

AFRO-ENGLISH CLASSROOM PROJECT,  
AS AN ALTERNATIVE TO IMPROVE THE SPEAKING SKILL OF NINTH  
GRADERS,  
FROM INSTITUCIÓN EDUCATIVA TÉCNICO EL ORTIGAL (I.E T. O) SCHOOL.

A thesis presented by

Andrea María Cruz Mosquera

Catalina Castrillón Valderrama

November 2019.

Santiago de Cali University

Faculty of Education.

Specialization in English teaching.

AFRO-ENGLISH CLASSROOM PROJECT,  
AS AN ALTERNATIVE TO IMPROVE THE SPEAKING SKILL OF NINTH  
GRADERS,  
FROM INSTITUCIÓN EDUCATIVA TÉCNICO EL ORTIGAL (I.E T. O) SCHOOL.

A thesis presented by

Andrea María Cruz Mosquera

Catalina Castrillón Valderrama

Approved as to style and content by:

---

---

---

---

### **Dedication**

I am dedicating this thesis to my parents Ildebrando Castrillón and Luzmila Valderrama, for all their love and support, throughout my educational process. To my aunts Mary Valderrama and Gloria Valderrama, for motivating me to pursue my studies. And to my thesis partner Andrea Maria Cruz Mosquera for good teamwork.

**Catalina Castrillón V.**

Firstly, I would like to say thanks to GOD for allowing me to complete another stage of my life and for giving me enough dedication and wisdom to finish this project.

I want to dedicate this work to my family for all the support and to all the people who were part of this project. (Catalina Castrillón Valderrama y Alejandro Fernández)

**Andrea María Cruz M.**

## Acknowledgements

This thesis was possible due to our dedication and to the support of many people who helped us during this path. We would like to thank first of all to Almighty God for giving us wisdom, inspiration and strength to carry out this research; and for providing us this opportunity to complete it successfully.

We would like to extend our gratitude to our thesis advisor Professor Alejandro Fernandez Benavides for guiding us during all of the processes of constructing this study, and for sharing his knowledge and expertise with us.

Lastly, we want to express our deep thanks to our families for their love, patience and support especially to our parents for giving us encouragement, motivation and perseverance throughout the process of researching and writing this study.

### **Abstract**

The need to learn a foreign language has grown significantly today because the phenomenon of globalization has allowed communication and cultural exchange between people from different places. In Colombia, through the bilingualism program of the Ministry of Education (MEN), alternatives have been sought to integrate English teaching in public schools. Therefore, this study aims to evaluate the impact of an Afro-English classroom project as an alternative to improve speaking skills from an intercultural perspective of ninth graders from a public school. Subsequently, the purpose of this research is to diagnose students' speaking skill level through the assessment of the effectiveness of the Afro-English classroom project in order to determine learners' improvement on oral production and their reflection on learning the target language from a cultural point of view. Furthermore, this is a qualitative action research study. Likewise, the data collection instruments were a pre-test, a post-test, a survey, an interview, and observations.

Moreover, regarding the oral production, the results indicate that in terms of the linguistic competence this study showed that students faced difficulties in the use of some grammatical structures, such as syntax, verb forms, lexical morphemes construction, omission of words, past tense coherence, prepositions of time, and the accordance with the third person singular.

Subsequently, the results illustrate that the Afro-English classroom project implementation had a positive effect on different components of the speaking skill, such as pronunciation, vocabulary, and interaction. Likewise, the findings showed that integrating cultural topics in the language classroom is effective for students' learning

process because they were interested and motivated to participate in the class's activities.

Besides, the experience of integrating Afro-culture in class was positive because the students became aware of the value of their own culture and significant things such as not being racist or discriminatory. On this basis, it is recommended to include cultural topics in the English classroom to make the language learning process more interesting for the students. Besides, this research has benefits for other English teachers at public schools because they can use cultural activities within their lessons in order to help their students to improve their English skills.

*Key words:* Speaking skill, Classroom Project, Intercultural Communicative Competence , culture in foreign language learning.

## TABLE OF CONTENT

Abstract .....	5
Introduction.....	10
Chapter 1 .....	13
Background.....	13
Speaking skill .....	13
Culture in foreign language learning.....	17
Statement of the problem.....	22
Justification.....	24
Research question .....	26
Objectives .....	27
Relevance.....	27
Chapter 2 .....	29
Theoretical Framework .....	29
Speaking .....	29
Activities to develop speaking.....	34
Role play.....	34
Storytelling .....	36
Debates and discussions .....	38
Conversation.....	40
Rubrics to assess speaking.....	43
Culture in language learning.....	52
Intercultural Communicative Competence (ICC).....	58
Attitudes ( <i>savoir être</i> ).....	61
Knowledge ( <i>savoir être</i> ).....	63
Skills Discover and/or Interact ( <i>savoir apprendre</i> ).....	66
Critical Cultural Awareness ( <i>savoirs' engager</i> ). .....	69
Afro-Colombian Culture.....	70
Chapter 3 .....	76
Methodology.....	76
Paradigm.....	77
Design.....	77

Approach .....	78
Context.....	81
Population.....	83
Positionality.....	83
Data gathering.....	83
Pre-test.....	84
Post –test.....	85
Interview .....	86
Survey .....	87
Observation.....	89
Validity .....	89
Ethics .....	90
Activities calendar .....	91
Chapter 4 .....	93
Findings and discussions .....	93
Pre- Test findings.....	93
Post –Test findings .....	97
Chapter 5 .....	117
Conclusions and implications.....	117
References .....	124
Appendixes .....	134
Appendix A. Pre –Test .....	134
Appendix B. Post –Test sections.....	138
Appendix C. Interview .....	139
Appendix D. Survey .....	140
Appendix E. Observation format.....	144
Appendix F. Consent form .....	146
Appendix G. Didactic sequence .....	148



## Index of tables

Table 1. <i>Holistic Rubric to assess spoken interaction.</i> .....	45
Table 2. <i>Analytical Rubric for Speaking Skill suggested by Barquero and Ureña. (2015)</i> .....	49
Table 3. <i>Mixed rubric</i> .....	51
Table 4. <i>Pre-Test Communicative activities description.</i> .....	84
Table 5. <i>Research activities calendar.</i> .....	92

## Index of figures

<i>Figure 1. Factors in Intercultural Competence. Adapted from Byram 1997. (Byram, 1997, p. 34).</i> .....	61
<i>Figure 2. Spiral cycle process focus on Burns' perspective (2009).</i> .....	79
<i>Figure 3. Afro-English speaking test results</i> .....	94
Figure 4. Average scores Pre and post- test correlation.....	98
<i>Figure 5. Categories identified in the collected data</i> .....	103
Figure 6. Answers to the question, what is Afro-Culture for you?.....	107
Figure 7. Answers to the question, if you have an assignment about the Afro- culture, what would you do to research? .....	115

## Introduction

Nowadays, the need of learning a new language has grown because it brings more opportunities for people in the labor and the educational field, which is why in schools it has become essential to include in their syllabus the teaching of a foreign language. Furthermore, in the current globalized era, language education must prepare students to face in the real world. (Irina, 2011; Zotzmann, 2007; Matthews & Thakkar, 2012; Wang, 2007). The purpose of language education is to allow students to develop their writing, reading, listening and speaking skills. (Ministerio de Educación, 2005; Rodríguez, 2017; Solarte & Guerrero, 2008). Moreover, language learning presents some challenges, and one of them is the development of speaking skills because it is one of the most difficult to achieve due to the fear of making pronunciation mistakes and also most of the schools focus on improving more reading and writing skills. (Alonso, 2012; Ortiz & Cuéllar, 2017; Bueno, Madrid & McLaren, 2006).

Likewise, another challenge that language learning presents in public schools is the lack of high-quality didactic materials and technological resources. (Correa & González, 2016; González, 2006). Therefore, this research aims at the importance of improving speaking skills by learning the language through intercultural topics. Thus taking this into account, it is important to examine the teaching of languages from the perspective of oral production and the intercultural vision in order to evaluate the impact that a classroom project has as an alternative to improve the speaking skill of ninth graders from a public school.

On the one hand, regarding oral production, speaking is one of the skills that are important to improve during the learning process of a foreign language. Therefore, one of

the purposes of this study is to examine learners' level of speaking skill in order to determine if they can achieve the speaking level established by the National Standards of Competences in Foreign Languages and by the Common European Framework of Reference (CEFR).

Furthermore, this research aims to integrate a classroom project as practical alternative to improve the oral productions of the students. This classroom project can help the development of students' speaking skill, and also it can generate scenarios for learners to enhance communicative oral interaction through communicative task, such as conversation, role-play, storytelling, oral presentations, debates and discussions.

On the other hand, in the learning process of a foreign language, integrating cultural topics in class could help the students to understand the learned language from an intercultural perspective. Subsequently, one of the purposes of this study is to examine what learners reflect on their own culture during the development of the classroom project. Therefore, from an intercultural point of view, learners could relate their cultural knowledge, such as traditions, customs, beliefs, history, and values to situations in the target language. Furthermore, Liddicoat and Scarino (2013) mention some understandings of culture, such as national attributes, symbolic systems, societal norms and practices that are important to take into account to view culture in language learning.

Likewise, understanding culture in language learning is important because students can learn the target language in terms of their own culture. Besides learning about one's own and the target language culture in class, the students would learn how to communicate and interact with others. Byram (1997) proposes a model of intercultural communicative competence which promotes the process of interaction between learners

and people from different cultural backgrounds. Taking into account the perspective of these authors, there is a necessity to integrate culture in the teaching and learning process of a foreign language. It is for this reason that this study focuses on the impact of oral activities on cultural topics for development of the speaking skills. This study focuses on evaluating students of ninth grade from public school. This is a qualitative action research study. The data collection instruments are a pre-test, a post-test, a survey, an interview, and observations. Additionally, the analytical approach for the results in this study is the thematic analysis. Likewise, the results showed that students could enrich their cultural knowledge through language learning. Moreover, this experience will help them to become more aware of their own culture, and to have the consciousness that orders cultures exist in order to respect people from different cultural backgrounds.

Finally, this study has implications at the theoretical, methodological, pedagogical level because it draws attention to the need to incorporate in class more actively oral exercises for the development of the speaking skill and the closer integration between language teaching and intercultural vision.

## Chapter 1

### Background

In the following paragraphs, we describe different studies with the purpose of identifying the relevance and contributions that those studies have for the present research. This section is divided into two big fields, culture and speaking skills in English learning. First, we provide an overview of what is known concerning speaking and then we introduce the backgrounds about culture in language learning. Furthermore, Ramirez and Cuellar (2018), Oradee, (2012), Torky, (2006) and Laverde (2016) are the authors who addressed the area of speaking skill.

Moreover, this episode focuses on some studies that have analyzed the development of speaking and the connection between culture and language learning. Amidst the previous work in the present study, we will focus on some international, national and regional studies of some authors like (Barber, 2013; Collazos & Gomez, 2016; Gomez, 2012), (Díaz, Ramos & Sandoval 2014; Guerrero, 2012; Garcia, Díaz & Artunduanga, 2017; Moreno, 2016) (Barrera & Cantor 2007; Derderian-Aghajanian & Cong, 2012), who have developed similar research about the importance to integrate culture in language learning, in the lines of identity, online interaction and stereotypes. In the lines below, we provide a general revision concerning the previous studies related to the speaking skill.

### Speaking skill

English learning has become a priority in education due to the effect of globalization, intercultural communication and technological progress. Therefore, it is quite relevant that learners learn to speak appropriately a foreign language. In the next

paragraphs, we mention some studies that talk about all aspects concerning to the speaking skill.

Firstly, Torky (2006) presented a study about the effectiveness of task-based instruction in developing the English language speaking skill. The main purpose of this research was to develop the necessary speaking skills through the use of a suggested program designed in the light of task-based instruction and the cognitive approach principles. The study was carried out with first-year students of a secondary school in Egypt. The study type was a quasi-experimental research with experimental and correlational approaches. Data collection was gathered with pre-test, post-test, surveys, and interviews. The findings of this research showed that task-based instruction was effective in the developing of speaking skills of the participants because the communicative tasks allowed the students to learn the norms of speech and to practice during interactions. Besides, the tasks helped them to enhance their confidence to speak because they were faced with several levels of difficulty in speaking activities.

Moreover, Laverde (2016) conducted a study on fostering speaking skills through task-based learning. The objective of this research was to develop students speaking skills by transforming their passive behavior into active participation. The participants were students of the third grade of a public school in Bogota, Colombia. This research is categorized as action research, with qualitative analysis. The data collection instruments were surveys, questionnaires, tasks, self-evaluation grids, and video transcriptions. The results of the study showed that the use of task-based learning helped students to become aware of the foreign language. In the same way, students had the opportunity to practice

speaking through ludic activities, such as chanting, repeating patterns, manipulating objects and songs.

Elseways, Ramirez and Cuellar (2018) carried out a study about how authentic tasks can be an excellent choice to enhance the oral production of foreign language learners. The research was done with eight students from the tenth grade of a public school in Colombia. The main objective of that research was to examine the effects that authentic tasks have on the oral production of students to produce output in real-life situations. This was a qualitative action research. Likewise, this study was based on Kemmis and McTaggart's (1985) action research model where the principles are centered on planning, action, observation, and reflection. The data collection instruments were recordings surveys, observations, and interviews. The findings of this study showed that the application of authentic tasks in the classroom allowed students to have meaningful learning and facilitated them with the production of oral output in the foreign language.

On the other hand, Oradee, (2012) studied the development of speaking skills using three communicative activities, such as discussion, problem-solving and role-play. The aims of this research were to evaluate and to compare the speaking skills used in the communicative activities (Discussion, problem-solving, and role-playing), as well as, analyze the participants' attitudes concerning teaching English speaking skills. This study used qualitative and quantitative approaches. The participants of this research were students of eleventh grade, from Thailand. The data collection instruments were a semi-structured interview, an attitude questionnaire, a test of English speaking ability (pretest and post-test) and a teacher journal. The results of the study showed that discussion,

problem-solving, and role-play create an environment of interaction where the students feel comfortable speaking and using foreign language functions in real-life situations.

Likewise, after employed the three communicative activities, it was found that students' English speaking skills had a significant improvement because they were developing the skill with intensive practice of the foreign language with those activities.

