal in your life? 8. Do you think that you can learn English by watching movies? 9. How different do you think the cultures of other

communities in Colombia and in the world are compared to that of your community? and 10. How much do you think you can learn about other cultures through movies in English?

In the first question, 18 students who represented 75% of the students answered that the work of the two films in the English class was very useful. 5 students (20.8%) answered that it was useful and 1 student (4.2) answered that it was not so useful.

In the fourth question, we found that 91.7% of the 24 students surveyed, answered that they recognized themselves as members of the Afro-descendant community, and 2 students (8.3%) answered that they did not belong to this ethnic group.

In the fifth question, it was observed that 17 students, who represented 70.8% answered that it was very useful to learn English for life, and 6 students who represented 25% of the students, answered that it was useful to learn English for life, and 1 student (4.2%) answered that learning English was not so useful for life.

In the sixth question, we found that 20 students representing 83.3% stated that they strongly agreed that English was a means of communication between people of different cultures, 1 student agreed, and 3 students (12.5%) were in a neutral position nor agree or disagree.

In the seventh question, it was observed that 15 students, who represented 62.5% answered they strongly agreed that they need the English language to achieve some goals in life, and 7 of them, who represented 29.2%, answered that they agreed, and 2 students (8.3%) were in a neutral position.

In the eighth question, we found that 15 students who represented 62.5% of them stated that they strongly agreed to be able to learn English by watching movies, 4 students (16.7%) answered that they agreed with that, 4 students (16.7%) answered that they did not agree or disagree with the question, and 1 student (4.25) disagreed.

In the ninth question, it was observed that 12 students who represented 50% of the students stated that the cultures of other communities in Colombia and the world were very different from that of their community. Similarly, 10 students who represented 41.7% of the surveyed also stated that it was different, and 2 students (8.3%) answered that they are not too different.

Finally, in the tenth question, we found that 11 students who represent 45.8% answered that they could learn a lot about other cultures through movies in English, 10 of them who represent 41.7% of the participants answered that they could learn many things, and 3 students (12.5%) answered that they could learn more or less through movies.

**7.7. Post-test application**

After finishing the activities of the didactic sequence, 26 students from 9th grade presented the post-test. The vast majority of students (84.6%) selected that their families had a tradition of going to the Virgen de la Candelaria festivities every year (graphic 22).

*Graphic 22. What has been a tradition in your family?*
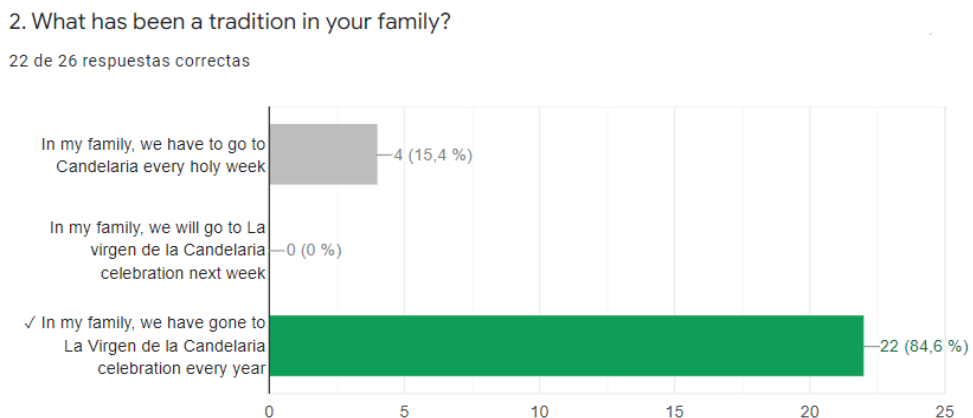


In addition, 24 students who represented 92.3% of those surveyed, stated that the cultural activities were those that were carried out at their favorite festival (graphic 23).

*Graphic 23. What kind of activities are carried out at your favorite festival?*

3. What kind of activities are carried out in your favorite festival?

24 de 26 respuestas correctas

| | |
|---|---|
| ✓ Cultural activities | 24 (92,3 %) |
| Economic activities | 1 (3,8 %) |
| Political activities | 1 (3,8 %) |
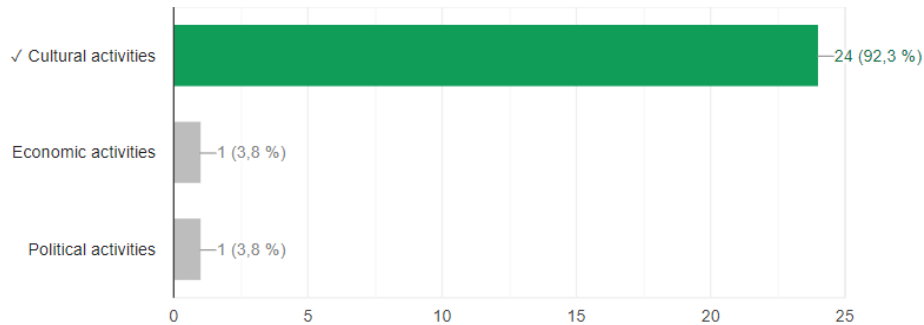
Concerning the Petronio Álvarez festival, 88.5% of the students answered that this cultural event represented their Afro-Colombian folklore, traditions, and customs (graphic 24).

*Graphic 24. What does the Petronio Alvarez festival represent for Afro- Colombian Communities?*

4. What does the Petronio Alvarez festival represent for Afro- Colombian Communities?

23 de 26 respuestas correctas

| | |
|---|---|
| ✓ Their folklore, traditions and costums. | 23 (88,5 %) |
| Their music, rivers and families | 1 (3,8 %) |
| Their music, families and costums | 2 (7,7 %) |
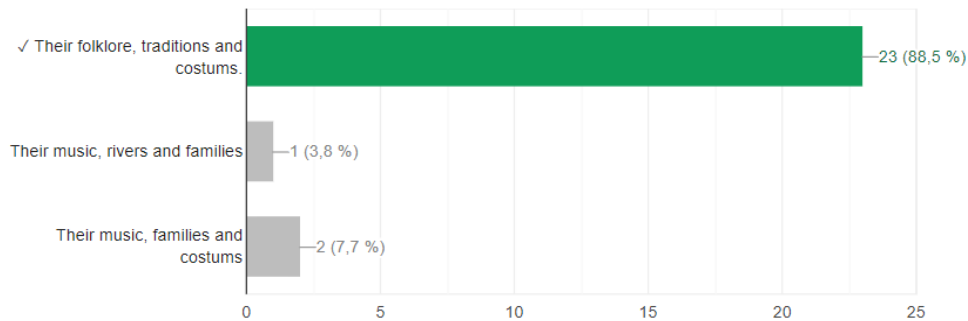
On the other hand, the vast majority of students were able to answer correctly to the cultural facts of the countries Mexico and Malawi represented in the movie excerpts about Coco and the boy who harnessed the wind. Likewise, they correctly answered the information requested about the cultural context of Colombia and the Petronio Álvarez festival representing a celebration of Afro-Colombian communities in the Pacific region. In question 5, students had

to match facts with the corresponding country Malawi, Mexico, or Colombia as it is shown in graphs 25 to 30. We found that most of the students could identify cultural aspects in their and others' cultures.

***Graphic 25. Match the following concepts with the corresponding country, "They have an extreme climate"***

5. Match the following concepts with the corresponding country
23 de 26 respuestas correctas

| | |
|---|---|
| Mexico | 0 (0 %) |
| √ Malawi | 23 (88,5 %) |
| Colombia | 3 (11,5 %) |
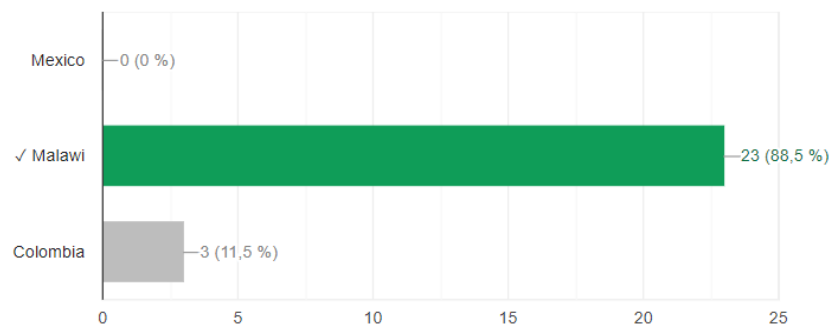
Fila 1: They have an extreme climate

***Graphic 26. Match the following concepts with the corresponding country, "They have brightly colored art sculptures called Alebrijes"***

5. Match the following concepts with the corresponding country
25 de 26 respuestas correctas

| | |
|---|---|
| √ Mexico | 25 (96,2 %) |
| Malawi | 1 (3,8 %) |
| Colombia | 0 (0 %) |
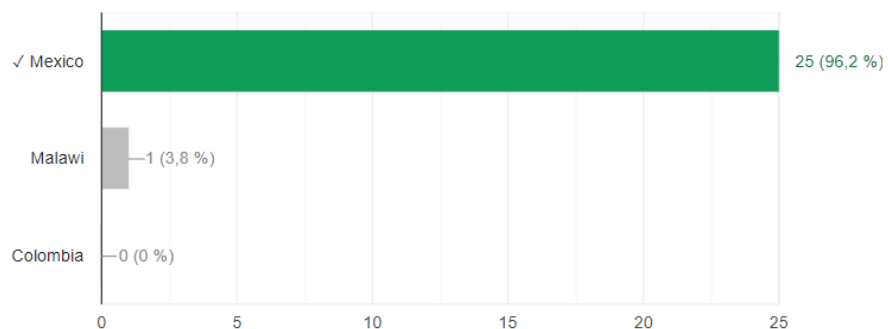
Fila 2: They have a brightly colored art sculptures called Alebrijes

*Graphic 27. Match the following concepts with the corresponding country, "They have a festival showing the afro descendants' culture"*

5. Match the following concepts with the corresponding country

26 de 26 respuestas correctas

Mexico —0 (0 %)

Malawi —0 (0 %)

✓ Colombia —26 (100 %)
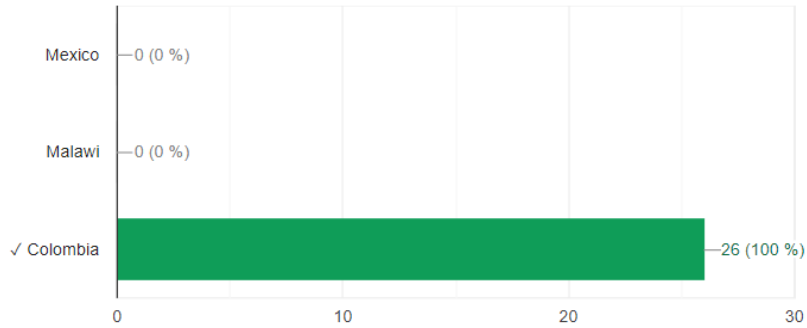
Fila 3: They have a festival showing the afro descendants culture