The studies mentioned above, give us a general idea regarding the previous researches that have explored different facts about English learning, especially, on the field of speaking and communicative competence. Through these backgrounds, it was found that the speaking is an ability that needs much attention in the English classes due to the importance that this skill has on the process of learning a foreign language and communication.

Moreover, they were quite significant for the present research because they provided a conceptual contribution concerning Speaking definition, activities to develop the speaking skill and some approaches to improve the speaking skill. Nevertheless, in public school, it is quite difficult to foster speaking due to the lack of hours and conditions to enhance this ability. Thus, we consider that the teaching of English should be emphasized more on oral production since a communicative and intercultural perspective.

In spite of all authors who talk about the English teaching and learning process, we did not find studies that work speaking and intercultural competencies together. Therefore, our research is based on cover these issues from an action research project. Below, we focus on prior studies regarding the culture in language learning.



## **Culture in foreign language learning**

Nowadays due to the phenomenon of globalization, cultural exchange has grown faster and it has made easier to know more about other cultures. Therefore, culture and language are highly connected because language learning implies the cultural understanding of the world. When teaching a foreign language, it is important to incorporate culture into the classroom in order to help students become familiar with existing cultural differences and varied conceptions of life (Fandiño, 2014). Many authors (Liddicoat, 2004; Fernandez, 2017; Kramsch; 2010) have defended the inclusion of culture in language learning. Hence many of them have worked on this topic in diverse lines that characterize culture such as identity (Barber, 2013; Collazos & Gomez, 2016; Gomez, 2012), online interaction (Díaz, Ramos & Sandoval 2014; Guerrero, 2012; Garcia, Díaz & Artunduanga, 2017; Moreno, 2016) and stereotypes (Barrera & Cantor 2007; Derderian-Aghajanian & Cong, 2012). In the lines below, we will focus on some international, national and regional studies of different authors who have developed similar research about the connection between culture and language learning.

First of all, a study conducted by Barber (2013) presents the influence of culture and identity on second language acquisition. The objective of this research is to evaluate the learning process of a foreign language that affects the identity and sense of belonging in the Egyptian community. The research was carried out with seventh-grade students whose ages were between eleven and thirteen years old in a private school in Egypt. In this research, a qualitative study was carried out. Data collection was gathered with semi-structured interviews with the students, field notes, questionnaires and observations in the classroom. The results showed that while the students are trying to adapt their identities

to the target language culture, their insecurities increased because they felt uncomfortable in the classroom and also, they felt that their sense of belonging to a community was out of place because they found hard to integrate the new language culture with their own culture.

In other matters, Collazos and Gomez (2016) conducted a study about the construction of English learners' identity from a social perspective and the effects on their language learning investment. The purpose of this research was to examine how a group of students constructed their identities as language learners. This study was carried out with seventh-grade students in an English class at a public school in Bogota. The research type was a descriptive case study. The data collection instruments were field notes, video recordings, open-ended interviews and a questionnaire with close open-ended questions. The findings of this study showed that most of the students were demotivated to learn a foreign language because they disliked the language, they saw themselves as socially marginalized and they believed that a foreign language was not important for their daily lives because they did not have economic resources to persevere studying English.

Contrariwise, Gomez (2012) presented a study about how students construct an identity as learners of a foreign language. The main purpose of this research was to analyze the effects of identity construction on students' language learning process. The study was carried out with undergraduate students from a private University in Bogota. This was qualitative research with an interpretative and naturalistic approach. The data collection instruments were video recordings, field notes, and interviews. The results of this study showed that the students have permanent struggles such as, the way of how

they see themselves as language learners, the necessity to use their native language in class to have a better understanding of the topics and the understanding on how the foreign language works and how it can be integrated within their own culture.

Regarding online interaction, some studies have been done about the use of the internet as an important tool in the learning process of a foreign language. Liu, Liu, Lee, and Magjuka (2010) conducted a study on international students' perception of cultural differences in online learning. The research was carried out with international students of an online MBA program at an accredited business school. The aim of the study was to identify issues in cross-cultural online learning environments. This was exploratory research with a case study approach. The interviews and audio recordings were used as the data collection instruments, mainly using semi-structured and face to face interviews. The findings indicated that students perceive differences with other cultures through assessments, interactions, collaboration, academic conduct, and language because each student has their own way of learning. Besides, it was noted that the students' need for the instructor to take into consideration the use of more diversified cases and examples that integrate their culture.

Equally important, Díaz and Artunduanga (2017) carried out a study about the importance of using Skype as technological tools to improve oral competence and learn about other cultures. The research was done at Universidad Surcolombiana de Neiva with students of the language department. The main objective of this research was to explore the impact of Skype as a complementary tool of computer-mediated communication to encourage oral production. The study was qualitative action research. To collect information, transcripts of the videoconferences, field notes, and student journals were

used. Finally, the results showed that Skype has a positive impact in the context of English as a foreign language in areas such as language learning, social interaction and emotional influences.

Additionally, Moreno (2016) conducted a study about the Student's construction of social identity in an online learning course. The purpose of this research was to explore students' social identity in an online environment through literacy activities, such as joining an online learning community, making videos, creating comics, writing opinions and reading English texts. The study was carried out with ninth-grade students at Manuela Beltran public school in Bogota, Colombia. The methodology used in this research was qualitative by focusing on an online ethnography method to study the social interaction of the community. The data collection instruments included students' artifacts, field notes, and semi-structured interviews. The findings of this research showed that students were able to express freely their opinions and emotions in each activity and they were able to identify their classmates from different perspectives, such as the concept that they have about their peer abilities and likes. Furthermore, the use of an online interactional platform demonstrated the importance of using it as a tool in class because it enhances the cooperation between classmates, and it increases students' participation in class.

Now focusing on cultural stereotypes, Barrera and Cantor (2007) carried out a study about socio-cultural stereotypes and students' perception of stereotypes. The research was developed with ten students of tenth grade. The main purpose of this study was to explore the students' perception of their socio-cultural stereotypes by integrating a

classroom project called “stereotyping our culture”. The method used to implement the study was Stoller’s project model, which is explained in six steps, such as:

- Proposing a project work to be developed in class.
- Presenting a theme to work on.
- Specifying and organizing the topics, materials, methodology, and presentation.
- Structuring the project.
- Developing the Project work.
- Final presentation.

The data collection instruments used were field notes, videotaping and students’ artifacts (drawings and writings). The findings showed that the project allowed the students to share knowledge and experiences. Besides they became aware of their own cultural, such as values, beliefs and customs, and also, how they could relate it within others’ cultures. Similarly, the students recognized their cultural diversity regarding stereotypes.

Furthermore, Derderian-Aghajania and Cong (2012) conducted a study about the outcomes of cultural effects on English language learners. The research was carried out with two Chinese and two Middle-Eastern students at Washington State University. The objective of this study was to understand the challenges that Chinese and Middle-Eastern students face with cultural stereotypes and with English literacy acquisition. This was a qualitative approach. The results showed that both Chinese and Middle-Eastern students face different challenges. For instance, Chinese students have faced barriers, negative socio-cultural stereotypes, and academic performance. And, Middle-Eastern students

were faced with negative stereotypes, such as racism, discrimination, religion, and terrorism.

Lastly, the studies that were presented above are important for the present research because they show how the culture is integrated into the learning process of a foreign language, focusing mainly on aspects, such as identity, stereotypes and online environment. These studies showed that students faced challenges with the target language culture during the learning process because sometimes it is difficult for them to integrate the knowledge they have of their own cultural identity to differentiate and understand the new one. In addition, it was found that in the online environment, students tend to be more practical with the use of literacy activities, but expect that these activities also contextualize their own cultural topics. Likewise, many students when they learn a foreign language encounter some stereotypes that can affect positive or negative their performance with the new language.

### **Statement of the problem**

Today, learning a foreign language has become a priority in Colombia due to the effects of globalization, economics, science, and culture. Therefore, in order to communicate with other cultures, Colombia has implemented a program that establishes the importance of learning a foreign language, in this case, English. Hence, the Ministry of National Education (MEN) has begun to apply linguistic policies reflected in terms of standards, methodologies, and approaches that aim to establish English as a foreign language.

One of the most relevant challenges foreign language education faces today is the need to achieve the basic skills to develop a fluent oral speech. However, the development of this skill in Colombian Public schools has encountered some difficulties.

Given the many benefits of mastering a foreign language, it is important to enhance students' oral production, in order to help them to get better living conditions. ( i. e. and scholarships in other countries) (Ministerio de Educación, 2006). With this idea in mind, the Colombian government has proposed a linguistic policy aimed to promote English learning in public schools. This project is called the National Bilingual Program (Programa Nacional de Bilingüismo, PNB). According to this plan, learners must achieve an intermediate level of proficiency in English (B1) when they finish high school. Thus, it is significant that schools create programs with strategies that can help students to develop their communicative skills.

Nevertheless, the process of learning a foreign language in public schools has several shortcomings (Correa & González, 2016). They argue that public schools have neither high-quality didactic material nor technological resources to implement the government's plan. These authors stressed the problem regarding the number of hours teaching per week which are not enough to develop the students' speaking skill.

Although the MEN has suggested an educational curriculum and contents to learn English, evidence has shown that the English syllabus employed in public school emphasizes more on writing and reading than on speaking skills (British Council, 2015).

On the other hand, speaking is one of the complex skills to achieve in English. (Hosni, 2014). According to the research "English in Colombia" students from public schools have low proficiency in speaking due to different factors, such as, the lack of

practice, the speaking skill is harder than writing or reading ability in English, the curriculum is not focusing on speaking, the students had not been learning English long enough, and the teachers are not good (British Council, 2015). Furthermore, students often face issues with oral speeches, particularly, when they have to use grammatical structures in different contexts to elaborate new oral outputs and the ability to organize sentences in sequences to produce oral dialogues (Brown, 2000).

In contrast, the Institución Educativa Técnico el Ortigal is a public school that in spite of the several resources and the efforts carried out to contribute to the enhancement of the English learning, the oral assessment showed that ninth-graders have not achieved the required speaking skills level, suggested by the Standards of Competences in Foreign Languages.

Likewise, we have observed that learners are not the center of the teaching, because, they are passive actors of the learning process. Furthermore, students do not use language to communicate orally, because they do not have the chance to participate actively and express their feelings and opinions in the foreign language because they usually do activities related to writing.

### **Justification**

This research examines the development of oral skills and its relationship with cultural elements in a public school. This study focuses on the importance of integrating the Afro-Colombian culture in English classes through a classroom project that aims to improve speaking skills. This project will deepen in the need to include interculturality within language teaching because it is a topic that has not been sufficiently worked on Colombia (Alvarez & Fenandez, 2018; Byram, Wagner & Perugini, 2017). Therefore,



the aim is to comprehend how the integration of culture in class helps the understanding of the new language. In this case, the study centers on understanding how Afro culture helps in the learning and development of speaking skills.

The importance of culture in foreign language learning is that learners can comprehend the language from an intercultural perspective, and also, they can develop cultural awareness to understand differences between the target language culture and their own. This means that students can relate their knowledge of Afro cultural aspects such as customs, beliefs, and values with the language they are learning. For instance, learners can relate their own Afro cultural traditions and behaviors to common situations in the target language.

By contrast, since the context of this research is a group of ninth-grade students, this study intends to inform them about the importance of learning a foreign language from a cultural point of view. This can be beneficial for learners because it will allow them to have a different experience, not based only on grammar and the communicative approach, but also on the cultural approach because they will learn the language through their own identities.

On the other hand, the research also focuses on the speaking skill which is directly related to the cultural aspects that are integrated into the classroom project. Besides, this study seeks to help learners to develop their English speaking skills by providing activities that can help them to improve that skill. Consequently, the idea is that students can feel comfortable and motivated to participate in all the oral activities, such as presentations, debates, discussions, conversations, descriptions, role play and storytelling.

Besides, these oral activities are focused on Afro cultural topics, allowing learners to have the opportunity to learn to communicate with interculturality in real-life situations. Therefore, integrating culture in the oral activities can have positives effects on language learning because it can help to enhance speaking skills, to raise the enjoyment of the class and to relate native cultural attitudes towards the target language.

In addition, this research can provide a public school with an alternative to work oral production from an intercultural view. Moreover, this study is a way to analyze how a project can contribute to the school curriculum, including the Afro-Culture with the development of students' learning process of a foreign language.

In conclusion, the research contributes to the learning process of a foreign language in a group of several Afro-Colombian students. Likewise, this study tries to connect the learners with their culture because it focuses on integrating into the classroom activities where students can learn about their ethnic origins, customs, beliefs, and values. Besides, this research has benefits for other English teachers at school because they can use cultural activities within their lessons in order to help their students to improve their English skills. And the academic community can acknowledge the necessity for more research following the intercultural view of language learning because it is a vital part of language and the identity of a society.

### **Research question**

What is the impact of the Afro-English classroom project, as an alternative to improve the speaking skill of ninth graders, from Institución Educativa Técnico el Ortigal (I.E T. O) school?

## **Objectives**

### **Main objective**

To evaluate the impact of the Afro-English classroom project, as an alternative to improve the speaking skill of ninth graders, from Institución Educativa Técnico el Ortigal (I.E T. O) school.

### **Specific objectives**

- To diagnose the level of the student's speaking skills through a pre-test.
- To assess the impact of the Afro-English classroom project, in terms of the development of oral production in a public school. (Post-Test)
- To analyze the students' reflections about their own culture during the employment of the Afro-English classroom project.

### **Relevance**

The process of learning a foreign language involves developing the four language skills known as reading, writing, listening and speaking. Therefore, this study aims to help the learners to improve their speaking skills through an Afro-English classroom project. Moreover, the purpose of the Afro-English classroom project is to generate scenarios for social interaction, where students can improve their oral ability and at the same time, learn about the culture. For instance, during the development of the Afro-English classroom project, the learner will have the opportunity to learn the foreign from cultural perspectives because most of the activities are based on Afro-cultural aspects.

Furthermore, the implementation of this project is important because it focuses on the Afro-culture, which represents the identity of most of the participants in this study.

Besides, the development of cultural classes of this study will help to increase students' motivation and curiosity about learning the target language. For instance, the "culture classes does have a great role because learners like culturally based activities such as singing, dancing, role playing, doing research on countries and peoples, etc." (Genc & Bada, 2005, p. 74). This means that the integration of culture during the English classes will enhance students' learning process.

Likewise, in this research, the proposal is to formulate an alternative for the culture to be worked during English classes through the classroom project. Thus, the main idea is to provide a broader understanding of implementing cultural topics in classes because it will help students to learn the new language in terms of their own culture.

This study will contribute to the school with an alternative to create classes from a cultural point of view, not only for the subject of English but for all those that are established in the academic curriculum. Similarly, it will provide teachers with ideas of developing cultural topics to use during their classes because it will help enrich their students' language skills with the various activities that involve this issue.

As a final point, this research has benefits for the learning process of the students because in addition to learn about culture, also, they can improve their oral ability by participating in activities that promote the development of the speaking skill. Besides, students can be able to interact with others, and also learn how to produce effective communication in their oral speech.

## Chapter 2

### **Theoretical Framework**

In this chapter, we will address the principal theoretical constructs that support our research. Moreover, we explain which theory is adopted in relation to the issue studied. This section is divided into two key sections, speaking and the relation between culture and language learning. In the lines below, we state the theories about the speaking skill. Then we explain the construct regarding to culture in language learning.

### **Speaking**

At the present time, speak a foreign language has become a challenge due to the need to communicate and stablish relationships with other cultures (Richards, 2008). Therefore, it is essential that students learn a foreign language from an intercultural vision and improve the communicative competence to have the opportunity to participate accurately in international processes, without losing the sense of belonging to their mother tongue culture.

In relation to the English learning and the improvement of the students' oral abilities, the Afro- English classroom project is a pedagogical proposal with the purpose of providing scenarios of intercultural process where the students learn about the target language culture and their own, as well as, students will foster the ability to interact and communicate with native speakers. This alternative allows the students to have the opportunity to communicate from an intercultural perspective based on real-life situations, in order to develop the students' speaking skills without force the students to talk in the foreign language but arousing their curiosity to learn about cultural topics.

Besides, this classroom project generates conditions for improving the oral interaction through communicative task such conversation, role play, oral presentation, debates and discussions.

From an intercultural viewpoint, speaking is considered as the ability to understand and interpret the language rules taking into account the social and cultural context where the language is used. Furthermore, it refers to the skill to produce coherent oral speeches, applying communicative strategies, with the aim of participating in intercultural conversations and dialogues (Byram, 1997). Although, the research' perspective is intercultural, it does not take away the communicative competence.

In the English learning is quite important that students develop the communicative competence (Hymes, 1972). The communicative competence refers to the language knowledge, abilities and skills that learners use to communicate with other people in different contexts (Council of Europe, 2001). This competence can be assessed in terms of how students can describe objects, explain things, give suggestions and instructions, narrate events, as well as, in what way they analyze, imagine; discuss, argue, persuade and make assumptions (Hymes, 1972).

This communicative competence is composed by some important components such as linguistic, sociolinguistic, discourse and pragmatic ones. The Common European Framework of Reference for Languages (2001) pointed out that speaking is one the four skills that conform the communicative competence.

Speaking is a social process where the pragmatics goes beyond the structures. Instead, students should have accurate pronunciation, vocabulary, grammar and fluency, in order to be understood for native speakers (Boonkit, 2010). This process involves body

language, facial expression and the construction of different sounds with the objective to produce answers in the person who is listening (Torky, 2006). Therefore, the students who have a satisfactory speaking proficiency would have advantage over others.

However, Suparman, (2017) argued that speaking is related to the ability that students have to choose certain linguistic and lexical utterances to produce oral speeches. It means that this speaking ability can be assessed in terms of pronunciation, grammar, vocabulary, interaction and fluency.

Pronunciation has been one of the key skills for speaking (Ur, 1996). It refers to the students' ability to produce understandable language' sounds. It involves certain features such as intonation, rhythm and the stress. These elements are relevant part of the communication because they influence the meaning of the sentences and the comprehension of the oral speech (Hughes & Reed, 2016). It meant that students have to articulate appropriately the foreign language phonemes, in order to communicate effectively. Though, it is not necessary that they sound like native speakers (Ur, 1996). They need to learn the theory and knowledge about how to articulate the English phonemes, in order to be a competent speaker (Kelly & del Viso, 2002).

On the one hand, fluency is one of the most difficult speaking' features to achieve (Ur, 1996). It refers to the use of the pragmatic skill (Brumfit, 1984).It implies the meaningful use of language and its natural flow. Therefore, to be competent in this ability the students have to communicate efficiently, keeping a coherence flow of language without much hesitation, a lot of repetitions and avoid pausing (Richards, 2008).

Conversely, grammar refers to the linguistic knowledge that students need to mastery, in order to develop their pragmatic competence (Hughes & Reed, 2016).

Moreover, this speaking' component is associated to the correct use of grammatical structures according to the context where the language is used. At the same time, vocabulary makes reference to the appropriate use of words and phrases regarding to the situation. Those features are related to the syntax and lexical components of the language (Hughes & Reed, 2016). Instead, the interaction is related to the way that students use communication strategies in a specific context and how students negotiate meaning in a conversation (Suparman, 2017).

On the one hand, this classroom project focuses on the use of language; it means that the teacher facilitates interaction in the classroom getting learners to participate actively in the class. In accordance with Fallows and Ahmet (1999), "students could most effectively learn when their involvement, participation and interaction with module materials and concepts were maximized". This indicates that students can develop most effectively their speaking ability when they are involving in the teaching and learning process and their motivations, preferences and needs are take into account as relevant part of the leaning process.

Consequently, it is quite important that teacher makes use of the correct method or approach to encourage students to participate enthusiastically in the activities developed in class, because to be successful speaking depends on that (Nazara, 2011).

In contrast, the didactic mediation of the Afro – English classroom project is based on the communicative approach because it has the purpose of fostering the learning language through authentic communicative tasks and meaningful learning, in order to involve the students in the English process. Likewise, this approach allows learners produce language output more easily. In this sense, the student's role is based on social



interaction, the active' participation and the experience exchange with the objective to establish relationships with the others classmates. This approach stated that speaking implies the learners' ability to communicate fluently and the functional usage of language in real life-situations.

Lastly, in foreign language learning, speaking is one of the language skills consider as a key ability because it allows learners to make conversations and to express their opinions in the learned language. Student's speaking skill is developed by doing, especially, in activities where students need to interact with others. (Dörnyei & Thurrell, 1994). Besides, "speaking is also aimed at enabling students to use their English to communicate in real life situation" (Sagimin, 2016, p. 2). This means that when learners develop speaking skill, they can express their ideas and thoughts in the target language, which allow them to communicate with native speakers. Therefore, according to Vergara (2015), teachers should create oral activities in class, which promotes interaction and it allows the students to develop speaking skills.

Hence, those activities can include role-play, conversations, oral presentations, discussions and debates, where students express their feelings and ideas, using gesture, visuals aids and several linguistic resources, because oral communication goes beyond the spoken utterances. (Kempe & Holroyd, 2013). Consequently, in the lines below we will mention some of those activities and the importance of using them to develop speaking skill.

## **Activities to develop speaking**

### **Role play**

Role-play is a technique that can be used in the classroom to help learners to improve their speaking skills. Furthermore, “role-play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles” (Fadilah, 2016, p. 210). Hence, role-play is characterized by promoting communication and interaction in the classroom. According to Kuśnierek (2015), role-play is an activity that is developed during the interaction between two or more students. The implementation of this kind of activity in the classroom can help students to feel motivated to speak the target language.

Besides, it is important to mention that “role-playing provides the student with a dramatic confrontation and clarification of (1) his/her relations with others, (2) his/her information about and expectations of society, (3) his/her evaluation of himself/herself and his/her life styles, and (4) the ways in which academic material may be relevant to his/her daily tasks” (Chelser & Fox, 1966, p. 3). This means that through role-playing activities, learners can develop new perspectives about using the foreign language in common situation and about their relations with others. Likewise, Ardriyati (2009) mentions that role-play is beneficial and motivating for students because this activity allows them to have more opportunities to practice the language and to interact with others. This refers that role-play is an opportunity for students to feel comfortable practicing speaking in the foreign language.

In other matters, according to Laddouse (1987) the word ‘role’ means the part or the character to be performed in a situation. And the word ‘play’ is the action that is

taken to be carried out. Therefore, role-play is understood as an act that a learner assumes by interpreting someone in a particular situation. For instance, in the classroom the teacher suggests an imaginary scenario and gives to the students' specific roles to act in a situation in order to practice speaking in the target language.

Contrariwise, the reasons to implement role-playing activities during the English class are to develop fluency and pronunciation, to promote interaction and to increase motivation in language learning (Ladaousse, 1987; Ardriyati 2009; Samsibar & Naro, 2018). This means that role play can help students to improve their oral production through the communication with others.

In addition, according to Suryani (2015) there are two types of role-play scripted and unscripted. The scripted role-play refers to read a text or a dialogue that the teachers give to their students in order to promote interaction and conversation with others. Similarly, "this type involves interpreting either the textbook dialogue or reading text in the form of speech" (Fadilah, 2016, p. 213). For example, the teacher gives the students a textbook dialogue in order for them to read, to interpret, to practice pronunciation and to interact with others in the target language.

In contrast, the unscripted role-play is to improvise a conversation, and "the students themselves have to decide what language to use and how the conversation should develop" (Suryani, 2015, p. 107). For instance, an activity with unscripted role-play requires learners to create a conversation by using the vocabulary learned in class.

Finally, role-play activities can gather students' interest from the beginning because they can interact with their classmates and can practice speaking in the foreign

language. Besides, role-play activities are more flexible because it is playful and it allows students to feel more comfortable in class.

### **Storytelling**

Storytelling is another method that can be implemented to improve the speaking skill during class. The concept of storytelling has a wide range of definitions, but it can be labeled as “the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights” (Serrat, 2017, p. 839). Therefore, storytelling is a technique to tell real events or imaginary situations in a narrative form. Furthermore, “storytelling is one of the most useful techniques to attract young learners in learning process effectively” (Mutiarani & Izzah, 2015, p. 557). This means that storytelling can become an integral part of student’s learning process since they can develop their imagination and their language skills because as they become attracted to the stories, they can give their opinions about them or create a new one. Besides, learners mostly like stories as they can identify themselves with the characters and they can interpret and illustrate the situation that is told in the story (Mutiarani & Izzah, 2015; Brewster, Ellis, & Girard, 1992).

Moreover, according to Ikkramnuddin (2017) storytelling is an oral activity that helps learners to express their ideas in the foreign language, and, it encourages them to have confidence to build a story and to increase interaction with others. Therefore “storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level” (Zuhriyah, 2017, p. 5). Consequently, in storytelling activities there will always be interaction between two or more people.

Likewise, storytelling is a method in which the teacher asks the students to tell stories by using the vocabulary learned in class. For instance, a teacher divides the classroom in small groups and chooses a learner to take the role of a storyteller in each one, and then, he asks them to tell a small tale in their groups in order to make them to practice speaking in the foreign language. This is a good method to improve speaking skill because by “using the storytelling method, learners are exposed to new vocabulary, expressions and pronunciation to be used in oral production” (Burgos & Valencia, 2015, p. 12).

According to Samantaray (2014) storytelling is characterized by provoking curiosity, evoking imagination, improving oral communication skills and promoting interaction and cooperation. Besides, Sanchez (2014) mentions that using the storytelling method in foreign language class can have some advantages for both teachers and students, such as:

- It allows the teacher to make the class look interesting for learners.
- It can help learners develop positive attitudes towards the foreign language and language learning.
- It allows learners to exercise their imagination and creativity.
- It can help to build up learner’s confidence and encourage social and emotional development.
- It allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

Finally, for the storytelling activities, the teachers can use a variety of stories based on romance, comedy and action. Nevertheless, according to Mutiarani and Izzah (2015), the teachers should be careful on choosing a story because they must select a topic that is linked to learner's interests and experiences. In addition, as it was mentioned before storytelling can tales, fables, myths and legends, and also, they can choose other stories based on be used to develop many activities that can help students to improve oral skills and creativity.

### **Debates and discussions**

Among the activities that promote interaction and the development of speaking skills are discussions and debates. On the one hand, the activities that involve discussion are usually done in small groups. Therefore, Hadriana (2009) mentions that group discussion is characterized by a group of students that discuss and share their ideas about a topic, with the purpose to develop thinking. Besides in a group work, learners will have the opportunity to interact with their classmates and to practice oral fluency.

Likewise, small group discussions can help learners to become more interested on learning and speaking the foreign language because according to Oradee (2012), students can be more confident in expressing their ideas, and in participating in all class activities. For instance, the teacher can give their students some phrases about greetings so that they can discuss about them in small groups.

Consequently, "there are some techniques that can be used to make the students talking. They are: (1) put the students into group first; (2) give the students a chance to prepare; (3) give the students a task" (Hadriana, 2009, p. 43). First, the teacher divides the classroom in small groups and he gives each group a topic. Then, he allows the

groups to discuss their topics. Finally, each group chooses a leader that would go to the front and make a short presentation about the discussed topic. For example, the teacher asks the groups to discuss about Afro-culture, and then he designates each group some cultural aspects, such as history, beliefs, customs, music and gastronomy.

Additionally, implementing small group discussions in class can be beneficial for learners because it helps them to develop their thinking, confidence and communication skill.

On the other hand, debates are also a technique that can be used in class in order to improve speaking skills. Likewise, a debate is “the process of presenting ideas or opinions, which two opposing parties try to defend” (Mahmoud, 2015, p. 25). This means that in a debate two students or two groups argue to defend their points of views on an issue. Besides, according to Ridwan (2017) debates refer to take a position on defending an idea in order to give effective and proper arguments that would convince an audience.

Therefore, in a debate there always will be two sides, the one that defends a topic and the one that refutes it. For instance, Rubiati (2010) mentions that a debate is an activity used in class, in which students defend their opinions about an issue. Hence, the purposes of this activity are to help the students to improve their critical thinking and to develop their speaking skill. Besides Fauzan (2016), mentions that the debates activities would help learners to improve their fluency, pronunciation and vocabulary. In addition, according to Mahmoud (2015), the advantages of using debate in foreign language class are:

- It encourages all of students to speak, even the ones that are shy.
- It can help learners to improve their investigation and analysis skills.

- It helps develop learner's critical thinking.
- It enhances team work.
- It increases communication skills.

Finally, the debate activity is an important method that teachers can use in class to improve the speaking skills of their students. Likewise, according to Mahmoud (2015) the debates activities encourage students to work together, to apply course material, and to assume increased responsibility in the classroom. Besides, using debates to teach speaking can make the class interesting and enjoyable for the students.