*Graphic 28. Match the following concepts with the corresponding country, "The Cempasuchill is the representative flower in the day of the dead"*

5. Match the following concepts with the corresponding country

26 de 26 respuestas correctas

✓ Mexico —26 (100 %)

Malawi —0 (0 %)

Colombia —0 (0 %)
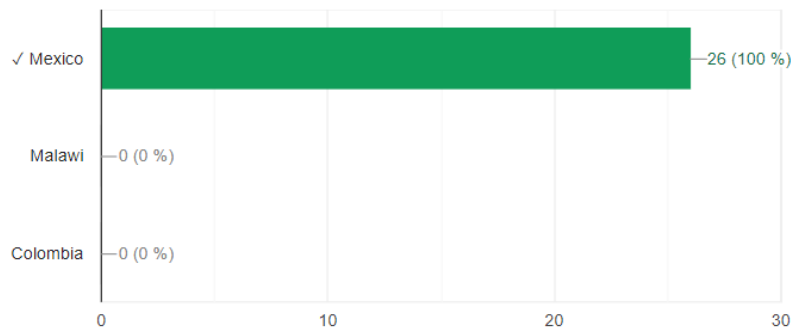
Fila 4: The cempasuchil is the representative flower in the day of the dead

*Graphic 29. Match the following concepts with the corresponding country, "English is the official language"*

5. Match the following concepts with the corresponding country

26 de 26 respuestas correctas

Mexico —0 (0 %)

✓ Malawi ————————26 (100 %)
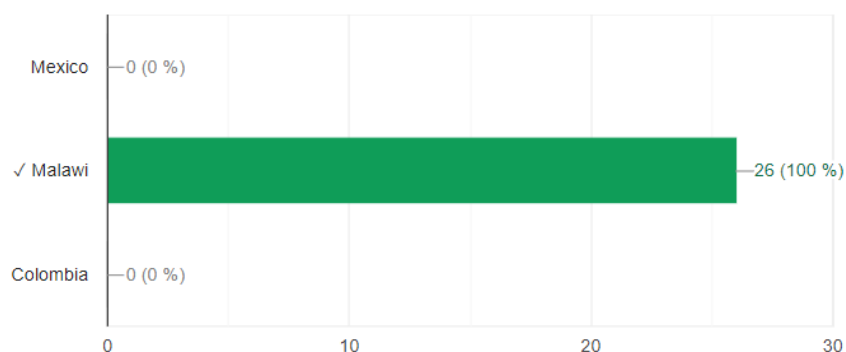
Colombia —0 (0 %)

Fila 5: English is the official language

*Graphic 30. Match the following concepts with the corresponding country, "They have different ethnic groups like Afro-Colombian, indigenous, Raizel, Palenquero and gypsy"*

5. Match the following concepts with the corresponding country

26 de 26 respuestas correctas

Mexico —0 (0 %)

Malawi —0 (0 %)

✓ Colombia ————————26 (100 %)
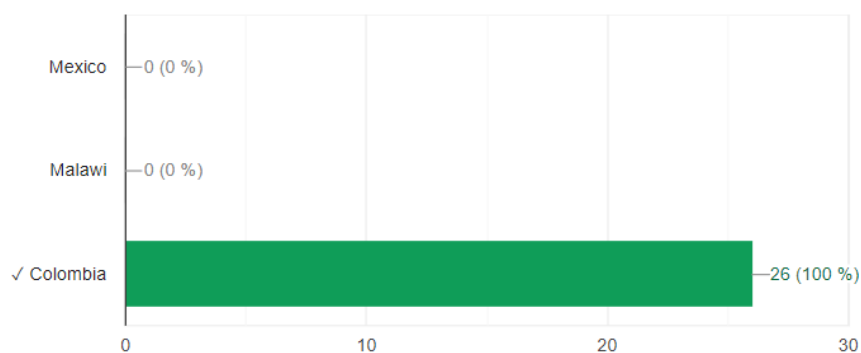
Fila 6: They have different ethnic groups like: Afro-Colombian, indigenous, raizel, palenquero and gypsy

All students (100%) answered that the Petronio Álvarez festival was celebrated in Cali (graphic 31), in August and that it represented the culture of Afro-descendant people.

*Graphic 31. Where is celebrated Petronio Alvarez festival?*

6. Where is celebrated Petronio Alvarez festival?

26 de 26 respuestas correctas

In Medellín —0 (0 %)

✓ In Cali ——26 (100 %)

In Bogotá —0 (0 %)
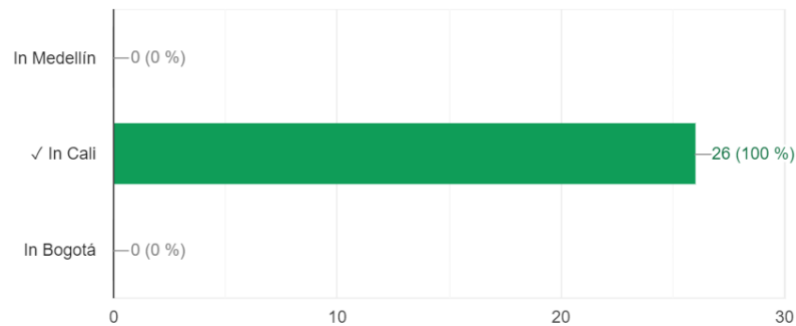
In graphic 32, we found that 100% of the students answer that the festival is in August.

*Graphic 32. When is celebrated the cultural festival?*

7. When is celebrated the cultural festival?

26 de 26 respuestas correctas

On March —0 (0 %)

✓ On August ——26 (100 %)

On February —0 (0 %)
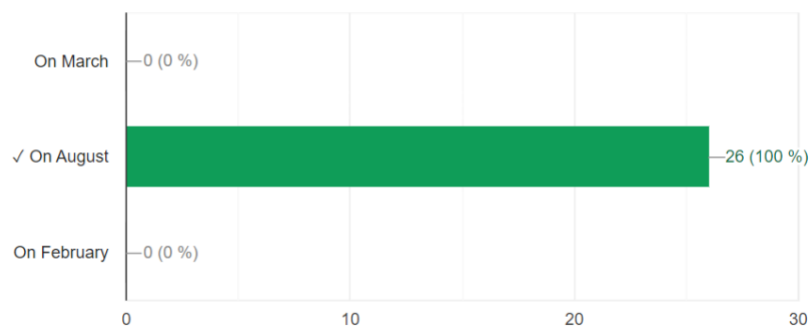
In graphic 33, we found that 100% of the students answered that the festival represents the culture of Afro-Descendant groups.

***Graphic 33. According to the reading, the Petronio Alvarez's Festival represents***



8. According to the reading, the Petronio Alvarez's Festival represents

26 de 26 respuestas correctas
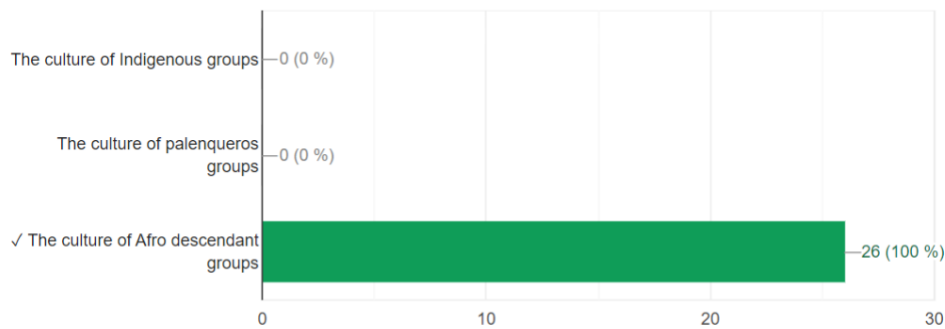
However, 88.5% of those surveyed (23 students) stated that aphrodisiac drinks and foods were used to raise the dead according to the reading (graphic 34).

***Graphic 34. What do people think about the aphrodisiac foods and drinks?***



9. What do people think about the aphrodisiac foods and drinks?

23 de 26 respuestas correctas
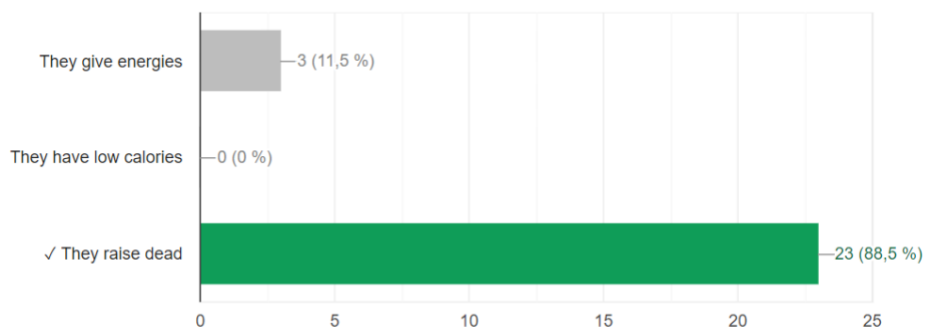
Concerning interculturality, all the surveyed (100% of the students) answered that interculturality was an ability to recognize and respect their own culture and others (graphic 35).

*Graphic 35. What do you think Interculturality means?*

10. What do you think Interculturality means?

26 de 26 respuestas correctas

It is a school subject —0 (0 %)

It is a skill to know about other places in the world —0 (0 %)

✓ It is a skill to recognize other and own's cultures and respect them. —26 (100 %)

0    10    20    30
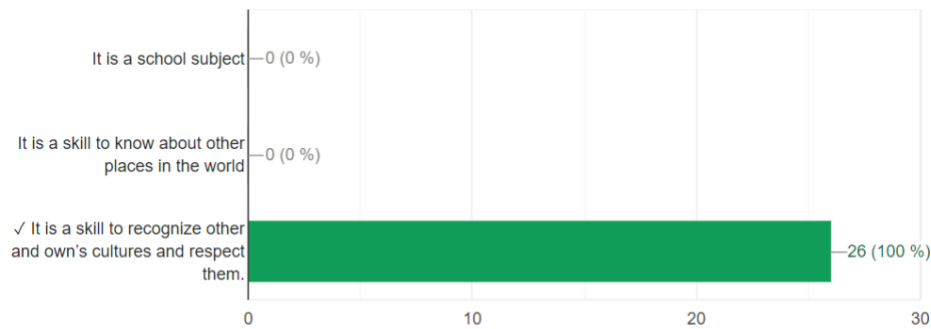
In this sense, 96.2% of those surveyed (25 students) affirmed that culture was transmitted from generation to generation as a form of ancestral heritage (graphic 36).