### **Conversation**

In order to practice speaking skill, the conversation could be a method that would help students to develop this oral skill. Therefore, "conversation can be defined as the informal interchange of thoughts and information by spoken words" (Dobson, 1974, p. 17). This means that conversation is a way in which two or more people can communicate ideas and exchange information. Besides, according to Sze (1996) the activities in class that promote conversation tasks could also facilitate language acquisition. For instance, conversational activities would encourage learners to use the foreign language because they could use the vocabulary learned in previous lessons, and practice the pronunciation of words.

Furthermore, conversation can help to improve the speaking skill because as Mendoza (2007) states, learners can feel safer and less embarrassed to speak in the foreign language because they can exchange ideas, opinions without feeling shy of making mistakes because their classmates are going through the same learning process.



Likewise, conversation promotes the interaction because students need to speak with each other face-to-face about a specific situation. For example, students can gather in a small conversation, in which they can exchange greetings and talk about recent experiences in diverse situations. In addition, it is relevant to mention then that “conversation is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts” (Kroeker, 2009, p. 10).

Henceforth, using conversational activities in class, it would help students to have more confidence in speaking the learned language because they can practice pronunciation, fluency and vocabulary while they interacting with others and exchanging information about situations in their daily lives.

### **Oral presentations**

The use of oral presentations activities in the classroom would help to promote students’ speaking skill because “they foster students’ involvement and give students the opportunity to practice skills they need in real life situations” (Irimia L. , 2016, p. 10). This means that oral presentation encourages students to practice the learned language in a meaningful way in order to use it in real situations. Therefore, it is important to mention that an “oral presentation is a speech someone delivers in front of an audience to express his ideas and orally communicate his message” (Atmane, 2016, p. 8). Hence, with oral presentations, students can give information about a topic and express their ideas to their classmates. Furthermore, Wilson and Brooks (2014) state that oral presentation give students the opportunity to communicate with others, to participate in class and to increase their interest on learning the target language.

Additionally, according to Irimia (2016) oral presentations can be worked individually, in pairs or in groups. For instance, if the presentation is individually students can develop their confidence and autonomy to work on a topic. If the presentation is in pairs or in groups can encourage students' teamwork. Likewise, in any way in which the activities of oral presentations are worked (individually or in groups), the students can find in them a rewarding experience that facilitates the development of speaking skill and the confidence to speak in public in another language.

To sum up, the previous activities are techniques that the teachers can implement during the class in order to improve the speaking skills of their students. Furthermore, involving activities, such as role-play, storytelling, conversation, oral presentations, discussions and debates in class can be benefit learners because they help students to develop their critical thinking, and they allow learners to interact, express their opinions and work in teams. Besides, those activities can increase students' confidence and motivation to speak in the target language. Therefore, for this research the use of those activities are important because they encourage learners to speak and to give their ideas with the vocabulary that they learn in class about Afro-Culture.

In contrast, after applying these communicative activities in class, it is quite essential that teachers stablish some instruments that help them to evaluate the students' speaking process and the same time, allowing to identify the strangeness and weakness of the learners' oral performance. One of those instruments is the rubric. Further down, we mention a brief description of this instrument, in order to use it, as an alternative to assess and rate the oral ability.

### **Rubrics to assess speaking**

There are some important instruments that help to assess students' learning process; one of those instruments is the rubric. Therefore, "the rubrics refer to a scoring guide used to evaluate the quality of students' constructed responses. For example, their written form, oral presentations, or science projects" (Popham, 1997, p. 72). This means that the rubrics emphasizes on evaluating the knowledge and performance of the students. Furthermore, according to Barquero and Ureña (2015), the rubrics are instruments that examine the improvement of the students in determined aspects, with specific criteria on performance, and also they indicate the achievement of class' objectives.

Moreover, the rubrics are characterized by having three important features, such as evaluative criteria, quality definitions, and a scoring strategy. (Popham, 1997; Reddy & Andrade, 2010; González-Andrés & López de Meneses, 2018; Hildenbran & Schultz, 2012). First of all, the evaluative criteria refer to "distinguish acceptable responses from unacceptable responses." (Popham, 1997, p. 72). Hence, the criteria focus on considering the factors that are important to determine the achievement of students' work. Besides, the criteria are also described as "a set of indicators or a list of guidelines, the criteria reflect the processes and content judged to be important" (Reddy & Andrade, 2010, p. 435). Therefore, the indicators help to identify what is going to be evaluated in class.

Subsequently, the qualitative definition "provides a detailed explanation of what a student must do to demonstrate a skill, proficiency or criterion in order to attain a particular level of achievement" (Reddy & Andrade, 2010, p. 436). Therefore, the quality

definition allows teachers to define specific purposes to score and to evaluate students' performance.

As a final point, the scoring strategy “involves the use of a scale for interpreting judgments of a product or process.” (Reddy & Andrade, 2010, p. 437). This means that it is important to define the scoring scale that is going to be used to calculate the final grade of the students, depending on their performance.

There are two types of rubrics holistic or global and analytical. (Barquero & Ureña, 2015; Martínez, 2008; Dunbar, Brooks & Kubicka-Miller, 2006). The holistic or global is “the one that allows a joint evaluation of the student's performance without determining or defining the fundamental aspects that correspond to the process or subject evaluated.” (Martínez, 2008, p. 131). Hence, the holistic or global rubric allows teachers to make a general evaluation about a specific aspect and criteria.

Besides, according to Mertler (2001), the holistic rubrics are use when the performance task requires the students to give an answer, but this response does not have to be exact or correct. This type of rubric evaluates in a general aspect the performance of the students, by taking into account their understanding and mastering on the topics of the class.

However, the feedback that is provided to the students is limited. For instance, according to Martínez (2008), the structure to elaborate a holistic rubric is:

- To graduate or grade the different levels having enough criteria or elements that can define a certain level. For example, the grade levels can be determined by points, such as 0 to 5, or 0 to 10.

- To determine a name or a title that would help students to identify the meaning of each level. For example, basic, intermediate and advanced level.
- To write descriptors that defined the performance of the students in class at a particular level. Besides, the descriptors are labeled with the criteria of the educational purposes. For example, they distinguish how well or how bad was the students' performance under a certain activity.

In addition, in order to understand how global or holistic rubric works, this research will take as an example the global achievement scale by the Common European Framework (CEFR). Hence, the example will be based on the perspective that the Common European Framework (CEFR) has on the assessment of the speaking skill by taking into account aspects, such as range, accuracy, fluency, interaction and coherence. Consequently, the following shows the common reference levels (A1, A2, B1, B2, C1, C2) established by the Common European Framework (CEFR), and the descriptions of the assessment of the aspects of the speaking skill for each level.

Table 1. *Holistic Rubric to assess spoken interaction.*

	<b>RANGE</b>	<b>ACCURACY</b>	<b>FLUENCY</b>	<b>INTERACTION</b>	<b>COHERENCE</b>
<b>C2</b>	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
<b>C1</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/her clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
<b>B2</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.

<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and," "but" and "because".
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

The table 1 shows an example of a holistic rubric to assess the speaking skill, according to the Common European Framework (CEFR).

Subsequently, the purpose of this holistic rubric is to evaluate students' performance and achievement on oral activities, by taking into account the use of range, fluency, accuracy, interaction and coherence. Besides, in this case the common reference levels are established in order to determine the development of each component during the learning process.

On the other hand, the analytical rubric is “more complex, broad and definitive for the evaluation.” (Martínez, 2008, p. 131). This means that this rubric is more specific and requires more detailed explanation in each aspect. Likewise, according to Mertler (2001), the analytical rubric is used when teachers required a focused type response; this means that there may be one acceptable response for the performance of the students in class. Besides, “this type of rubric details the criteria to evaluate. Also each criterion can be subdivided according to the required depth.” (Barquero & Ureña, 2015, p. 13).

Likewise, the feedbacks that the students receive from teacher are more complete. For instance, according to Martínez (2008), in order to elaborate an analytical rubric, it is important to proceed with the following steps:

- To define each of the criteria to be evaluated. For example, if the teachers want to evaluate the speaking skill of their students, they can use as evaluative criteria aspects, such as fluency, vocabulary, pronunciation and grammar.
- To determine how important is each evaluative criterion to the development of the speaking skill of the students. For example, the teachers can decide the order of importance of each evaluative criterion, therefore, if the use a scale of 1 to 10, the vocabulary can have an importance 8%, pronunciation 6%, grammar 4% and fluency 10%.
- To write, for each of the defined criteria, the descriptors for each level of achievement. For example, in the descriptor the teachers need to describe each criterion according to performance of the students.



- To elaborate a score table that would indicate the performance of the students with a global score. For example, the teachers can use to grade the following categories: excellent (A+, A), good (B+, B), fair (C+, C) and unsatisfactory (U).

Additionally, an analytical rubric proposed by Barquero and Ureña (2015) will be taken as an example in order to explain how to assess the speaking skill from their perspective. Hence, the following analytical table is based on the one suggested by Barquero and Ureña (2015), and it would explain the criteria and the descriptors to take into account in order to explain the assessment of students' speaking skill.

*Table 2. Analytical Rubric for Speaking Skill suggested by Barquero and Ureña. (2015)*

Criteria to Evaluate	Excellent	Good	Fair	Unsatisfactory	Score
<b>Fluency</b>	The student can express correctly, easily and spontaneously.	The student can express correctly, easily and spontaneously, but with some pauses. The student can be understood.	The student can express himself/herself with difficulty. The student cannot be understood.	The student cannot express himself/herself correctly. The student cannot be understood.	
<b>Content and Vocabulary</b>	The student uses the vocabulary studied in class correctly. The student understands vocabulary meaning and can explain it.	The student uses the vocabulary studied in class frequently. The student understands vocabulary meaning and can explain it with hesitation.	The student uses the vocabulary studied in class rarely. The student understands vocabulary meaning with difficulty and cannot explain it.	The student never uses the vocabulary studied in class. The student cannot understand vocabulary meaning correctly and cannot explain it	
<b>Grammar</b>	The student generally uses grammatical structures studied in class correctly.	The student occasionally uses grammatical structures studied in class with some hesitation.	The student uses grammatical structures studied in class with difficulty.	The student cannot use grammatical structures studied in class.	
<b>Pronunciation</b>	The student speaks clearly, and hardly makes any pronunciation	The student frequently speaks clearly with pauses and hesitation. Sometimes makes	The student seldom speaks clearly with many pauses, hesitation and makes a lot of	The student does not speak clearly and makes pronunciation mistakes.	

	mistakes.	pronunciation mistakes.	pronunciation mistakes.		
<b>Communication</b>	The student can maintain natural conversations. The student can ask and answer questions.	The student can maintain conversations, but hesitates to ask and answer questions.	The student rarely can maintain conversations, and hesitates to ask and answer questions.	The student cannot maintain conversations, and cannot ask and answer questions.	

This table illustrates the speaking features assessed and rated in an analytic rubric, adapted from Barquero and Ureña (2015).

Therefore, taking into account the Table 2, the analytical rubric for speaking skill has the purpose to evaluate and grade the students' performance during class. Besides, the students can receive specific feedback on their performance, and they can understand why they get a certain grade in order to keep studying and improving their speaking skills.

Finally, after reviewing the holistic and analytical rubrics, it is necessary to mention that for this research the analytical rubric was taken into account to assess the speaking skill of the students by considering criteria, such as fluency, vocabulary, pronunciation, grammar and interaction. Besides, the evaluative criteria that were chosen were: excellent, good, fair and unsatisfactory. Hence for this study, the analytical rubric is important because it would help to evaluate students' performance in a specific way, and similarly, it would examine the students' improvement on the speaking skill with specific criteria. Therefore, the following analytical rubric is the one that was used to assess the speaking skill of the ninth graders.

Table 3. Mixed rubric

Criteria	Excellent	Good	Fair	Unsatisfactory	Score
<b>Fluency</b>	The speech is generally fluid and smooth. It contains natural pauses, and continuous flow.	The speech is fluid and smooth. It contains some pauses, and occasional hesitation.	The speech is seldom neither fluid nor smooth. It contains many pauses and hesitations.	The speech is not fluid and smooth. It is halting, and contains long pauses and hesitations.	
	The volume of the speech is excellent that it can be understandable.	The volume of the speech is good that it can be understandable.	The volume of the speech is low that it can be barely understandable.	The volume of the speech is too low that it cannot be understandable.	
	The students' expressions and their spontaneity by using the words are correct.	The students' expressions and their spontaneity by using the words are usually correct.	The students' expressions and the spontaneity in the words are hardly correct.	The expressions and the spontaneity in the words are never correct.	
<b>Vocabulary</b>	The vocabulary learned in class is continuously used.	The vocabulary learned in class is regularly used.	The vocabulary learned in class is seldom used.	The vocabulary learned in class is not used.	
	Broad and enough vocabulary range to build sentences are very often used.	Broad and enough vocabulary range to build sentences are relatively used.	Broad and enough vocabulary range to build sentences are almost never used.	Broad and enough vocabulary range to build sentences are never used.	
<b>Pronunciation</b>	Pronunciation phonetically is excellent and comprehensible.	Pronunciation phonetically is good and comprehensible.	Pronunciation phonetically has frequent errors that interfere with comprehensibility.	Pronunciation is phonetically hard to understand, contains errors and it is incomprehensible.	
	The intonation of words is generally articulated clearly.	The intonation of words is almost articulated clearly.	The intonation of words is hardly articulated clearly.	The intonation of words is not articulated clearly.	
	Rarely makes pronunciation mistakes.	Occasionally makes pronunciation mistakes.	Repeatedly makes pronunciation mistakes.	Always makes pronunciation mistakes.	

<b>Grammar</b>	Grammatical structures are always used.	Grammatical structures are frequently used.	Grammatical structures are rarely used.	Grammatical structures are never used.	
	There are not grammatical errors.	There are few grammatical errors.	There are a lot of grammatical errors.	There are many grammatical errors.	
<b>Interaction</b>	The conversation is generally smoothly. And can exchange ideas with complete statements.	The conversation is occasionally smoothly. And can exchange ideas with complete statements.	The conversation is hardly smoothly with hesitation. And rarely can exchange ideas with complete statements.	The conversation is never smoothly with much hesitation. And cannot exchange ideas with complete statements.	
	Can communicate opinions effortlessly, and can maintain long conversations.	Can communicate opinions sporadically and, can maintain long conversations.	Can communicate opinions and, can maintain short conversations.	Cannot communicate opinions, and cannot maintain conversations.	

This rubric was created based on the previous examples of the analytical and holistic rubric.

This table demonstrates that the main purpose of this analytical rubric for the research was to evaluate the development of the speaking skill of the students by taking into account aspects, such as fluency, vocabulary, pronunciation, grammar and interaction. Besides, the application of this rubric for the assessment of the activities gave the students the necessary feedback in each evaluative criterion for their improvement of their speaking skill. Besides, the evaluative criterion helped to assess specific performance of the students during the activities. Subsequently, the students worked on all of the activities of the Afro-English Project, and it could be seen that most of them made progress in the development of the speaking skill.

### **Culture in language learning**

Today with the globalization and the increase of the intercultural exchange, the necessity of learning languages has grown. (Irina, 2011; Zotzmann, 2007; Matthews &

Thakkar, 2012; Wang, 2007). Hence, learning and teaching languages has become a vital part of education because it prepares learners to communicate with people around the world. (Kumaravadivelu, 2008; Block & Cameron, 2002; Asante, Miike & Yin, 2014). Besides, learning and teaching a foreign language also indicates to acknowledge the culture because “teaching and learning a foreign language does not mean only direct teaching of linguistic skills such as phonology, morphology, vocabulary, and syntax. Learning a language well usually involves knowledge about the culture of that language” (Irimia M. L., 2012, p. 325). This means that learning a foreign language, also involves knowledge about its culture because it helps learners to understand values, customs and beliefs of the target language. And also learning about culture can help students to know how to behave and communicate in real life situations.

Consequently, “language is a part of a culture, and a culture is a part of a language: the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (Brown, 2000, p. 171). This means that language and culture are always related because culture can be represented through language, since language can express cultural aspects, such as practices, customs, values and beliefs that characterize a community. For instance, “the cultural representation of an individual can be observed through the use of language in particular context” (Ali, Kazemian, & Mahar, 2015, p. 2). Besides, according to Kramsch (1998) the relationship between language and culture is that language expresses, embodies and symbolizes the culture of a community or social group because it reflects their experiences, identities and sociocultural aspects, such as customs, values and beliefs.

Moreover, to understand the importance of culture in language learning, it is relevant to mention what culture refers to. Therefore, the concept of culture has diverse and broad definitions, but “culture might be defined as the ideas, customs, skills, arts and tools that characterized a given group of people in a given period of time” (Browm, 2000, p. 178). This means that culture represents aspects, such as behaviors, attitudes, ideas and knowledge shared by a community (Castro & Bohórquez, 2006; Díaz, 2000; Kroeber & Kluckhohn, 1952). Furthermore, culture symbolizes the identity that a person has in the global society. For instance, Salinas and Ayala (2018) consider that culture is influenced by a variety of factors such as social relationships, emotions, values and traditions, as well as, the educational and historical background, speeches, work experiences as well as daily life.

Subsequently, identity in culture refers to “how individuals or groups see and define themselves and how other individuals or groups see and define them” (Dumitrašković, 2014, p. 252). For example, the identity is constructed within the culture when a person recognizes that his traditions, customs, religion and ways of thinking are part of a society. Also, “the process of identity construction has to do, therefore, with the experiences individuals live within a specific social environment” (Gómez, 2012, p. 63). This refers that identity is constructed based on individual experiences, and on cultural aspects that characterize a community. Therefore, the idea of this study is to help students to identify their Afro-cultural identity and that they can relate cultural aspects to the culture of the target language.

Additionally, in language learning some cultural variables that are reflected through behaviors and customs can influence the learning process because according to

Byram (1997) the acquisition of a foreign language is the acquirement of the cultural practices and beliefs. This means that learning a foreign language involves learning about its culture. Therefore, when it comes to learn a foreign language, the student enters the classroom with their own culture and identity and it is necessary that they understand the culture of the target language because they will not only learn about linguistic aspects, but also about cultural characteristics such as values and customs that define the foreign language of their place of origin (Spackman, 2009).

On the one hand, the culture of the native language is different from the one of the foreign language, since each one has its own characteristics that distinguish them from each other. Hence, in the classroom it is important for learners to recognize their own culture and identity while distinguishing the target language culture. Likewise, “it [language learning] involves understanding the way in which this recognition influences the process of communication within their own language and culture, and across languages and cultures” (Dumitrašković, 2014, p. 254). This means that a student can learn to interpret things from its own cultural point of view and he can also learn to understand aspects of the other culture, such as beliefs, values and needs, since intercultural language learning is not something additional to learning and teaching, but it is an essential and integral part of the interactions in the classroom and in daily life.

On the other hand, it is relevant to mention that “intercultural identity requires students to adopt self-reflective cultural positions that allow them to mediate in cultural groups and interpret one culture in terms of the other” (Meadows, 2016, p. 155). This means that culture in language learning is important because it helps learners to have new perspectives about the target language and to recognize their identities on intercultural

context. Besides, the cultural dimension in language learning can contribute to promote the acquisition of the attitudes and skills required for interacting with people from different cultural and linguistic backgrounds (Manjarrés, 2009).

In addition, according to Liddicoat and Scarino (2013) there are some elements that would help to understand culture in language teaching and learning, such as national attributes, societal norms, symbolic systems and practices. First of all, in Liddicoat and Scarino (2013), the national attributes refer to view culture limited by a geographical place, and as part of the characteristic of the inhabitants of those regions. Besides, “identifying a culture as a national culture does not make reference to what culture is, but rather where culture is found: American culture resides in the essentialized attributes located in the territory of the United States, French culture in France, etc.” (Liddicoat & Scarino, 2013, p. 18). This means that a national attribute represents the characteristics that a nation has by taking into account its geographical location. For instance, a nation can have a great diversity in ethnic groups, and also, can have a high culture, which is understood as valued artifacts, such as art, literature, music, etc. Secondly, another element that Liddicoat and Scarino (2013) mentioned to understand culture is the societal norms. Hence, “this approach seeks to describe cultures in terms of the practices and values that typify them” (Liddicoat & Scarino, 2013, p. 19). This refers to the fact that in every culture there are particular practices, ways of acting and behaving according to their values and to their certain beliefs. Subsequently, Liddicoat and Scarino (2013) state that symbolic system is another of the components to comprehend culture, which refers that member of cultural groups, can construct shared meanings according to their experiences to be communicated and to their interactions in their daily lives. Likewise,



“cultures then are the lens through which people mutually create and interpret meanings and the frame that allows the communication of meanings that go beyond the literal denotations of the words being used” (Liddicoat & Scarino, 2013, p. 20). This means that the culture is associated to people actions, motivations and to the meaning making and interpretations that they give to different practices. Additionally, Liddicoat and Scarino (2013) assert that practices are considered as another line of thinking about culture. Therefore, in order to understand culture as practices, it is important to mention that “cultures are therefore dynamic and emergent – they are created through the actions of individuals and in particular through the ways in which they use language” (Liddicoat & Scarino, 2013, p. 21). This means that cultural practices are characterized by the actions of individuals where the practices are constituted in moments of interactions. In fact, practices “are deployed in participation in groups and every individual has access to more practices than will be required to participate in any particular group” (Liddicoat & Scarino, 2013, p. 21). This refers that practices are develop by individuals that interact with others by participating in shared practices.

As a final point, the conception of Liddicoat and Scarino (2013) about understating culture in language teaching and learning through the four elements mentioned before, would help this research to understand specifically the Afro-Culture from an intercultural perspective during the learning process of the target language. In the same way, in the following lines it will also be analyzed the perspective of Byram on the intercultural components that integrate cultural attitudes on the development of learning a foreign language.

## **Intercultural Communicative Competence (ICC)**

Currently, the intercultural contacts are increasing due to the technological development and the opportunities on learning new languages that facilitates the interaction with people from other cultures (Castro & Bohórquez, 2006; Gómez, 2012; Chapelle, 2003). Therefore, when learning a foreign language students need to develop intercultural communicative competence because they must learn about the target language culture and the ability to communicate and interact with native speakers. (Nishimuda & Umeda, 2016; Pinar, 2016; Boonki, 2010). According to Kramsch (2011), the intercultural communicative competence (ICC) is understood as the ability to understand the relationship between different cultures and to communicate with them.

Besides, “being competent in a language requires understanding the culture that has defined it. Learning a foreign language suggests having an awareness of the culture and how the culture relates to one’s own culture” (Habiňáková, 2015, p. 253). This means that learning a foreign language involves learning about its culture because it would help learners to interpret and to communicate in intercultural contexts.

In order to understand more about intercultural communicative competence (ICC), this study focuses on Byram’s model. Hence, Byram (1997) proposes a model of ICC through four competencies and five types of components, which he labels as *saviors*. Likewise, “for Byram intercultural communication is a process that promotes interaction among people from different cultural backgrounds” (Fernandez, 2017, p. 46). This means that intercultural communication facilitates the exchange of information between individuals from different cultures. For example, when there is interaction between a foreign language student and a native speaker they can share ideas, opinions

and experiences. Besides the cultural exchange may be present because through words and expressions their cultural beliefs, customs and national identity can be reflected.

Additionally, Byram (1997) states that during the interaction between individuals from different cultures it is important for them to have effective exchanges of information in order to avoid misunderstandings and issues. Furthermore, “this effective communicative act [interaction] leads learners to be successful in exchanging information and maintaining human relationships” (Fernandez, 2017, p. 47). Therefore, learners must be willing to accept that there are some cultural differences with a native speaker and that is why, they should perceive the other person as a representative of its culture, its values and its political actions.

Moreover, Byram (1997) proposes that there are four types of competencies known as linguistic, sociolinguistic, discourse and intercultural, which characterizes the intercultural communicative competence (ICC). First, the linguistic competence refers to “the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language” (Byram, 1997, p. 48). This definition can be interpreted as the ability that a learner has to understand, to speak and to write in a foreign language. Besides, this refers to understanding the grammar rule of language and also its meanings and its uses in particular context. Therefore, linguistic is the way in which people interpret and applicate the language in order to communicate. For example, a foreign language learner needs to adapt to the target language in order to interpret and use the language in different contexts.

Subsequently, the sociolinguistic competence is understood as “the ability to give to the language produced by an interlocutor whether native speaker or not meanings

which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor” (Byram, 1997, p. 48). This indicates that the learner is capable to interpreted language forms depending on the context and the situation. Therefore, sociolinguistic competence refers to understand the social context where the language is used. For instance, “the social context here refers to the culture-specific context embedding the norms, values, beliefs, and behavior patterns of a culture” (Alptekin, 2002, p. 58). This means that learners need to understand the social context where the language is use.

Likewise, the discourse competence denotes “the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes” (Byram, 1997, p. 48). This indicates that the learner is able to interpret texts and to follow monologues and conversations. Besides it refers to cohesion of words in the sentences and the speech. Finally, according to Byram (1997) the intercultural competence is composed of five basic components, such as attitudes (*savoir être*), knowledge (*savoir être*), skills interpret and relate (*savoir comprendre*), skills discover and/or interact (*savoir apprendre*) and critical culture awareness (*savoirs' engager*). The aforementioned makes reference that linguistic, sociolinguistic and discourse are competencies that are related to the communicative dimension, and that intercultural competence is focused on intercultural aspects. Therefore, the elements that involve the intercultural competence are those in which this research will focus, hence the five components will be explained below.

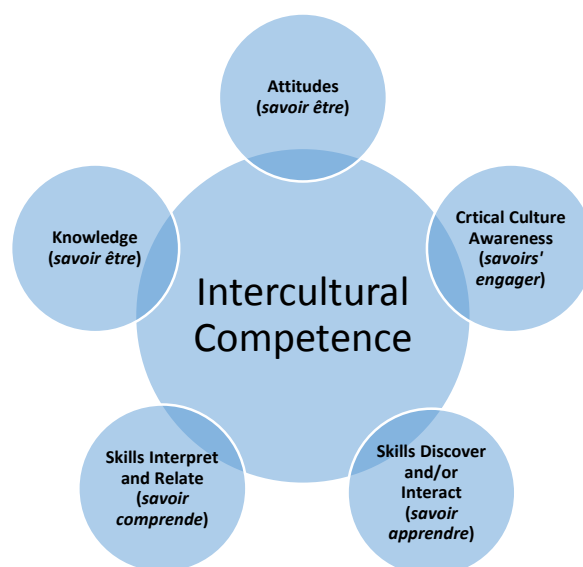


Figure 1. Factors in Intercultural Competence. Adapted from Byram 1997. (Byram, 1997, p. 34).

### **Attitudes (*savoir être*)**

According to Byram (1997), the attitudes (*savoir être*) refer to the curiosity and openness of knowing people and their culture. This means that foreign language learners should be willing to accept and respect the cultural meaning, beliefs and behaviors that are exhibit in the target language culture. Besides, the attitudinal dimension is described as the “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own (Byram, 1997, p. 50).<sup>1</sup>

For instance, in language learning this component of intercultural communicative competence should be developed before the others because the learner must have the

---

<sup>1</sup> In the process of learning a foreign language is quite relevant that learners develop the five intercultural factors taken from the Byram (1997) perspective, in order to improve the students' speaking skill and intercultural competence.

willingness and readiness to learn about cultural practices and behaviors of the target language.

Likewise, with the development of the attitudes (curiosity and openness) the learner should have the disposition to learn about cultural representations and experiences of the social groups of the target language. Moreover, the attitudes refer that learners should have interest on discovering other perspectives on their culture and other cultural practices. For example, the learners can be interested on how a native speaker of the target language understands his own culture and the learner's culture.

On the one hand, the attitudes that Byram (1997) proposes on his model are behaviors that the learners are willing to take in order to understand cultural practices, values and beliefs of the target language. Therefore, the purposes of the attitudinal dimension are that the learners must be willing to seek opportunities to engage with otherness in a relationship of equality, the interest in discovering other perspectives on cultural phenomenon, the willingness to questions the values and cultural practices, the readiness to experiences different stages of adaptation and readiness to engage in interaction and rites of verbal or non-verbal communication. This means that in language learning the learners should develop the attitudes that can help then to understand the target language and its use in real life situations.

In contrast, this component can be developed in class by creating activities and using materials and artifacts that can attract the students' interest. For instance, the teacher can create an oral activity where the students share cultural experiences. Besides, the teacher can use visual materials to show the students videos, interviews and songs of the target language.