*Graphic 36. What is the meaning of heritage?*

11. What is the meaning of heritage?

25 de 26 respuestas correctas

✓ Different ways of living that moves on from generation to generation —25 (96,2 %)

It is a particular system of faith and worship —1 (3,8 %)

It is a day or period of celebration —0 (0 %)

0    5    10    15    20    25
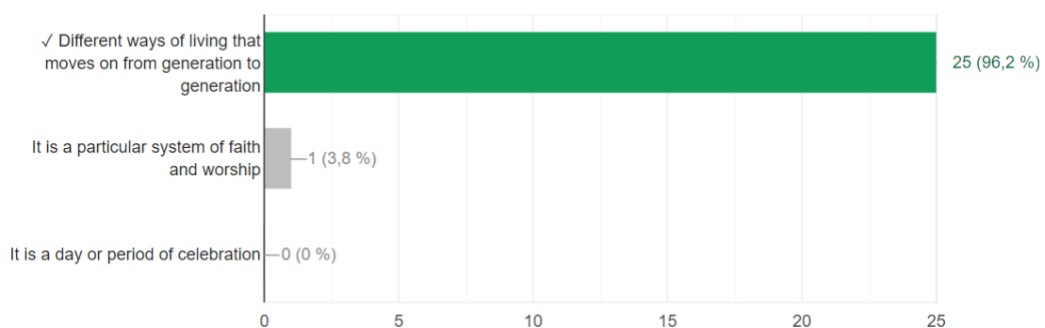
Also, 96.2% of them recognized that the ethnic groups in our country are Afro-Colombians, indigenous people, Raizales, Palenqueros, and gypsies (graphic 37).

*Graphic 37. What are the ethnic groups in Colombia?*

12. What are the ethnic groups in Colombia?

25 de 26 respuestas correctas

Afro-Colombian, indigenous, and white people — 1 (3,8 %)

Afro-Colombian, Raizel, foreigners, and indigenous. — 0 (0 %)

✓ Afro-Colombian, indigenous, Raizel, Palenquero and Gypsy — 25 (96,2 %)
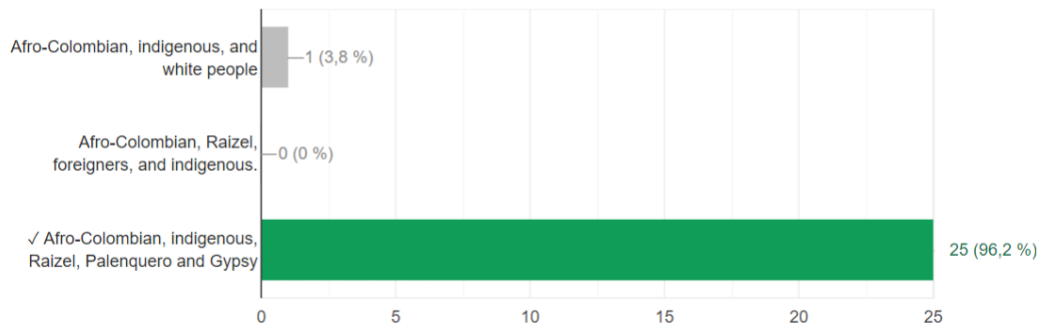
In addition, we found that 100% of the students in their perspectives recognized that nationality is an element of culture and it is a status of belonging to a particular nation (graphic 38).

*Graphic 38. What is nationality?*

13. What is nationality?

26 de 26 respuestas correctas

It is a particular system of faith and worship — 0 (0 %)

✓ It is the status of belonging to a particular nation — 26 (100 %)

It is a day or period of celebration — 0 (0 %)
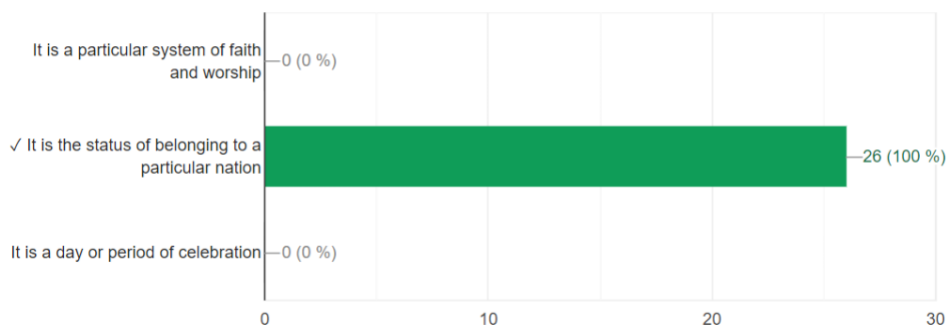
Finally, in graphic 39 96.2% of students, and in graphic 40 100% of the students learned that English is the language of communication between people who are part of different cultures. Similarly, they reflected that it is vitally important to know, respect, and value their own culture

and that of others. Like the exchange of knowledge and experiences to develop intercultural competence.

***Graphic 39. How can you communicate with people from other cultures?***

14. How can you communicate with people from other cultures?
25 de 26 respuestas correctas

| | |
|---|---|
| Using my own language because everybody should speak Spanish | —1 (3,8 %) |
| ✓ Using a common language like English if they do not speak Spanish | 25 (96,2 %) |
| I cannot communicate with people from other cultures | —0 (0 %) |

0    5    10    15    20    25
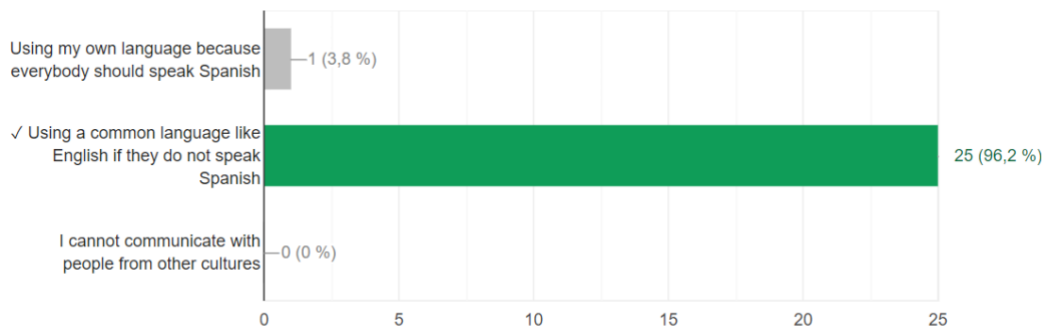
***Graphic 40. is it important to respect your own and others' traditions?***

15. Is it important to respect own's and others' traditions?
26 de 26 respuestas correctas

| | |
|---|---|
| ✓ Yes, because it is the way people know their community's customs and | —26 (100 %) |
| No, because a person can invent new traditions | —0 (0 %) |

0    10    20    30
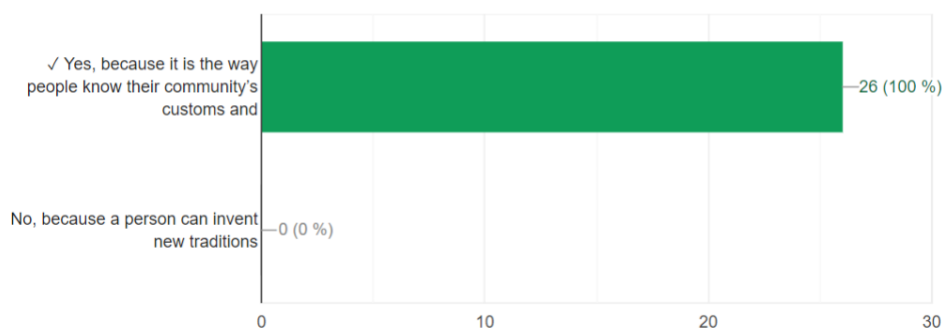
## 8. ANALYSIS AND DISCUSSION

The analysis of the results of this research showed how students developed Intercultural Communicative Competence through activities with movie excerpts in English class, what the main characteristics of these activities were to foster the development of ICC, and whether there was a relationship between the direct teaching of ICC and the improvement in English level and motivation. Regarding the general objective of this study (To evaluate the effectiveness of ICC teaching-learning for students of 9th grade in Marino Renjifo Salcedo School in Candelaria, Colombia by using movie excerpts in a didactic sequence) the findings presented, in general, showed a good percentage of participation in the surveys, pre-test, post-test, and the didactic sequence with right answers. Looking at the results of the didactic sequence activities it is evident that most of the students preferred to do activities in which they had to match concepts, speak, listen and watch rather than just read. In contrast, we could observe that students liked writing cultural fun facts taking into consideration their context and identifying aspects of other cultures. Therefore, they felt motivated when they wrote about things that they already knew, and that were part of their identity.

### 8.1. Students' perceptions of Interculturality and learning English

The first and second surveys showed the perception of students on their own cultural identity, their perception of the importance of learning English, their motivation to learn it, their perception of English as a means of communication between different cultures as well as how they perceived learning about the culture and improving English through movie excerpts.

They considered that it is necessary to address the interculturality in the classroom because it is a way of expressing their identities and learning from others. By doing so, it is

important to follow the four stages established by (Brown, 1994, cited in Frank, 2013) regarding the concept of interculturality which are: (1) excitement (about being in a new country, but in this specific case the students felt excited to know and compare a part of another country's culture), (2) culture shock (feelings of frustration and hostility. In this research, our students did not face culture shock, or it was reduced although they learned from a new cultural experience, actually, they continued in their own culture), (3) recovery (adjustment and emergent comfort in the new culture. Our students could make comparisons between the new culture represented in the movie excerpts with theirs), and (4) adaptation (bridging cultural barriers and accepting the new culture. Our students felt identified with many aspects from the other cultures represented in the movie excerpts). Consequently, students could experience a sort of acculturation that reduced the impact of their personal perspective on seeing other cultures through the movie excerpts that showed cultural elements of other countries without traveling abroad. In addition, our students were attentive and open in the knowledge and experiences interchange as well as in learning English by watching the movie excerpts as a new pedagogical strategy for most of them.

The students' perceptions conveyed through these techniques showed an integration between learning English as a foreign language and developing intercultural communicative competence since when the students have the information about other cultures is not enough to ensure effective communication. For that reason, it is necessary to learn English in contextualized situations and with social interaction (kojour 2016), which, in this case, is between classmates sharing the same cultural background.

### 8.1.1. Cultural identity

The results of the two surveys showed that our students self-recognized as members of the Afro-Colombian community. Of 38 surveyed students in the first survey 92.1% affirmed to belong to this community and in the second survey done at the end of the study, 91.7% of the

24 students surveyed answered that they belonged to this community as well. Regarding that everybody belongs to a culture and already has a cultural background, it is remarkable that our students have their cultural identity defined and this is a good start for developing Intercultural Communicative Competence.

In addition, according to their cultural identity, the school represents a second home for them. It is a place of knowledge, learning, and strengthening their abilities and communicative skills. It allows them to socialize, interact as well as build their life project. Many of them do not continue their studies at the university because of their economical situations. Therefore, school is one of the best life experiences where most of them could empower their cultural identity and where they could develop other cultural elements such as language that can be the vehicle of communication, their own traditions, beliefs, customs, behavior, attitudes, etc. In the same way, it is just, through a foreign language that students can acquire the meaning of the other cultural elements (Kramsch, 2013). For that reason, we highlighted the fact that our students could, first of all, identify their cultural elements, and then they could not only identify but reflect on others' as well.