In addition, according to Byram (1997) the relationship between attitudes and knowledge to the target language is not only based on cause and effect, but also, it is focuses on the understanding the meanings, beliefs and behaviors of the new language compared to the own language. Hence, in order for the learners to improve the attitudes of curiosity and openness, they have to develop an accurate knowledge about the culture of the target language. Therefore, the dimension of attitudes must be enhancing with the knowledge.

### **Knowledge (*savoir être*)**

The knowledge (*savoir être*) can be described in two main categories, such as “knowledge about social groups in the native culture (C1) and the target language (C2), and knowledge of the processes of interaction at individual and societal levels” (Fernandez, 2017, p. 53). The first category refers to knowledge that the learner has on his own culture and the target language society and its cultural aspects, such as identity, history, values and customs. For example, if someone is interested in learning a foreign language, it is important for him to research about the history of the language, the countries where that language is spoken, and also about political and economic factors. Hence, this category focuses mainly on the information that the learner can gather about the target language.

The second category is about learning how to communicate with a person of another culture. Besides, this category refers to achieve a successful interaction with a native speaker by taking into account the use formal or/and informal language, the verbal and non-verbal behavior, and the adequate clothing. For instance, if a student is learning Japanese and one day he has the opportunity to speak with a native speaker, he should

take into account that the Japanese people are very formal and that they do not like to speak by looking into the other eyes (Uono & Hietanen, 2015).

Furthermore, Byram (1997) presents several objectives about knowledge that the foreign language learner should understand and practice in order to use them in real life situations because he should learn and relate cultural aspects of the target language, and also he should accomplish an effective communication with the native speaker. Hence, according to Byram (1997) some of the objectives that characterized the knowledge dimension are:

- Knowledge about historical and contemporary relationships between the target language culture and the learner's culture. (Byram, 1997)
- Knowledge of national definitions of geographical space. (Byram, 1997)
- Knowledge about the processes and institutions of socialization in one's own and one's interlocutor's country. (Byram, 1997)
- Knowledge of the types of cause and process of misunderstanding between interlocutors of different cultural origins. (Byram, 1997)

This means that in the knowledge dimension it is important to understand the culture of the target language by taking into account aspects, such as history, geographical space, social groups, institutions and national memory that characterized the country where the language is spoken. In addition, for an effective intercultural communication learners need to develop the attitudes and knowledge along with some skill that will be presented below.



**Skills Interpret and Relate (*savoir comprendre*)**

The skill of interpret and relate (*savoir comprendre*) mean “the ability to interpret a document from one country for someone from another, or to identify relationships between documents from different countries, is therefore dependent on knowledge of one's own and the other environment” (Byram, 1997, p. 37). Therefore, the foreign language learner develops this skill when he is able to understand and read documents in the target language, and also comprehend their meanings. For instance, the learner that develops this skill can interpret signs, symbols, attitudes and behaviors of people from the target language culture. Hence, this skill allows the learner to identify the meaning of events from an intercultural point of view. And also, the learner can relate those aspects to his own culture.

Furthermore, Byram (1997) states that in this skill, learners should be able to identify misunderstandings and confusions during the interaction with a person from another culture in order to handle conflicts in term of the target language culture.

Therefore, the objectives that these skills present for the learners are “identify ethnocentric perspectives in a document or event and explain their origins; identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present; and mediate between conflicting interpretations of phenomena” (Byram, 1997, p. 52). Hence, this means that the learners must be able to understand the target language culture by identify common perspectives and avoiding differences.

Besides, this component can be developed in class by implementing activities with reading and writing. For instance, “this skill could be used in the written mode, when the intercultural speaker is a translator for example, who would provide a commentary where they see potential misunderstanding or dysfunction” (Byram, 1997, p. 98). This indicates that in this case the learner can ask to the native speaker about the meanings and use of some phrases in order to evade confusions. Additionally, after developing the attitudes, knowledge and the skills of interpreting and relating, it is important for learners to interact and to be able to communicate in real time situations.

**Skills Discover and/or Interact (*savoir apprendre*).**

The skills of discover and interact (*savoir apprendre*) are abilities to acquire new cultural knowledge, and to operate in real life situations. On the one hand, “the skill of discovery is the ability to recognize significant phenomena in a foreign environment and to elicit their meanings and connotations, and their relationship to other phenomena” (Byram, 1997, p. 38), which means that foreign language learners in an intercultural environment can identify beliefs, meanings and behaviors of the target language culture. Besides, the skill of discovery operates in real time, and it depends on the ability that the learners have to ask questions to native speakers in order to obtain more knowledge about the culture of the target language.

Furthermore, the skill of discovery can be operated independently from the skill of interaction in different situations. For example, the learners have some knowledge about the target language culture, but with the skill of discovery they can develop specific knowledge and understanding of cultural practices by reading and interpreting documents.

In different circumstances, “the skill of interaction is above all the ability to manage these constraints in particular circumstances with specific interlocutors” (Byram, 1997, p. 38) This involves interaction between a foreign language learner with an interlocutor from the country of the target language. This skill is about establishing a relationship with the interlocutor [native speaker] and understanding how to communicate with him from an intercultural point of view.

Besides, Byram (1997) states that the main characteristic of the skill of interaction is that it operates in real time. For instance, this skill is developed when the learner is capable to communicate with a native speaker in order to obtain knowledge about cultural practices and to practice the language. The interaction occurs face-to-face between people from different cultures and countries, then, they can talk about their beliefs, practices, customs and traditions.

Likewise, according to Byram (1997), some of the characteristics and purposes of the skills of discovery and interaction are:

- The ability to elicit from an interlocutor the concepts and values of documents or events and to develop an explanatory system susceptible of application to other phenomena. (Byram, 1997)
- The ability to identify significant references within and across cultures and elicit their significance and connotations. (Byram, 1997)
- The ability to identify similar and dissimilar processes of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances. (Byram, 1997)

- The ability to use in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, taking into consideration the degree of one's existing familiarity with the country and culture and the extent of difference between one's own and the other. (Byram, 1997)
- The ability to identify contemporary and past relationships between one's own and the other culture and country. (Byram, 1997)
- The ability to identify and make use of public and private institutions which facilitate contact with other countries and cultures. (Byram, 1997)
- The ability to use in real-time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture. (Byram, 1997)

This indicates that the skills of discovery and interact are developed by learners when they understand cultural aspects and contexts where the target language is used. Besides, these skills allow learners to interact with effective communication.

Moreover, the skills discovery and interaction are developed by learners when they have already improved their attitudes, their knowledge and their skills of interpret and relate. Therefore, “they [learners] integrate their attitudes, knowledge and interpreting skills in order to maintain intercultural communication” (Fernandez, 2017, p. 57). This means that with the integration of the first four components, learners can improve their intercultural communication, nevertheless, they need to develop a critical awareness to understand the significant of cultural practices of the target language in terms of the own culture.

**Critical Cultural Awareness (*savoirs' engager*).**

The critical cultural awareness (*savoirs' engager*) is “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries” (Byram, 1997, p. 107). This means that the foreign language learner with critical cultural awareness is able to analyze, understand and interpret an event from a critical perspective. The critical culture awareness occurs when the learner is capable to analyze a cultural event and have a critical perspective and an argued position about that event.

In addition, according to Nugent and Catalano (2015), the critical cultural awareness helps learners to develop critical thinking in order to evaluate the practices, products, and perspectives of the target culture. Moreover to develop critical cultural awareness, “students must be given time to identify and reflect upon their preconceived ideas, judgments, and stereotypes toward individuals from the target culture” (Nugent & Catalano, 2015, p. 17). This means that learners can have a deeper understanding of the target language culture, and they can evaluate cultural practices.

Moreover, according to Byram (1997), the purposes of the critical awareness dimensions are for the learners to develop abilities to:

- Identify and interpret explicit or implicit values in documents and events in one's own and other cultures. (Byram, 1997)
- Make an evaluative analysis of the documents and events which refers to an explicit perspective and criteria. (Byram, 1997)

- Interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes. (Byram, 1997)

Therefore, this means that the learners can be able to think and critically analyze cultural events that can be presented through interaction and through documents of the target language culture.

To conclude, it is important to mention that in order to develop intercultural communicative competence; learners must develop the five components known as *saviors* because it would help them to learn the target language from an intercultural point of view. Besides, it will allow learner to communicate in an effective way with native speakers.

### **Afro-Colombian Culture**

Afro-Colombians communities constitute an important ethnic group in the country, and it is characterized by having its own cultural aspects, such as customs, tradition, beliefs and celebrations. (Ministerio de Cultura, 2010; Arocha, 1998; Paschel, 2013). According to DANE (2005), Afro-Colombians represent 10.26% of the total population of the country. Likewise, Afro-Colombians have been part of the country history since colonialism (Mosquera, Pardo, & Hoffmann, 2002; Friedman, 2002; Herrera, 2012; Whitten, 1974). Hence, according to Jordan (2004), the history of Afro-Colombians started with the Spanish conquest and the slavery because Africans were brought to the new continent to labor. Furthermore, “the Afro descendent population in the region comes from Africa from the ethnic groups of the equatorial part, brought to America as slaves during the time of the colony period in the sixteenth century, for the

exploitation of raw material such as cotton, sugar, rice, tobacco and others.” (UNHCR, 2011). This means that Afro-Colombians are the descendants of the people who came from Africa to work in different areas in the framework of Spanish colonization process.

Additionally, according to Herrera (2012) during the, sixteenth, seventeenth and eighteenth centuries, Africans had to work as slaves, and they had little opportunities to escape to freedom.

However, “the independence wars of the nineteenth century became an opportunity for the slaves to achieve freedom” (Herrera S. , 2012, p. 15). This means that during the nineteenth century, the Afro population had more opportunities to fight for their freedom. Consequently, the Afro population after fighting for defending their rights finally had their freedom because “on May 21, 1851, both the Congress and the Executive Power approved the ‘Law of Freedom for Slaves’, which established that all slaves who lived in the country would be free from January 1, 1852 on” (Jimenez, 2015, p. 89). This refers that after the resistant and the fight for their rights, the Afro-descendants finally had their freedom in order to rebuild their identity and to work independent or for a withdrawn value.

Nevertheless, despite the freedom many of the “free blacks’ subsistence conditions were very poor and dependent” (Herrera S. , 2012, p. p18). This means that many of them did not have the economic resources as land and money to live a pleasant life; hence, they did not have “any other options that passing from being slave to be day laborer, lessee, peon or household servant” (González, 2012, p. 121). Therefore, after obtaining their freedom Afro people needed to become part of the society and to work to earn money and to support their families.

Moreover, since colonialism “the Afro communities were established in different geographical areas, especially in the Pacific region, the Caribbean region and in the Inter-Andean Valley, constituting free territories, as a form of resistance to the slave regime.” (PNUD, 2012, p. 25). Thus, these were the principal territories where Africans settled, and with the abolition of slavery this was consolidated because after that they could live freely, and they could strengthen their cultural identity. Besides, according to the Ministry of Culture (2010) the Afro-descendant population also includes those Palenquero communities like San Basilio de Palenque, and Rizal communities as those located in the Caribbean Islands of San Andrés, Santa Catalina y Providencia. Therefore, according to Mosquera, Pardo and Hoffmann (2002), the Afro-descendants by settling in these regions, they also built their identity and culture by reflecting their African roots.

Now, it is important to mention that according to the Ministry of Culture (2010) in 1993 law 70 was created. This law recognized the rights of Afro-descendants’ communities over territories and cultural diversity. Likewise, “this law declares the need to promote and protect the cultural identity and rights of the black communities of Colombia as an ethnic group, and to foster their economic and social development.” (Mosquera, Pardo, & Hoffmann, 2002, p. 17).

Even though, the Afro-descendants had already their freedom and were part of the society, it was not until the creation of this law that the black community was recognized as an ethnic group with cultural diversity constitutionally. For instance, according to the Article 2 of the Law 70 of 1993 the black community is “the group of families of Afro-Colombian descent that have their own culture, share a history and have their own traditions and customs within the rural-populated relationship, which reveal and preserve



an awareness of identity that distinguishes them from other ethnic groups” (Ministerio de Agricultura y Desarrollo Rural, 1993, p. 2). This means that with this constitutional acknowledgement, the afro community is an important ethnic group that has the autonomy over its identity, tradition, history and other cultural aspects. In addition, González (2012) mentions that the Law 70 of 1993 is also an instrument for Afro communities to assert their rights in the constitution in order for them to be fulfilled by the nation.

After mentioning about the Afro-descendants’ history, it is relevant to discuss about the concept of Afro. According to Carmargo (2011) the term Afro is relatively new in Colombia, and it is the one used today to refer to black communities as either Afro-Colombians or Afro-descendants. For instance, Ministry of Culture (2010) mentions that the term Afro is used to refer to the black communities, which are characterized by their own cultural and ethnic value. Hence, the country's black populations are referred to as Afro-Colombians. Likewise, according to Camargo (2011) the Afro goes beyond the skin color because it involves the history, the culture and the ethnic identity of the black communities.

Consequently, the concept of Afro covers all of the cultural practices of the Afro-descendants that are expressed in music, celebrations and gastronomy. (PNUD, 2012; Ministerio de Cultura, 2010; Herrera, 2012). For example, Mosquera, Pardo and Hoffmann, (2002) mention that music, dance and festivities are important aspects of Afro-descendants. Therefore, it is relevant to mention that these aspects are important manifestation of the Afro culture because they reflect the traditions of their Africans ancestors, and also, they show the sense of belonging that strengthens their identity as an

important ethnic group in the country. Thus, the Ministry of Culture (2010) states that for the Afro-descendants, the festivities are important because they represent the collective feelings since they reflect the cultural meanings of their communities. For instance, the Afro-Colombians participate in many festivities, such as, Festival of Drums and Cultural Expressions of Palenque, Petronio Álvarez Pacific Music Festival, Green Moon Festival and San Pacho Festival (Ministerio de Cultura, 2010; Berrio & Tabares, 2017; Motta, 2015). These festivities are the expressions of African culture and the inheritance left to the Afro-descendants.