The National Administrative Department of Statistics (DANE) has historically classified the Afro-Colombians, Indigenous, Raizales, and Gypsies as minority groups. However, we do not share this point of view of "minorities" because it has generated inferior treatment and also has led to State policies being proportional to the number of its population groups being disadvantaged in these communities. According to this, it is extremely important that our students feel proud of their cultural background and can identify similarities and differences with both national and foreign cultures.

From our perspective, these groups stand for the cultural and ethnic richness of the nation. In addition, they have contributed with their knowledge and workforce to the development of this diverse and multiethnic Colombia. Taking into account this, between the two surveys in the development of the didactic sequence, the students were asked to complete two Hall's

Cultural Iceberg Templates explained (Frank, 2013) with information about their superficial and easy-to-observe cultural elements as well as information about the non-observable elements. This exercise was the point 12 of the didactic sequence and according to the results, 33% of the students did it, we could observe that most of our students were not able to identify and reflect deeply on their cultural elements that they preferred not to do this point of the activity. Although they recognized themselves as members of the Afro Colombian community, it was hard for them to discriminate between aspects of their deep culture and from foreign cultures.

### 8.1.2. Perception about the importance of learning English as a foreign language

The perception about the importance of learning the English language was high for them in the first survey, 92.1% of the students considered that this is very useful in their lives, and in the second survey it was higher than in the first survey since 95% of the students considered learning English very useful and also most of them considered that to learn English was useful to achieve some goals in life.

In this community, some students have reflected on the importance of learning English in their lives. Some of them may think that in the future they will travel to a country where English is spoken as the mother tongue or foreign language. Others may think, as has already happened, that they could travel to another country to represent their community in sports or artistic disciplines. So, they recognized the importance of learning English as a foreign language to achieve goals in their lives. According to this, we found that there is a relationship between the students' perception of the importance of learning English for the reasons they have with the fact that learning a foreign language is not only learning about grammatical structures and lists of vocabulary without sense but using the language in real contexts to develop their communicative competence in the foreign language which is seen as

the competence to communicate something (Ahmed and Pawar, 2018). This is really important because when students feel that they can do something with what they have learned, they can have the motivation to use it and improve it.

### 8.1.3. Motivation in learning English as a foreign language

Taking into account the first survey, 52,6% of surveyed students said that they were very motivated to learn English and 42.1% of surveyed students said that they were motivated to learn English. In the same way, in the second survey, 62.5% of surveyed students said that they strongly agreed that they need English to achieve goals and 29.2% agreed that they need it to achieve goals in their lives. This last one is called intrinsic motivation which is related to personal desires without the intervention of somebody or something external (Ryan and Deci, 2010). When students experienced the fact of learning about other cultures through movie excerpts with English as a means of communication most of them felt motivated to learn and improve their English language skills because they had a pragmatic purpose there (Gardner & Lambert, 1972), they needed to complete some tasks in the classroom and also they showed interest in knowing more about the foreign culture they were studying and their own culture to make comparisons and participate. As we had already said, their English level was very low, however, they asked for ways of saying the cultural aspects they wanted to talk about during the sessions.

In contrast, teachers are an important factor in motivating students to engage with learning activities within their specific educational contexts (Ryan & Deci, 2010). Although It is difficult to establish how much students will learn from the activities they have to perform or the information to which they will be exposed, we found that when students are interested and motivated to do the proposed activities they really learn because they use higher cognitive processes in learning and practicing the tasks.

### 8.1.4. English as a means of communication between different cultures

We found that 78.9% of the surveyed students in the first survey thought that it is very important to know English to improve communication with people from other cultures who speak English. In the second survey, we found that 83.3% of them strongly agreed that English was a means of communication between cultures. Their perspective on the importance to speak English to communicate with other groups of people from different cultures and with different languages showed the target language relevance in talking about culture in the way the students perceive it and open the opportunity to learn about others' perspectives (Liddicoat, 2013).

### 8.1.5. Learning of culture and English by watching movies

Looking at the research results, we found that in the first survey, more or less half of the surveyed students said that maybe they could learn English and the culture by watching movies and less than a half of them affirmed it. In contrast, in the second survey, most of the students surveyed said that they can learn a lot about other cultures by watching movies.

Another extremely important result from the second survey is that most of the students perceived the work with the movie excerpts as very useful for their language learning process and we saw the difference in their attitude toward the class when they could identify the cultural contexts in the foreign communities shown in the movies as (Liddicoat, 2013 p. 119) stated: "language can be explored through a richer possible range of contexts than is possible with paper-based technologies and also that students themselves can play a role in identifying and analyzing contexts". Most of the time we use printed materials to work on in English classes, but when we changed the materials or adapt them students' motivation and interest change as well. Thus, the student's role in identifying and analyzing different contexts was carried out through the activities they had to do with the movie excerpts.

On the other hand, the work by using authentic material in classes like the movies enhanced the cultural awareness of the students because it allowed the understanding of universally shared values, perspectives, and beliefs, among others, and the respect the difference as a universal right. This was also evidenced in the study made by (Yalcin, 2013).

## 8.2. Intercultural Communicative Competence development showed by the pre-test and the post-test

The pre-test and post-test showed the development of Intercultural Communicative Competence awareness. For instance, in the pre-test, 62% of the students answered that English can be a means of communication between cultures with different languages, 66% of them knew the ethnic groups of Colombia, 67% knew the concept of interculturality but were confused with the term of multiculturality as well as some cultural traditions in the Petronio Alvarez festival as an Afro-Colombian heritage. On the other hand, in the post-test applied after the activities done in the didactic sequence, students improved in their knowledge of interculturality (100%), ethnic groups in Colombia (96.2%), and the perception of English as a means of communication between different cultures (96.2%).

In addition, there were good results in the questions about cultural aspects representing specific countries learned in the didactic sequence follow-up. So, students were aware of their cultural elements like traditions and ethnicity in our country as well as they could compare the cultural elements in the communities, they watched in the movie excerpts. This is the "third culture" (Kramsch, 1993, cited in Frank, 2013) talked about explaining that people who have not traveled abroad can experience the recognition of their own cultural aspects and others without going to another country. To do so, our students got the adapted activities regarding the foreign cultures represented in the movies in the classroom, where all the students share the same cultural background.

However, we observed that what allowed the Intercultural Communicative Competence awareness are the experiences and interaction with other cultures, which in this research was possible through the movie excerpts.

Regarding English, a learning barrier was removed by using the didactic sequence and the movie excerpts that integrated some cultural elements. Students received and learned the language in a different way rather than the traditional one.

## 8.3. Didactic sequence implementation

Students could improve their level of English with the activities proposed in the didactic sequence regarding the results of the post-test and the checklists they filled out at the end of it, in which some statements were chosen according to what they considered be able to do or not with the use of English as a foreign language. The results showed that our students improved their writing, speaking, and listening skills more than their reading skills. Moreover, they seemed interested and motivated with the class when they watch the movie excerpts because they felt identified with the contents of them.

Another important aspect to highlight is that in the development of the activities students gradually came up to recognize some Mexican cultural aspects like traditions, beliefs, customs, celebrations, attitudes, behavior, etc., as well as identifying their own cultural aspects. This exercise helped the students to be aware of their and others' cultures.

Students could recognize clearly their cultural identity in this community by doing the proposed activities with the movie excerpt of the boy who harnessed the wind whose main character belonged to an African community and had some behaviors and practices like those of our students in their community such as the idea of succeeding by studying; the fact that there was no drinkable water in the community, so they got underground water with an electric water pump to overcome the problem as it was shown in the movie; the fact of

children helping their parents with the crops, and the social problems of some young people who prefer quitting his family to form new young families instead of continuing studying at a university due to economic problems as well. Jaramillo, (2015) talked about the use of authentic materials as an important factor to help students to develop ICC. In this research, we could notice that these kinds of activities applicable to real-life are meaningful for students to be interculturally competent.

Likewise, the exercise in the first activity where students had to write 4 fun facts about their community taking into account the images of different places there given, made them reflect on the perceptions and the value they had on their place of living. The students had to write something interesting about the football field that was fixed in 2015, located in the Polideportivo (a place that is used for them not only to do sports but also to have meetings, celebrations, and other cultural and social events in the community because it is a big place with enough room to do it); a house backyard with plantain palms (this is perceived like in their houses they have the tradition of having in their backyards these kinds of plantations that help them as a little undertaking because they can sell the products); another image was about the public school (as we already said before, it represents their second home and the place where they develop their life projects); and the catholic church (it is with the school the most representative places in this community. This one represents their beliefs).

Finally, the results of the activities of beginning, development, and closing in the didactic sequence implementation and the checklists showed that not all the students completed all the points in the different activities, most of the points in which they had to write an argument or read a short text and read the instructions were uncompleted. And also, students could share with their classmates and educative commutative some local and foreign fun facts through a scholarly news board in which they showed some interesting facts in English that belong to their community.

## 8.4. Implications for Pedagogy and for Ethnocultural Awareness in Colombia

We consider that it was very pertinent to address these issues with the students because we complied with the national and institutional policy of implementing ethnic education in the classroom from the English subject. The ethnic and cultural diversity of the country imperatively requires the inclusion of interculturality and the meeting of knowledge in the areas of knowledge that are taught in schools as educational training centers. The cultural identity of the nation must be a process of recognition, exaltation, respect towards the difference, and integration of knowledge and experiences that strengthen the teaching-learning processes in students as the reason for being of the educational system.

In addition, the general education law established the obligation to teach English as a foreign language from basic primary to secondary school, since mastery of this language would allow one to function in multicultural environments. However, this language teaching-learning process must imperatively take into account the socio-cultural context of the population, their interests, and needs, and integrate them with other contexts and cultures that allow the development of intercultural communicative competence in learners. . For this reason, the teaching-learning of English through movie excerpts in a well-structured didactic sequence will be a pedagogical tool of great value for both teachers, learners, and researchers to use in their practices and research. In this way,  English will be strengthened day by day as a means of communication and interaction between people of different nationalities, languages, and cultures.

# 9. RECOMMENDATIONS

We consider that the development of the Intercultural Communicative Competence in English through movies has been an invaluable opportunity for our students and for us to have effective interactions with others that belong to different cultures without going abroad. So, for future research, we suggest applying more strategies with different authentic and non-authentic materials in foreign language classes. It would be remarkable to go beyond to see if the students can improve the results in the external tests in the future because it will improve the teaching-learning processes since to have the positive results of academic tests, generate motivation and interest in the language, create awareness about the importance of our own culture as well as knowledge and respect for other cultures. For future research, we recommend exploring other scenarios that address other ethnic groups in Colombia in both rural and urban schools.

# 9. CONCLUSIONS

In conclusion, we observed that most of the students were in a positive attitude toward the class, but there were some of them that were not. However, the work with the two movie excerpts caught their attention and interest because they felt identified with the contents, themes, and cultural aspects such as traditions, customs, beliefs, and ethnic groups.

Undoubtedly, culture transcends borders, and it is part of the very essence of human beings. In this opportunity, students did not have to go abroad to know and learn about other cultures, nor did they have to bring a foreigner to class, but through the movie excerpts as relevant tools for learning the foreign cultures could be close to them. Students could know, learn, and make a relationship between their cultural aspects and others' like the work done with Coco movie excerpt (where they worked making comparisons with beliefs, traditions, celebrations, etc., in their culture and the Mexican culture); and the cultural identity worked with The boy who harnessed the wind movie except (where they could recognize some similarities and differences with the culture in Malawi).

The didactic sequence implemented in the focused ninth grades allowed not only a change of the pedagogical strategies in class but also a learning motivation in the students since it encouraged them to actively participate in the development of the proposed activities. In addition, it was very appropriate to adapt the themes to the local, regional, national, and international cultural context to guide them toward a broader cultural horizon about the use of the English language as a Lingua Franca being a means of communication between people from different parts of the world Non-native English Speakers in most of the cases.

Through the movie excerpts in English, the students were able to explore cultures different from their own, respect the different points of view, worldviews, traditions, and customs as well as improve their communicative skills in English and develop intercultural

communicative competence through the exchange of knowledge represented in the results of the didactic sequence implementation, the checklists, pre-test, and post-test application and the surveys where students showed their perceptions.

The students reflected satisfaction, interest, and motivation because the designed activities allowed them to express their cultural identity and in the same way, they learned about the cultural identity of others from other perspectives through the language.

The final reflection of the academic training in this master's degree in teaching English as a foreign language helped us to understand different pedagogical practices that start from the teacher as an agent of social change in the intercultural training of his/her students.

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**APPENDIX #1 FIRST SURVEY**

## A proposal of a didactic sequence for English class in 9th grade in Marino Renjifo Salcedo school, in Colombia, using movie excerpts to raise the awareness of the Intercultural Communicative Competence.

Encuesta sobre conocimiento intercultural y motivación en el aprendizaje del inglés.
Lea con atención cada pregunta y escoja una sola opción.

*Obligatorio

1. ¿Acepta voluntariamente participar en esta encuenta? *

   Marca solo un óvalo.

   ⬭ Sí      *Ir a la pregunta 2*

   ⬭ No      *Ir a la sección 4 (Fin de la encuesta)*

   Datos demográficos

2. Edad *

   Marca solo un óvalo.

   ⬭ 12
   ⬭ 13
   ⬭ 14
   ⬭ 15
   ⬭ 16
   ⬭ 17
   ⬭ 18

3.  GRADO *

    *Marca solo un óvalo.*

    ◯ 9-1
    ◯ 9-3
    ◯ Otro


4.  Sexo *

    *Marca solo un óvalo.*

    ◯ Hombre
    ◯ Mujer
    ◯ Otro


5.  Lugar de residencia

    *Marca solo un óvalo.*

    ◯ Cabuyal
    ◯ La albania
    ◯ Corintico
    ◯ Sanjón rico
    ◯ El arenal
    ◯ Otros: _____

6. Pertenencia étnica

*Marca solo un óvalo.*

◯ Afrocolombiano

◯ Gitano

◯ Indígena

◯ Raizal o palenquero

◯ Ninguno

Encuesta

7. ¿Qué tan útil crees que es aprender inglés? *

*Marca solo un óvalo.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| No es útil | ◯ | ◯ | ◯ | ◯ | ◯ | Es muy útil |

8. ¿Qué tan importante crees que es el inglés para trabajar o estudiar? *

*Marca solo un óvalo.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Nada importante | ◯ | ◯ | ◯ | ◯ | ◯ | Muy importante |

9. ¿Qué tan motivado te sientes para aprender inglés? *

*Marca solo un óvalo.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Nada motivado | ◯ | ◯ | ◯ | ◯ | ◯ | Muy motivado |

10. ¿Crees que se puede aprender inglés viendo películas *

*Marca solo un óvalo.*

◯ Sí

◯ No

◯ Tal vez

11. ¿Te gustaría aprender inglés viendo películas? *

*Marca solo un óvalo.*

◯ Sí

◯ No

12. ¿En tu comunidad hay personas que se comuniquen en inglés? *

*Marca solo un óvalo.*

◯ Sí

◯ No

◯ No lo sé

13. ¿Qué tanto conoces las tradiciones de tu comunidad? *

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|------|---|---|---|---|---|------|
| Nada | ◯ | ◯ | ◯ | ◯ | ◯ | Las conozco muy bien |

14. Que prácticas son tradicionales en tu comunidad

*Selecciona todas las opciones que correspondan.*

☐ Música
☐ Baile
☐ Comidas típicas
☐ Fiestas
☐ Otros: _____

15. ¿Qué tan importante crees que es conocer otras culturas? *

*Marca solo un óvalo.*

|                   | 1 | 2 | 3 | 4 | 5 |                |
|-------------------|---|---|---|---|---|----------------|
| Nada importante   | ○ | ○ | ○ | ○ | ○ | Muy importante |

16. ¿Qué tan diferentes crees qué son las culturas de otras comunidades en Colombia y en el mundo respecto a la de tu comunidad? *

*Marca solo un óvalo.*

|             | 1 | 2 | 3 | 4 | 5 |                |
|-------------|---|---|---|---|---|----------------|
| Son iguales | ○ | ○ | ○ | ○ | ○ | Muy diferentes |

17. ¿Que tan importante crees que es respetar y valorar otras culturas? *

*Marca solo un óvalo.*

|                   | 1 | 2 | 3 | 4 | 5 |                |
|-------------------|---|---|---|---|---|----------------|
| Nada importante   | ○ | ○ | ○ | ○ | ○ | Muy importante |

18. ¿Qué tanto crees que puedes aprender de otras culturas a través de películas en inglés?

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Muy poco | ◯ | ◯ | ◯ | ◯ | ◯ | Mucho |

19. ¿Qué tan importante crees ques es aprender inglés y conocer otras culturas para mejorar la comunicación con personas de otras comunidades? *

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Nada importante | ◯ | ◯ | ◯ | ◯ | ◯ | Muy importante |

Fin de la encuesta

# APPENDIX #2 PRE- TEST

Name: _____

Grade: 9-

Date: _____

      I.      Read the questions and select the correct answer

1. Hello, how are you?

      a.   My name is Maria Perez

      b.   Yes, I am

      c.   So far, so good, and you?

2. What are you going to do this weekend?

      a.   They are going to the movies

      b.   he is going to play soccer in the neighborhood

      c.   I am going to the Petronio Alvarez Festival

3. What kind of activities are carried out at your favorite festival.

      a.   Cultural activities

      b.   Economic activities

      c.   Political activities

4. What does the Petronio Alvarez festival represent for Afro- Colombian Communities?

      a.   Their folklore, traditions, and customs.

      b.   Their music, rivers, and families

      c.   Their music, families, and customs

5. Do you believe that by learning English you can know more about other cultures around the world?

a. Yes, I will do

b. No, I do not

c. Yes, I do

II.      Read the following text and answer questions 6 to 8 with this information

Petronio Alvarez Festival

Petronio Alvarez´s festival is celebrated every year on August 16$^{th}$ in Cali- Colombia. It is a national cultural heritage that represents the culture in all elements of the afro descendent population in Colombia, over the pacific communities. It attracts both local and international groups that come to play and dance to the pacific and indigenous music, as well as it is a great opportunity to know, savor and enjoy the delicious and aphrodisiac foods/drinks from the Pacific coast. A sweet made from coconut, a bottle of viche, tomaseca, pipilongo, tumbacatre, arrechon, sea foods, rice with shrink or crab that according to people beliefs raise the dead. People from different countries and nationalities come to visit the city to enjoy that important festival.

6. Where is Petronio Alvarez festival celebrated?

a. In Medellín

b. In Cali

c. In Bogotá

7. . When is celebrated the cultural festival?

a. On March

b. On August

c. On February

8. According to the readings, the Petronio Alvarez's Festival represents

a. The culture of Indigenous groups

b.  The culture of palenqueros groups

c.  The culture of afro descends groups

9.  What do people think about the aphrodisiac foods and drinks?

   a.  They give energy

   b.  They have low calories

   c.  They raise dead

10. What do you think Interculturality means?

   a.  It is a school subject

   b.  It is a skill to know about other places in the world

   c.  It is a skill to recognize other and own's cultures and respect them.

11. What is the meaning of heritage?

   a.  Different ways of living that move on from generation to generation

   b.  It is a particular system of faith and worship.

   c.  It is a day or period of celebration

12. What are the ethnic groups in Colombia?

   a.  Afro-Colombian, indigenous, and white people

   b.  Afro-Colombian, raizel, foreigners, and indigenous.

   c.  Afro-Colombian, indigenous, Raizel, Palenquero and Gypsy

13. What is nationality?

   a.  It is a particular system of faith and worship.

   b.  t is the status of belonging to a particular nation.

   c.  It is a day or period of celebration

14. A belief is accepting that something is true, especially without proof. According to this meaning, mention one belief people have in your community. (The answer can be in Spanish)

_____

_____

_____

15. How can you communicate with people from other cultures?

    a. Using my own language because everybody knows Spanish

    b. Using a common language like English if they do not speak Spanish

    c. I cannot communicate with people from other cultures

16. Is it important to respect own's and others' traditions?

    a. Yes, because it is the way people know their community's customs and beliefs

    b. No, because a person can invent new traditions

17. There are three main problems related to intercultural miscommunication:

    1. language as a barrier

    2. Cultural diversity

    3. Ethnocentrism.

    How can you overcome these problems to have intercultural communication? (the answer can be in Spanish)

_____

_____

_____

**Good Luck**

# APPENDIX #3 DIDACTIC SEQUENCE

| 9º | |
|---|---|
| **Subject:** English | **Docentes** Pablo Mosquera Mosquera and Zenaida García Gómez |
| **BLR:** Explains the reasons behind plans and actions related to his/her personal, school, and community environment. | **Standard:** I write expository texts about topics of my context and interests, with acceptable spelling and punctuation. |
| **Date:** | **Due date:** |

## MOMENTS

## A. EXPLORATION

- What is culture to you?
- Do you know your own culture?
- Why do you think that knowing about other cultures is important?
- Is it important to know your culture?

## B. EXPLANATION

### Activity #1

1. In Colombia, we have had many traditions during decades that come from European, African, and Indigenous roots. Also, people have created new customs to keep our culture unique. Colombian people have enjoyed 18 long weekends, and many incredible holiday Mondays offering residents and visitors the chance to celebrate. We have created the "pot gathering" (paseo de olla). This tradition is particularly common in rural areas. For years, grandmothers have had a cure for almost everything. They have used hierbabuena or spearmint teas for aches and pains.