Consequently, it is important to mention the need of the Afro-Colombian communities with the education. First of all, according to Mosquera, Pardon and Hoffmann (2002) since colonialism, the Afro-descendants did not have access to quality education. Even after the abolition of slavery “former slaves but also most Afro-Colombian citizens were notoriously excluded from social development opportunities and the public education system, even when they had become equal before the law” (Jimenez, 2015, p. 90). This means that the access to education for Afro-descendants was really limited and sometimes, they did not have access to quality education. Secondly, even nowadays, the Afro population has many educational necessities because “the Afro-Colombian population faces situations of greater socio-demographic vulnerability than the non-Afro-Colombian population” (Urrea-Giraldo, Viáfara, Ramírez, & Botero, 2007, p. 706). This refers that many of the Afro-Colombians do not have the conditions to get quality education due to the fact that they live in areas of difficult physical access, and to the lack of economic resources. In view of this, the Ministry of Culture (2010) mentions

that the illiteracy rates of the Afro population are high compared with the rest of the Colombian population.

Additionally, Loango (2017) mentions that besides the economic and demographical conditions, the gaps in education are also affected by the ethno racial condition. Even though, the ethnic barriers are not as big as in the past, the discrimination against the Afro population still occurs due to the lack of educational and employment opportunities.

In addition, according to López and Palacio (2014) in order to avoid discrimination and exclusion, the Colombian school and the educational system must promote equity, alterity and equality with the different ethnic groups as Afro-Colombians. Therefore, “the Colombian education system should strengthen the educational processes of the ethnic populations that exist in the country; by acknowledging their environment and their ancestral cultural manifestations, so that these are not decontextualized.” (López & Palacio, 2014, p. 92). For instance, classes with cultural topic should be more included in all of the courses.

As a final point, the role of the Afro-Colombians in the country has a lot of meaning in the research because it is a population which is characterized by its history, culture, gastronomy, celebrations, traditions. Besides, Afro-culture represents a cultural heritage for the country because some of the most important festivities (Petronio Alvarez Pacific Music Festival, San Pacho Festival, and Green Moon Festival).

Furthermore, the Afro-descendants’ communities even nowadays suffer from lack of opportunities and exclusion. Subsequently, in the educational field the importance of the Afro-descendants has not had many studies; especially there are not studies that talk

about the performance of this population in English courses. Therefore, the main idea with this section was to have clear vision of the Afro-Colombians history, cultural aspects, and their position on political and educational issues.

## **Chapter 3**

### **Methodology**

This chapter presents the details of the research methodology in terms of its positioning, the paradigm chosen, the approach adopted, the type of design is stated, the procedures and the steps that we followed to achieve the necessary information, to answer the research question. For the purpose of analyzing the effects of the Afro-English classroom project, on the speaking skill of ninth graders, from Institución Educativa Técnico el Ortigal (I.E T. O) school. In the same way, we selected a qualitative paradigm and phenomenological design, in order to explore and explain the issue studied from the students' perspective.

Furthermore, we describe the techniques that were used to collect the data, and what instruments were part of the research. In this case, we applied surveys, interviews, observations, Pre and Post-test. Thereupon, we provide the characteristics of the population and the place where the research was done. At the end of the chapter, we present the method chosen to measure the variables, the timeline of the research activities and the principles and ethical standards that governs the research. In the next paragraphs, we introduce the research paradigm, design and approach.

**Paradigm**

This research adopted a qualitative paradigm to evaluate the impact of the Afro-English classroom project, as an alternative to improve the speaking skill of ninth graders, from Institución Educativa Técnico el Ortigal (I. E T. O). The qualitative paradigm sought to understand an educational or social phenomena, in terms of the participants' viewpoint. In this paradigm, the researcher role was to interpret, explore and analyze holistically the problem. Furthermore, researchers observed and described the facts in their natural context (Creswell, 2012).

On the one hand, this paradigm was interactive and inductive. This means that researchers and participants were in constant interaction. In this paradigm the knowledge was considered as a social construction where everybody had an important role. For this reason, one of the main principles of this paradigm was to respect all the participants' perspective. (Marshall & Rossman, 2016). As a consequence, in this paradigm the researcher solved the issues or the phenomena in terms of the meanings that people gave them.

This investigation was centered on a qualitative paradigm because it deepened on the students' experiences and their perceptions about cultural learning, as well as the interpretation of the Afro-English classroom project's impact, as an alternative to improve the speaking skill of ninth graders, in order to explain it, in its global context.

**Design**

This investigation followed a phenomenological design. This kind of study emphasized on the description and exploration of a phenomenon from participants "lived experiences" (Creswell, 2013). Thus, this investigation had a phenomenological design

because the student's perceptions were privileged. Researchers described learners' behaviors, attitudes, beliefs, opinions and how they perceived the implementation of the Afro-English classroom project, in order to improve their speaking skill. Besides, we explored the scenarios of cultural exchange and the development of a critical thinking about social phenomena that occurred in the situations of the students' daily life. Additionally, the impact of this classroom project was analyzed from an inductive perspective. Researchers observed and evaluated the participants' oral productions, (grammar, vocabulary, fluency, interaction and pronunciation), attitudes, behaviors, perceptions and their speaking performance without manipulating the variables.

### **Approach**

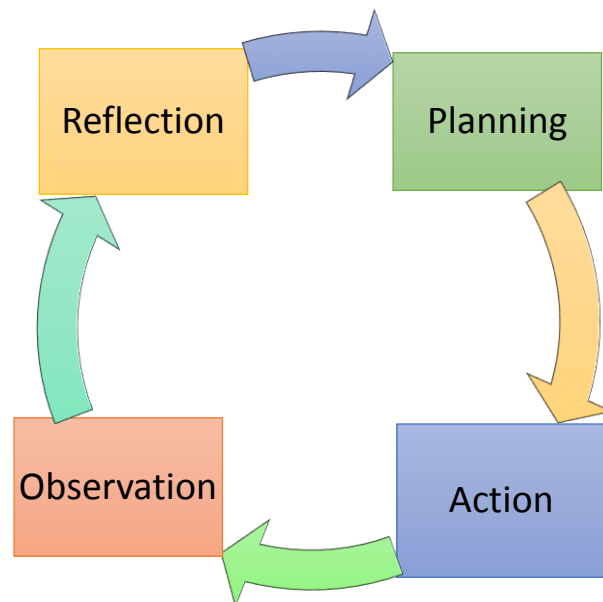
The approach of this study was action- research. This approach has been considered as one of the most important trends in education. According to Burns (2009), action research is a reflective educational practice, systematic and critical procedure where teachers identify an educational issues or problem, in order to solve it, improve the teaching practice and the students' learning. (Burns, 2009).

This investigation had an action research approach because it sought to address the understanding of a social phenomenon in its a real context with the purpose of enhancing the speaking skill of ninth graders from the I.E.TO school, from an intercultural perspective. Likewise, in this approach, the teacher, as researcher observed learners, gathered data and transformed the teaching practice, in order to resolve the identified problem (Miller, 2007).

Hence, this research project changed the traditional pedagogical practice into a meaningful learning process where participants learn English by using the foreign

language as a vehicle to explore and know their own afro-culture and the target language too. In this study, the students were the main actors of the teaching process. Besides, this action research allowed learners to foster the speaking skill by focusing on English accuracy and fluency through the implementation of activities such picture descriptions, role plays, debates, oral presentation and conversation. Also, this approach gave the opportunity to develop students' critical thinking and social interaction between teacher-learner as well as student- student by applying group discussions, projects for deeper learners' comprehension. (Elliot, 1990)

This research followed a spiral cycle process based on Burns' perspective (2009), which involved four stages, planning, action, observation and reflection. (See figure 2).



*Figure 2.* Spiral cycle process focus on Burns' perspective (2009).

## **1. Planning**

In the planning phase, the researcher identified a problem and implemented a plan with the idea of enhancing a specific area of the research context. Likewise, the investigator was a reflexive person who recognized what kind of research was possible to carry out and the limitations of the teaching process. In this first stage, the researcher designed and organized all the activities needed to apply the classroom project, in order to augment the students' speaking skill.

## **2. Action**

Before to start with the action, a pre-test was applied with the idea of identifying the speaking level of the 9<sup>o</sup> graders. Regarding to this phase, the researcher applied the Afro- English classroom project that was previously designed. This classroom project combined cultural and ethnicity elements, in order to develop the speaking skills from an intercultural perspective. The teaching action included eighteen lessons which were carried out according to the English class schedule for participants. The students had English classes three hours per week. The didactic mediation was based on communicative and students centered approach. Furthermore, the classroom project was composed by different communicative activities like role play, conversation, debates, oral presentation and storytelling.

## **3. Observation**

At this point, the researchers used 'open-eyed' and 'open-minded' technique for gathering information about what happened in the action. The investigator observed systematically the effects of the action and collected data from the context, actions and participants' views.



#### **4. Reflection**

This phase had the purpose of reflecting on what happened in the action, in order to understand the problem. Therefore, the researcher described, analyzed, assess and validated the effects of the action on the speaking skills of ninth graders.

#### **Context**

This research was done at the Institución Educativa Técnico el Ortigal (I.E.T. O), which is located in Ortigal Miranda, Cauca. It is a public school that provides educational services from Pre-school to eleventh grade. It includes primary and secondary education. The school has an adequate physical plant and classrooms. Nevertheless, the school lacks teaching materials, technological resources, English books, audiovisual materials and a video room that facilitates the students' leaning process.

The Institución Educativa Técnico el Ortigal (I.E.T. O) has a technical modality and training for work with the idea of preparing students to their work life, it means that learners are educated to acquire administrative knowledge in the financial and strategic sector of a company. For that reason, the emphasis is on the accounting subjects.

Nevertheless, English has been neglected as a key subject, and it is reflected in the number of assigned hours and extracurricular activities implemented to enhance the English levels. The accounting and administrative subjects have six hours per week, whereas English has only three hours per week.

On the one hand, I.E.T.O is a monolingual school where students are not exposed to authentic English language activities, this means that learners do not have the opportunity to practice and communicate orally in English, in class or outside the classroom. According to the Institutional Educational Project (PEI), the school has a

traditional social cognitive pedagogical model where teachers must foster social interaction and communication during teaching through the mediation. As well as, cooperative work, critical thinking and solving problems such teaching strategies.

However, each teacher implements the pedagogic strategies that responds to each subject. Equally important, the PEI said that the English instruction should be based on systematic teaching of reading comprehension, deducing the meaning of the words and translating the texts.

The school has three English teachers, two of them are graduated from Spanish and Literature and the other one has a B.A in foreign languages (English and French). With respect to the English subject, the institutional curriculum established that the suggested strategies or activities to teach English are workshops, mind maps, reading comprehension and activities related with writing. Moreover, the English syllabus argues that the approach and methodology to teach English has to be focus on grammar translation and the Reading Method. Thus, the speaking skill is not considered as a relevant element in the English learning and teaching process.

With respect to the English classes is quite relevant to mention that ninth graders have assigned three hours per week. Likewise, in the English course, students are passive actor of the learning process, the interaction in class is almost never a natural interaction caused by the curiosity of the learners; it's the teacher who is almost all the time trying to get an active participation of them. Furthermore, the teacher usually talks in Spanish therefore the students do not acquire the appropriate input to speak in the foreign language.

## **Population**

The population of the research were ninth graders from the I.E.T.O. School. It is a course integrated by 30 students, which twenty (20) of them are boys and ten (10) are girls. The learners have an average of 12- 14 years old. They have studied English during four years consequently in the same school. Nonetheless, students rarely used English for real –life situations outside the classroom. Furthermore, the students who be part of this school arrive from other towns and also from rural near to Miranda Cauca. Due to its strategic location on the border north of Cauca and Valle.

For the interview and survey 24 students were chosen randomly.

## **Positionality**

On the one hand, in this investigation there are two researchers, the first one is the teacher of the ninth grade who has a participant observer role and the second one researcher is the non- participant observer. Those roles are defined as participant observer and Non-participant observer, because we want to have two different perspectives and learn truthfully about the problem. Creswell (2012) states that the participant observer has the purpose to gather data when he/she is involving in the activities at the research place, as well as, to collect information with respect to the students' perspective about the issue studied and the Non- participant observer is in charge of gathering data without being take part in the activities.

## **Data gathering**

This research followed a qualitative approach and according to Creswell (2012), there are a variety of instruments to gather the information, such as observations,

interviews, questionnaires, documents, and audiovisual materials. The data collection instruments that we used during this study were observations, interviews, questionnaires (surveys), Pre-Test and Post-Test, in order to assess the impact of the Afro-English classroom project. Below, we describe how is the pre-test composed.

### **Pre-test**

The pre-test was called the Afro- English speaking test. It was an oral assessment adapted from the Cambridge PET Speaking Test.( [Appendix A.](#)). This pre-test was applied before the classroom project implementation, in order to diagnose the Speaking level of ninth graders. For this speaking test, 30 students were chosen.

Moreover, the features assessed are grammar, vocabulary, pronunciation, fluency, and interaction. The scores for each of the features were reported on a five-point scale. The Pre- test took between ten and twelve minutes. The speaking test was videotaped and the researchers rated the performance afterward from the tape. To rate the speaking features a rubric was applied. Contrariwise, the Afro-English speaking test was divided into four parts which include communicative tasks like giving information, discussions, picture description and conversation. Further down, we describe the details of the section that composed the Speaking Pre-test.

Table 4. *Pre-Test Communicative activities description.*

<b>Section</b>	<b>Communicative task</b>	<b>Description</b>	<b>Time</b>
<b>Part 1</b>	Interview	The Afro-English speaking test began with a general conversation led by the interlocutor, who asked the participants questions about their personal details, daily routines, likes and dislikes.	2-3 Min

<b>Part 2</b>	Discussion	In this stage, participants were asked, to make suggestions, discuss alternatives, make recommendations and negotiate an agreement. This task was designed with the objective that students gave their own opinions and suggestions about an imaginary situation.	2-3 Min
<b>Part 3</b>	Picture description	In this part, each learner was given one color picture to describe. The learners had to give a simple description of what they can see in their photograph. This part of the test allowed students to demonstrate both their range of vocabulary and their ability to organize language in a long turn.	2-3 Min
<b>Part 4</b>	Conversation	At this point, participant discussed with the other students about the same topic as the task in Part 3. Besides, students had to talk about their opinions, likes/dislikes, experiences, habits.	2-4 Min

This chart describes the sections and the communicative task that integrated the speaking Pre-test, adapted from the Cambridge PET Speaking Test.

### Post –test

The Post-Test was applied in order to evaluate the effect of the Afro-English classroom project, in terms of the oral production' development. It was an oral assessment composed by different communicative activities such as oral presentation, conversations descriptions, debate and discussions.( Appendix B.)The speaking Post-Test was applied after the classroom project implementation. For this speaking test, 30 ninth graders were chosen.