- The red verbs are creating the present perfect, which is used to talk about something that started in the past and continues in the present. We need the verb "have" and the other verb in past participle. Look at the structure and answer the question using it.

Subject + have/has + The verb in past participle + complement

What has been the principal tradition in your family?

2. Match the words in the box with the pictures related to culture. Then, discuss it with a partner in class.

| Languages | Heritage | Interculturality | Beliefs | Traditions |
|---|---|---|---|---|
| Nationality | Festivals | Ethnic groups | Foods/ Drinks | ReligionS |
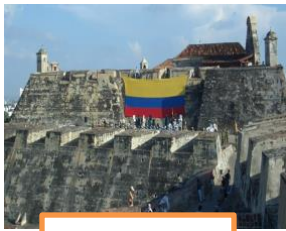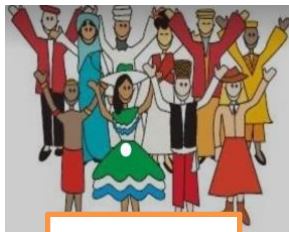
CULTURE

3. Watch the Coco movie excerpt (Entertainment Access, 2017) and complete the table with Miguel's information

| | |
|---|---|
| What is Miguel`s nationality? | Miguel is Mexican |
| What is the most important celebration in the movie? | |
| Describe what ethnic group Miguel belongs to | |
| What is Miguel's religion? | |
| Explain if Miguel has had any contact with another culture | |
| Where has Miguel got his taste in music from? | |
| What beliefs have you seen in the movie? | |

| | |
|---|---|
| Why have Mexican people provided food to their dead relatives? | |
| Why does Miguel's grandmother throw her "chancleta" toward a person? | |

## C. ACTIVITIES FOLLOW-UP

4. In groups of three, cut ✂ and paste 🖊 the meaning according to the vocabulary in the box. Then write sentences related to your own context like the example.

| vocabulary | meanings | sentences |
|---|---|---|
| ● Nationality | | my nationality is Colombian |
| ● Ethnic groups | | |
| ● Heritage | | |
| ● Interculturality | | |

| | | |
|---|---|---|
| ● Languages | | |
| ● Festivals | | |
| ● Traditional foods/drinks | | |
| ● Religion | | |
| ● Tradition | | |
| ● Beliefs | | |

✂

| meanings | |
|---|---|
| different ways of living that move on from generation to generation, including traditional food, customs, and beliefs that belong to your family. | It is a day or period of celebration, typically for religious reasons. |
| It is a set of skills, behaviors, and attitudes that help people to understand and respect others from different communities and cultures. | It is a system of communication used by a particular country or community. |
| It is accepting that (something) is true, especially without proof. | It is a particular system of faith and worship. |
| The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way. | It is the status of belonging to a particular nation. |
| are foods and drinks that are passed on through generations or which have been consumed for many generations in a community. | a community or population made up of people who share a common cultural background or descent. |

5. Read the next Cultural fun facts from the movie Coco and write fun facts you identify in your community. You can use the images below or draw what you want to share from your community.

| **Fun fact**: Dante's race is Xoloitzcuintli, it is a dog breed native to México and very present in its culture. | **Fun fact**: The Cempasúchil is the representative flower in the day of dead. |
| --- | --- |
|   The Walt Disney Company. (2017) [Image of Dante, Miguel's dog]. Disney Pixar. https://www.disneyplus.com/es-419/movies/coco/db9orsI5O4gC |   The Walt Disney Company. (2017) [ Image of Miguel with Cempasúchil flowers and his grandmother in Day of Dead Altar]. Disney Pixar. https://www.disneyplus.com/es-419/movies/coco/db9orsI5O4gC |

| **Fun fact**: The Alebrijes are brightly colored Mexican folk-art sculptures of fantastical creatures. They think Alebrijes protect them. |
| --- |
|   The Walt Disney Company. (2017) [Image of Miguel with Dante as an Alebrije].  Disney Pixar. https://www.disneyplus.com/es-419/movies/coco/db9orsI5O4gC |

**Fun fact:** _____
_____
_____
_____



**Fun fact**: _____
_____
_____
_____



Before                    Now

**Fun fact:** _____
_____
_____
_____



**Fun fact:** _____
_____
_____
_____

6. Miguel loves music because it was a heritage of his great grandfather. Do you have any heritage like Miguel's from your ancestors? Explain.

_____
_____
_____
_____
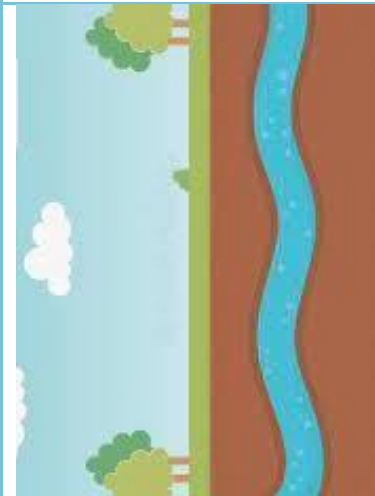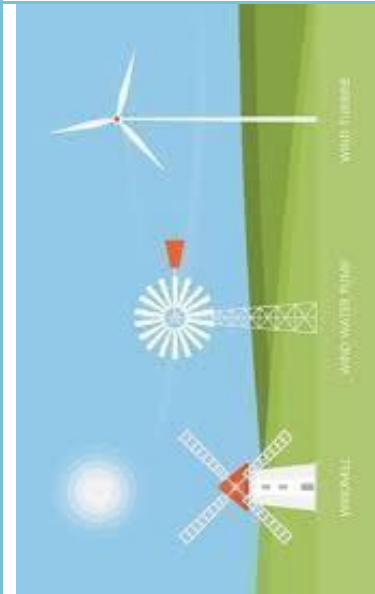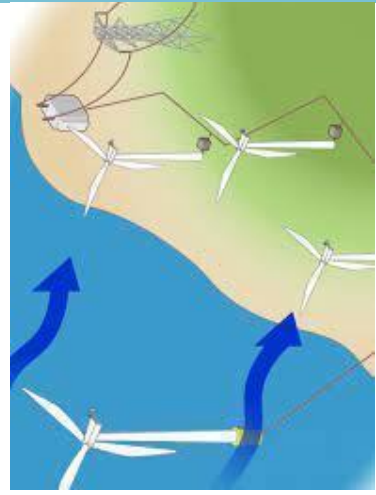
**Activity 2**

**7.** Do you like music?

8. Do you play any instrument, or do you just listen to music?

9.  What is your taste in music? Does your family have the same taste in music? Is this a heritage like in the Coco movie?

10. Continuing with the same topic of interculturality. Watch an excerpt of a movie named "the boy who harnessed the wind" (Netflix, 2019) which is about a boy who lived in a poor community in Africa and liked too much to study science. He has worked on a Windmill to get wind energy and with that he made an electric water pump works to get underground water for crops. Like this, the community could overcome a famine produced by a severe drought. Finally, they were able to sow and harvest their own food.

Look at the following vocabulary and answer the questions using the infinitive of purpose.

**keywords:**

windmill - wind energy - underground water – electric water pump - crops - famine – drought- plant- harvest

**Infinitive of purpose:**

You use this to explain the purpose of something and the structure is

Subject + verb in any tense + complement + to + verb in infinitive

Example

I am studying culture **to respect** others

He created a windmill **to get** wind energy

       a.   What did they plant seeds for?

_____

       b.   What did the boy need wind energy for?

_____

c. What did the boy need his father's bicycle for?

_____

d. In your community are there electric water pumps? What do you use them for?

_____

**Comparison and contrast**

- To do comparison we use adjectives and the words "**more – than**"
  When the adjective is short, we do not use "more" instead of that we add "- **er**" at the end of the short adjective

  Example:

  1. Petronio Alvarez festival in Colombia is more interesting than the day of the dead in Mexico
  2. Wind energy is cheaper than electric energy

- We use *as* + adjective/adverb + *as* to make comparisons when the things we are comparing are equal in some way:

  Example:

  1. To succeed we need to work as hard as the boy from the movie

- There are several common expressions for making contrasts in English. They include *on the one hand … on the other hand*, *on the contrary*, *in comparison*, *in contrast*, *etc*.

  Examples:

  1. *On the one hand, mobile phones are very useful and can save lives. On the other hand, people seem to use them for the most pointless and unnecessary calls.*

2. *He didn't seem offended by her criticisms;* **on the contrary**, *he seemed to enjoy them.*
3. *London is England's biggest city. Its second city, Birmingham,* **in comparison**, *is quite small by global standards.*
4. **In contrast to** *most of the city's museums, the art museum is modern, bright and has a friendly atmosphere.*

**Questions** ✎

11. Answer the following questions making comparisons and contrasts.

1. In your country, do your parents have to pay for your studies like the boy in the movie?

   **In contrast to** *the boy in the movie, in my country Colombia my parents do not have to pay for my studies. Public education is free.*

2. In your community, are there crops like in the movie?

   _____
   _____

3. Do you think that the boy has few opportunities to succeed, it happens the same to people in your community?

   _____
   _____

4. William Kamkwamba' sister did not continue her studies, instead she preferred having a family. Is this something common in your community?

   _____
   _____

5. William helped his father to plant and harvest. In your community have you or another child you know worked planting and harvesting sugarcane?

   _____
   _____

6. Have you had an idea to help solve a problem in your community like Willian did in his community?

_____

_____

Culture has many aspects to take into account like religion, nationality, beliefs, behavior, language, food, celebrations, and traditions, among others. With this information we can see that there are some aspects easily observable about a culture and others that are hard to observe as it is shown in this image:
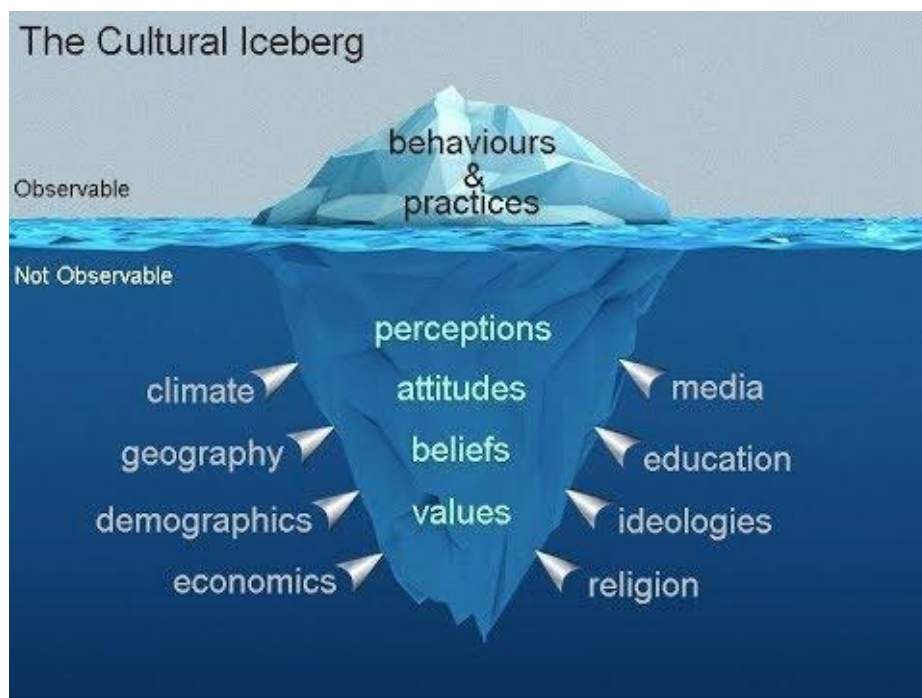


Source:https://www.youtube.com/watch?v=a9Z83I_g4Hw

12. According to the cultural Iceberg, complete the following two Icebergs with your cultural aspects and the other with the cultural aspects about Mexican or Malawi cultural aspects shown in the movies.





Source: https://pdfprof.com/PDF_Doc_Telecharger_Gratuits.php?q=-28PDF77446-cultural+iceberg+worksheet

## D. TRANSFER

### Activity 3

13. As a final activity, you have to make a scholarly news board with four cultural fun facts in groups of three students.

- Write 2 fun facts about another culture and two fun facts about your culture

- choose a good size letter

- Each student has a role in the group: designer and painter, writer, another in charge of the decoration.

- select the information you are going to use, using the vocabulary learned in this didactic sequence.

- choose a couple of images if you want or make drawings.

- Put it in a good place to be read for other students

Examples:



https://www.risevision.com/blog/how-to-create-an-information-board-for-your-school
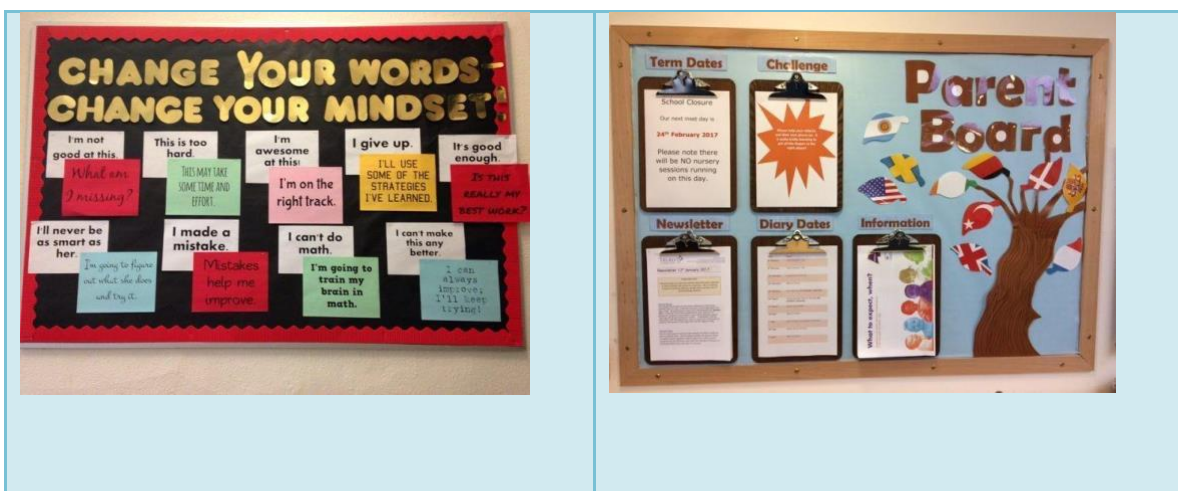
The students have to give the final product to be shared with the school.

## E. ASSESSMENT - CHECKLISTS

● This checklist will be applied for activities # 1 and # 2

| SKILL | STATEMENT | I CAN DO THIS | I NEED TO WORK ON THIS |
|---|---|---|---|
| **Reading** | 1. I can identify the vocabulary of culture | | |
| | 2. I can read simple texts about culture | | |
| **Writing** | 1. I can complete a text with my community's cultural aspects | | |
| | 2. I can write narrative short texts | | |
| **Speaking** | 1. I can answer questions about others and my own culture | | |
| | 2. I can ask questions about culture | | |
| **Listening** | 1. I can recognize words to talk about my and others' cultures | | |
| | 2. I can identify sounds and the pronunciation of vocabulary studied. | | |

● This checklist will be applied for activity # 3

| Criteria | Statement | Yes | No |
|---|---|---|---|

| Punctuality | I present my work on time | | |
|---|---|---|---|
| Content | My work has a title<br><br>My work has cultural information about other<br><br>communities.<br><br>My work has cultural information about my community | | |
| Use of language | My work is written in English<br><br>My work is understandable<br><br>My work has a correct use of verb tenses (present, past,<br><br>or future) | | |
| Visual aids/<br><br>Images | My work has images<br><br>The images are related to the information. | | |

# APPENDIX #4 DIDACTIC SEQUENCE PLANNING

## Planning of Developing Intercultural Communicative Competence

## Didactic sequence for 9th grade

This didactic sequence has the objective of guiding 9-grader students to develop their ICC and increase their motivation to learn English by watching movie excerpts and improving their language level as well. The students of this level have English class 3 hours per week. There are three phases in which this didactic sequence is developed. Phase 1 with beginning activities, phase 2 with developing activities, and phase 3 with closing activities.

This didactic sequence is divided into 5 classes with strategic activities organized this way:

Class 1: The implementation of a pre-test (1 session)

Class 2: The application of phase 1 identifying others' cultural aspects (1 session)

Classes 3 and 4: The application of phase 2 analyzing one's cultural aspect in comparison to others' (2 sessions)

Classes 5 and 6: The application of phase 3 creating a scholar news board with intercultural cultural fun facts (2 sessions)

Class 7: The implementation of a post-test (1 session)

| Topic: | **Developing Intercultural Communicative Competence in English class** |
|---|---|
| Learning Objective: | By the end of this didactic sequence the students will<br><br>● Identify and use expressions and vocabulary related to cultural diversity in oral and written form. |

| | |
|---|---|
| | ● Analyze information related to cultural aspects in others' cultures known by movie excerpts and own's culture<br><br>● Create a scholarly news board about foreign' and owns' cultural fun facts |
| Basic standards and Basic learning rights | I write expository texts about topics of my context and interests, with acceptable spelling and punctuation.<br><br>BLR: Explains the reasons behind plans and actions related to his/her personal, school, and community environment. |
| Teachers: | Zenaida Garcia Gomez and Pablo Mosquera Mosquera |
| Class time: | Each class has 50 minutes |
| **Beginning** | |
| Description of activities | 1. Teachers explain the objectives of the didactic sequence<br>2. Then, they give the pre-test to the students and explain to them each point to be solved. Students solve the pre-test taking into account their prior knowledge. **(see appendix #2)**<br><br>**Activity 1. (see appendix #3)**<br><br>3. The class starts with some questions for the students, which they can answer in Spanish or English. · What is culture to you? Do you know your own culture? Why do you think that knowing about other cultures is important? Is it important to |

| | |
|---|---|
| | know your culture? |
| | 4. The teachers explain the sentence structure and the present perfect: "We have had many traditions for decades", and students have to use it by answering this question: What has been the principal tradition in your family? |
| | 5. Next, students are asked to match words about culture with a representative image and the teachers ask questions about the vocabulary for a better understanding. |
| | 6. Finally, teachers ask the students to watch a short part of the movie Coco from Disney https://www.youtube.com/watch?v=J67hdcKE808 and answer some questions taking into account the previous vocabulary. |
| Assessment for learning | Students read every statement in the checklist and answer if they can do that or need to improve. |

| SKILL | STATEMENT | I CAN DO THIS | I NEED TO WORK ON THIS |
|---|---|---|---|
| **Reading** | 1. I can identify the vocabulary of culture | | |
| | 2. I can read simple texts about culture | | |
| **Writing** | 1. I can complete a text with | | |

| | | | | |
|---|---|---|---|---|
| | | my community's cultural aspects | | |
| | | 2. I can write narrative short texts | | |
| | **Speaking** | 1. I can answer questions about others and my own's culture | | |
| | | 2. I can ask questions about culture | | |
| | **Listening** | 1. I can recognize words to talk about my and others' cultures | | |
| | | 2. I can identify sounds and the pronunciation of vocabulary studied. | | |
| **Development** | | | | |
| Description of activities | 7. Students have to complete a chart by writing sentences about their cultural aspects as well as cutting and pasting the meanings with the vocabulary learned.<br>8. Students read and analyze three cultural fun facts from the movie Coco and write 4 fun facts from their culture taking | | | |

into account the images of their community given.

**Activity 2**

9.  Next, teachers ask the students the following questions about the previous activity: Do you like music? Do you play any instrument, or do you just listen to music? What is your taste in music? Does your family have the same taste in music? Is this a heritage like in the Coco movie?

10. Continuing with the same topic of interculturality, students watch an excerpt of a movie named "the boy who harnessed the wind"

    https://www.youtube.com/watch?v=nPkr9HmglG0&t=4s

    which is about a boy who lived in a poor community in Africa and liked too much to study science. He has worked on a Windmill to get wind energy and with that, an electric water pump can work to get underground water for crops, and like this, they in the community can plant and harvest their own food. There was a drought and famine in the story.

11. Then, the teachers write on the board the vocabulary from the movie,

    **keywords:**

    windmill - wind energy - underground water - electric water

| | pump - crops - famine - drought - plant - harvest |
|---|---|
| | 12. Teachers explain the use of infinitive of purpose and the students have to answer some questions about the movie using the infinitive of purpose. |
| | 13. After that, students have to take out an image of the vocabulary from a bag and say what for it is. |
| | 14. Next, teachers explain with examples the comparisons and contrasts so that students can make comparisons and contrasts with the movie's culture and theirs. |
| | 15. Finally, teachers give the students a photocopy with two Hall's Cultural Iceberg templates, in which students write on the top of one iceberg, their easily observed cultural aspects, and at the bottom, the behavior people have in their culture. On the other iceberg, they have to do the same but with the information they have about Mexican culture or Malawi in Africa. |
| Assessment for learning | Students read every statement in the rubric and answer if they can do that or need to improve. |

| SKILL | STATEMENT | I CAN DO THIS | I NEED TO WORK ON THIS |
|---|---|---|---|
| **Reading** | 1. I can identify the vocabulary of culture | | |

| | | 2. I can read simple texts about culture | | |
|---|---|---|---|---|
| | **Writing** | 1. I can complete a text with my community's cultural aspects | | |
| | | 2. I can write narrative short texts | | |
| | **Speaking** | 1. I can answer questions about others and my own culture | | |
| | | 2. I can ask questions about culture | | |
| | **Listening** | 1. I can recognize words to talk about my and others' cultures | | |
| | | 2. I can identify sounds and the pronunciation of vocabulary studied. | | |

| Closing |
|---|

| Description of activities | **Activity 3** |
|---|---|

Teachers give instructions to the students about making a scholar news board

- Write 2 fun facts about another culture and two fun facts about your culture
- choose a good size letter
- Each student has a role in the group: designer and painter, writer, another in charge of the decoration.
- select the information you are going to use, using the vocabulary learned in this didactic sequence.
- choose a couple of images if you want or make drawings.
- Put it in a good place to be read to other students

Examples:

| | The students have to give the final product to be shared with the school. |
|---|---|
| Assessment of learning | Students complete the checklist to evaluate if they fulfill all the aspects required of the scholar news board |

| Criteria | Statement | Yes | No |
|---|---|---|---|
| Punctuality | I present my work on time | | |
| Content | My work has a title My work has cultural information about other community My work has cultural information about my community | | |
| Use of language | My work is written in English My work is understandable My work has a correct use of verb tenses (present, past or future) | | |
| Visual aids/ Images | My work has images The images are related to the information. | | |

Finally, Teachers apply the post-test

# APPENDIX #5 DIDACTIC SEQUENCE ADAPTATION

**INSTITUCIÓN EDUCATIVA "MARINO RENJIFO SALCEDO"**
NIT. 815.004.606-8
CÓDIGO DANE: 276130000622
Aprobado por Resolución No.1989 del 06 de Septiembre de 2002
de la Secretaria de Educación Departamental

REPÚBLICA DE COLOMBIA

GOBERNACIÓN
VALLE DEL C

## DIDACTIC SEQUENCE

| 9º | |
|---|---|
| **Subject:** English | **Docentes** Pablo Mosquera Mosquera and Zenaida García Gómez |
| **BLR:** Explains the reasons behind plans and actions related to his/her personal, school, and community environment. | **Standard:** I write expository texts about topics of my context and interests, with acceptable spelling and punctuation. |
| **Date:** | **Due date:** |

## MOMENTS

### A. EXPLORATION

- What is culture to you?
- Do you know your own culture?

### B. EXPLANATION AND TRANSFER

**Activity #1**

1. Match the images with the flag of each country where they belong to.



They are singing in Petronio Alvarez festival

MEXICO

People paint skulls to decorate in the day of the dead celebration

MALAWI

In Malawi families are united and have lunch together.

COLOMBIA

## 2. Color the images and write the ethnic group's name:
Gypsy, Indigenous, Afro descendant



_____     _____     _____
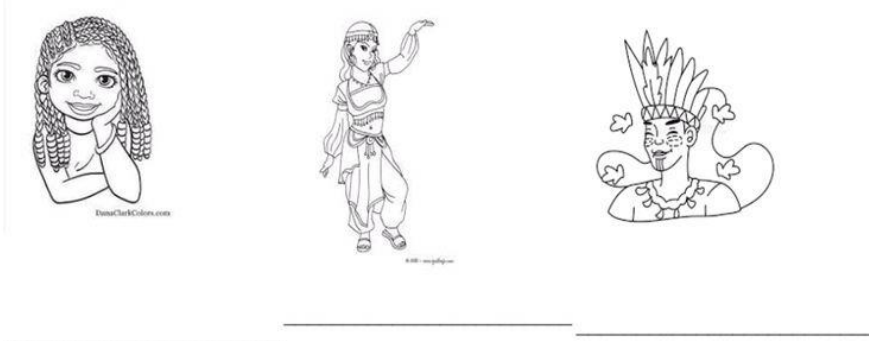
## 3. circle the practices you like to do in your community
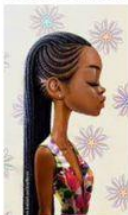


DANCING SALSA

SINGING

COOKING TYPICAL FOOD

DOING EXERCISE

HAIRSTYLE

TURBANTE

### E. ASSESSMENT - CHECKLISTS

• This checklist will be applied for the activities # 1

| SKILL | STATEMENT | I CAN DO THIS | I NEED TO WORK ON THIS |
|---|---|---|---|
| Reading | 1. I can identify the vocabulary of culture | | |
| | 2. I can read simple words about culture | | |
| Writing | 1. I can write a word of cultural aspects | | |
| | 2. I can write a word to describe an image | | |
| Speaking | 1. I can answer questions about others and my own's culture | | |
| | 2. I can ask questions about culture | | |
| Listening | 1. I can recognize words to talk about my and others' cultures | | |
| | 2. I can identify sounds and the pronunciation of vocabulary studied. | | |

# APPENDIX #6 POST-TEST

A proposal of a didactic sequence for English class in 9th grade in Marino Renjifo Salcedo in Colombia, using movie excerpts to raise the awareness of Intercultural Communicative Competence.

After finishing the activities of the didactic sequence please complete the following test

What is your name?

_____

I.      Read the questions and select the correct answer

1.  Hello, how are you?

    a.   My name is Maria Perez

    b.   Yes, I am

    c.   So far, so good, and you?

2.  What has been the principal tradition in your family?

    a.   In my family, we have to go to Candelaria every holy week

    b.   In my family, we will go to La Virgen de la Candelaria celebration next week

    c.   In my family, we have gone to La Virgen de la Candelaria celebration every year

3.  What kind of activities are carried out at your favorite festival.

    a.   Cultural activities

    b.   Economic activities

    c.   Political activities

4.  What does the Petronio Alvarez festival represent for Afro- Colombian Communities?

    a.   Their folklore, traditions, and customs.

    b.   Their music, rivers, and families

    c.   Their music, families, and customs

5. Match the following concepts with the corresponding country

| | | |
|---|---|---|
| a. | They have an extreme climate | Mexico |
| b. | They have a brightly colored art sculpture called Alebrijes | |
| c. | They have a festival showing the afro descendants' culture | Malawi |
| d. | The Cempasuchil is the representative flower on the day of the dead | |
| e. | English is the official language | |
| f. | They have different ethnic groups like Afro-Colombian, indigenous, Raizel, Palenquero, and gypsy | Colombia |

II.     Read the following text and answer questions 6 to 8 with this information

The Petronio Alvarez Festival

Petronio Alvarez´s festival is celebrated every year on August 16th in Cali- Colombia. It is a national cultural heritage that represents the culture in all elements of the afro descendent population in Colombia, over the pacific communities. It attracts both local and international groups that come to play and dance to the pacific and indigenous music, as well as it is a great opportunity to know, savor and enjoy the delicious and aphrodisiac foods/drinks from the Pacific coast. A sweet made from coconut, a bottle of viche, tomaseca, pipilongo, tumbacatre, arrechon, sea foods, rice with shrink or crab that according to people beliefs raise the dead. People from different countries and nationalities come to visit the city to enjoy that important festival

6. Where is Petronio Alvarez festival celebrated?

a. In Medellín

b. In Cali

c. In Bogotá

7. . When is celebrated the cultural festival?

a. On March

b. On August

c. On February

8. According to the readings, the Petronio Alvarez's Festival represents

a. The culture of Indigenous groups

b. The culture of palenqueros groups

c. The culture of afro descends groups

9. What do people think about the aphrodisiac foods and drinks?

a. They give energy

b. They have low calories

c. They raise dead

10. What do you think Interculturality means?

a. It is a school subject

b. It is a skill to know about other places in the world

c. It is a skill to recognize other and own's cultures and respect them.

11. What is the meaning of heritage?

    a. Different ways of living that move on from generation to generation

    b. It is a particular system of faith and worship.

    c. It is a day or period of celebration

12. What are the ethnic groups in Colombia?

    a. Afro-Colombian, indigenous, and white people

    b. Afro-Colombian, Raizel, foreigners, and indigenous.

    c. Afro-Colombian, indigenous, Raizel, Palenquero and Gypsy

13. What is nationality?

    a. It is a particular system of faith and worship.

    b. t is the status of belonging to a particular nation.

    c. It is a day or period of celebration

14. How can you communicate with people from other cultures?

    a. Using my own language because everybody knows Spanish

    b. Using a common language like English if they do not speak Spanish

    c. I cannot communicate with people from other cultures

15. Is it important to respect your own's and others' traditions?

    a. Yes, because it is the way people know their community's customs and beliefs

b. No, because a person can invent new traditions

16. There are three main problems related to intercultural miscommunication:

    1. language as a barrier

    2. Cultural diversity

    3. Ethnocentrism.

    How can you overcome these problems to have intercultural communication? (the answer

    can be in Spanish)

# A proposal of a didactic sequence for English class in 9th grade in Marino Renjifo Salcedo school, in Colombia, using movie excerpts to raise the awareness of the Intercultural Communicative Competence.

La siguiente encuesta pretende recoger datos sobre su percepción intercultural y motivación en el aprendizaje del inglés.

Lea con atención cada pregunta y escoja una sola opción.

*Obligatorio

Sección sin título

1.  Escribe tu nombre *

    _____

2.  1. ¿Qué tan útil consideras que fue el trabajo con las dos películas en la clase de    *
    inglés para tu formación?

    *Marca solo un óvalo.*

    |           | 1 | 2 | 3 | 4 | 5 |          |
    |-----------|---|---|---|---|---|----------|
    | Nada útil | ◯ | ◯ | ◯ | ◯ | ◯ | Muy útil |

    Información general

3.
    *Marca solo un óvalo.*

    ◯ Opción 1

4.   2. Grado *

*Marca solo un óvalo.*

   ◯ 9-1
   ◯ 9-3


5.   3. Sexo *

*Marca solo un óvalo.*

   ◯ Hombre
   ◯ Mujer


6.   4. ¿Usted se reconoce como miembro de la comunidad afro-descendiente? *

*Marca solo un óvalo.*

   ◯ Si
   ◯ No


Encuesta


7.   5. ¿Qué tan útil crees que es aprender inglés para tu vida? *

*Marca solo un óvalo.*

|            | 1 | 2 | 3 | 4 | 5 |            |
|------------|---|---|---|---|---|------------|
| No es útil | ◯ | ◯ | ◯ | ◯ | ◯ | Es muy útil |

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8. 6. El idioma inglés es un medio de comunicación entre personas de diferentes culturas. *

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| En desacuerdo | ◯ | ◯ | ◯ | ◯ | ◯ | De acuerdo |

9. 7. ¿Para alcanzar alguna meta en tu vida necesitas saber inglés? *

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| En desacuerdo | ◯ | ◯ | ◯ | ◯ | ◯ | De acuerdo |

10. 8.¿Crees que se puede aprender inglés viendo películas? *

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| En desacuerdo | ◯ | ◯ | ◯ | ◯ | ◯ | De acuerdo |

11. 9.¿Qué tan diferentes crees que son las culturas de otras comunidades en Colombia y en el mundo respecto a la de tu comunidad? *

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Nada diferentes | ◯ | ◯ | ◯ | ◯ | ◯ | Muy diferentes |

12. 10.¿Qué tanto crees que puedes aprender de otras culturas a través de *
películas en inglés?

*Marca solo un óvalo.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Muy poco | ◯ | ◯ | ◯ | ◯ | ◯ | Mucho |