Moreover, the features assessed were grammar, vocabulary, pronunciation, fluency, and interaction. The scores for each of the features were reported on a five-point scale. The speaking Post- test was videotaped. The students' performance was rated afterward has been taped. To rate the speaking skills a rubric was applied.

## **Interview**

An interview, according to Cohen, Manion, and Morrison (2007), is an interchange of views between two or more people where they can express their opinions about a topic. Similarly, it is relevant to mention that “qualitative interviews are characterized for being more intimate, flexible and open than the quantitative one” (Hernandez, Fernandez, & Baptista, 2014, p. 403). This means that interviews enable participants to talk spontaneously and detailed about particular questions and issues.

According to Ferris and Stein (2008), interviews are generally conducted by the researchers when they ask one or more participants the questions about the research.

Likewise, the interviews usually are developed face-to-face because, through conversations with the participants, the researcher can obtain immediate responses to the study. In addition, Creswell (2012) states that interviews are characterized by open-ended questions and closed-ended questions, hence, the researchers can ask the questions for their study through one-on-one interviews, focus group interviews and telephone interviews.

Moreover, it is important to mention that according to Hernandez, Fernandez, and Baptista (2004), qualitative interviews are characterized by the following aspects:

- The beginning and the end of the interviews are not predetermined because they can be flexible sometimes and also, interviews might take several days to be carried out.
- The questions of the interviews are designed especially in this context.
- The social context is really important for the interpretations of behavioral actions.

- The communication between the interviewer and participant should be open and neutral.

Additionally, in this research, the main purpose of the interview was to identify the participants' opinions and perceptions about the Afro-English classroom project to improve speaking skills. Therefore, the interview during the research included open-ended questions through one-on-one interviews described as "a data collection process in which the researcher asked questions to and recorded answers from only one participant in the study at a time" (Creswell, 2012, p. 218).

The interview (**Appendix C**) was divided into three sections, such as culture, speaking, and class, which had five questions each. The first part focused on Afro cultural questions in order to understand the participants' perception of their culture and how it influences their lives. The second section aimed at the development of the participants' speaking skills and their opinion about a foreign language. And the third section explored the participants' expectations on the activities and the teaching methodology.

## **Survey**

A survey could be defined as a tool to "gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationship that exist between specific events" (Cohen, Manion, & Morrison, 2007, p. 205). This means that a survey helps to collect specific information from the population in order to obtain their answers, opinions, beliefs, and attitudes about the phenomenon under study.

Therefore, the focus of a survey is more direct to learn about participants' opinions perceptions and opinions about the research.

Likewise, Hernandez, Fenandez, and Baptista (2014) said that a survey is characterized by a set of clear questions that enable the participants to understand and to answer in an effective way about an issue. Even though there are many ways to collect data by using surveys, the majority of researchers opted to use questionnaires because it is a form that participants can complete easily and they can return it to the researcher. (Creswell, 2012). Consequently, a survey can contain different kinds of questions, such as open-ended questions, closed-ended questions, Likert scale questions, and negative questions. (Ferris & Stein, 2008).

Furthermore, the purpose of using a survey in this research was to analyze the participants' opinions, beliefs and attitudes about the classroom project focused on the development of the speaking skill and the integration of topics on Afro-culture during the English class. During the research, the students completed one survey (**Appendix D**), which was dived in two sections. The first section focused in speaking skill and the second section in culture. Additionally, some of the questions in both sections were organized in Likert scale that aims to understand how important was for students to speak English and how interesting was for them the use of Afro cultural activities on class. The survey also included open-ended questions and closed-ended questions about the students' opinion on Afro-culture and language. In total, this survey had 18 questions about culture and speaking skill.



## **Observation**

According to Creswell (2010), observation refers to the process of gathering information by noticing the people and the place where the research will be developing. Besides, observation allows the researchers to gather data on facts, events, and behaviors. Therefore, one of the advantages is that “observational data should enable the researcher to enter and understand the situation that is being described” (Cohen, Manion, & Morrison, 2007, p. 397). It means that through observation the researchers would have the possibility to obtain firsthand information regarding the context of the problem situation.

Consequently, Hernandez, Fernandez, and Baptista (2014) states the main purposes of observation in qualitative research are describing physical environments, analyzing social and human environments, understanding interactional activities, identifying resources and recognizing relevant facts about the participants.

Additionally, Cohen, Manion and Morrison (2007), state that observation can be contemplated in three important characteristics, such as direct or indirect observation, the role of the observers and over or covert observation. Subsequently, the main goal of the process of observation is on the research is to analyze the level of the participants’ attitudes during class by using field notes that would record students' verbal and non-behaviors, feelings, gestures, actions, and conversations. For the field notes, two observation format (**Appendix E**) were used to write descriptions and reflections about participants’ attitudes and opinions on speaking skill and Afro-culture.

## **Validity**

According to Hernandez (2004) validity refers to the way an instrument measures a variable. In this research the methodology implemented for the measurement of the

variables is the method of triangulation. Subsequently, the technique of “triangulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behaviors” (Cohen, Manion, & Morrison, 2007, p. 141). Then, this method combines the use of different instruments and procedures to analyze the data obtained in the instruments.

Moreover, the use of triangulation guarantees the credibility of the results of the investigation because this method “examines each information source and finds evidence to support a theme. This ensures that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this way, it encourages the researcher to develop a report that is both accurate and credible” (Creswell, 2012, p. 259). This means that with the use of this technique the information obtained through the data collection instruments would be more accurate for the study. Therefore, the triangulation’s method in this research would help to examine the collected data, to describe the experiences of the participants and to understand the context where the study is being conducted.

### **Ethics**

This research used a written consent, (**Appendix F**), signed by students’ parents. Besides, the data collection is based on habeas data law. Furthermore, this study follows principles such a respect for the participants, the originality of what is expressed, the verification of these by any means and the confidentiality, as well as, the respect to the norms of the school and the community or any other people where the investigation is developed.

Hence, before to include students in this investigation an informed consent form was sent to the participants, in order to notify them about the purpose of this research, the usage, the social consequences, the academic relevance, and the potential benefits. In addition, participants could withdraw from the study if they consider, it appropriates to their interest because they were asked to participate voluntarily. With the aim of protecting the students' identities and confidentiality, researchers assigned the learners a key number to hide their own names.

Likewise, the data collection will be described fairly, without changes the results, besides, after finishing the investigation, the findings will be shared with the school. On the other hand, the school gave permission to do this research. Also, the researchers obtained the required permissions needed to gain access to the school.

### **Activities calendar**

This section describes the activities necessary to accomplish the research according to the objectives, the time and the logical order in which each activity was carried out.

Table 5. *Research activities calendar.*

N°	Research Activities	Months													
		Jun	Jul	Ago	Sep	Oct	Nov	Feb	Mar	Apr	May	Jun	Ago	Sep	Oct
1	Research proposal design	■													
2	Methodology design		■												
3	Theoretical framework			■											
4	Instruments format				■										
5	Diagnostic : Speaking Pre- Test					■									
6	Afro – English classroom project implementation						■	■	■	■					
7	Post –Test									■					
8	Data gathering										■				
9	Data analysis											■			
10	Systematization of the information												■		
11	Finding and discussions													■	
12	Conclusions														■

Those are the activities developed during the whole research process.

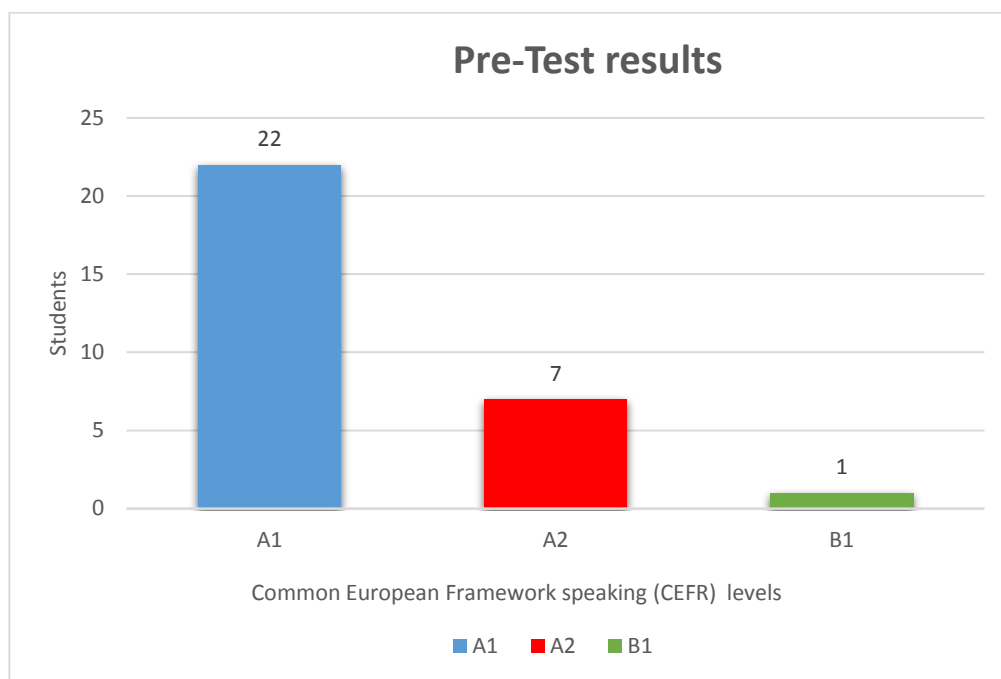
## Chapter 4

### Findings and discussions

Here, we identify the most important categories, topics and the patterns related to the intercultural elements and the speaking skill. In the discussion, the results were evaluated, compared and interpreted, in correspondence with the established theoretical constructs and the criteria of the researchers. In the next paragraphs, we explore and analyze the results and the data obtained from the students' answers and attitudes, using the triangulation method, in order to answer to the issue studied and the objectives of the research. This section is divided in two parts, the data gathered about speaking skill and the relation between culture and language learning. Firstly, we discuss the results of the pre-test applied before the classroom project implementation with the purpose of diagnosing the Speaking levels of ninth graders.

### Pre- Test findings

The pre-test was called Afro- English speaking test which was an oral assessment adapted from the Cambridge PET Speaking Test. ([Appendix A](#)). For this speaking test, 30 ninth graders were chosen. The features assessed were grammar, vocabulary, pronunciation, interaction and fluency. Also, the scores for each of the features were reported on five-point scale. In contrast, the Afro-English speaking test was divided in four parts which included communicative tasks such give information, discussions, picture description and conversation. The figure below summarizes the students' levels obtained on the speaking test.



*Figure 3. Afro-English speaking test results<sup>2</sup>*

According to the Common European Framework of Reference(CEFR) and the National Standards of Competences in Foreign Languages, ninth graders should have a pre- Intermediate level (B1). Nevertheless, the pre-test results showed that most of the students are placed in the basic level(A1). It means that the participants have not reached the required speaking skills level, suggested by the Standards of Competences in Foreign Languages and the CEFR.

---

<sup>2</sup> The Figure 3 illustrates the results obtained by the ninth graders after did the Pres- Test called Afro- English speaking test, in terms of the Common European Framework speaking scales, from a holistic perspective.

This figure shows that the 73 % of the ninth graders were positioned in A1 elementary level. During the speaking test, they were able to give basic information about themselves and talked about their daily routine using familiar vocabulary. Most of the time, students used words inappropriately, for instance they said “she is very handsome” instead of she is very beautiful. In order to communicate, they make a lot of grammar and lexical mistakes and for that reason was a little bit difficult to understand their oral speech. For instance, they said: “I have car black” “I from Colombia” “Two mouses” and “I are play soccer”. In other words, they had difficulties with syntax, verb form and lexical morphemes.

On the one hand, learners spoke English very slowly but they tried to intone words clearly. Participants did not recognize when they had to use word stress or pronounce more loudly a specific syllable. As well as, they mispronounced some words such the past “ed” endings [t], [ɪd] plus, the phoneme [ð], [θ] and [y], for instance, they said “this”, “tree” “birthdei” and “yes”, instead of the [ðɪs], [θri], [bɪrθeɪ] and [j e s]. However, they used body gestures and facial expressions to make themselves understood.

Furthermore, they could follow basic instructions, understood simple questions and discussed about elementary things without gave elaborated arguments.

In addition, they made a lot of long pauses and hesitations to search linking or similar words when they were talking about suggestions and preferences. Elseway, their interaction deepened on rephrased and the repetition of utterances, also, they did not say more than the minimum words, in order to interact with the interlocutor or answer questions. Hence, the communication was not totally a spontaneous act.

Otherwise, 23% of the students were placed in A2 level, as a result, they had a better use of the language in relation with the A1 users. It is relevant to mention that students used polite expressions during the Pre-Test. Likewise, participants were able to communicate with complete sentences and expressions using the vocabulary learnt in class accurately. They had the ability to ask and give information with respect to their habits and routine. Although, they still made some grammar mistakes related to use of past tense (I play soccer yesterday), prepositions of time (I have dinner in the night), the concordance with third person singular and the exclusion of some words (My sister go... the school).

They could articulate some words more accurately. Nevertheless, they mispronounced the phonemes [ei], [ai], [au] because they said the word as it is written. For example, they said “caque” bike” “pai”, “maque”, “mous”, “jous” instead of [ keik], [ baik], [ pei], [ meik], [ maus] and [ jaus]. It illustrated that most of the students pronounced the words as they were written.

In spite of this, they could make descriptions about different situations using simple structures of the language. The students in A2 level had a better performance during their oral speech. However, they need to develop more their verbal fluency.

Finally, 3,3% of the students were placed in B1, it means that only one learner got this level. He was able to speak the foreign language more fluent and also, he answered accurately, keeping the interaction going. He understood how to use the language and how to express in different communicative tasks.

Moreover, the student's pronunciation and intonation of the words were accurate. Even though, he had few lexical mistakes. Additionally, he was capable to keep a



conversation about topics such free times activities, daily routines and hobbies, he expressed his ideas in more than two sentences using a big range of vocabulary.

On the one hand, it is important to mention that a larger numbers of students stated in the speaking survey that they rarely participate on oral activities and do not practice speaking English outside school. Moreover, learners pointed out that they

feel afraid about making mistakes when they speak English in Class. Also, the students indicated that they do not like to speak in English.

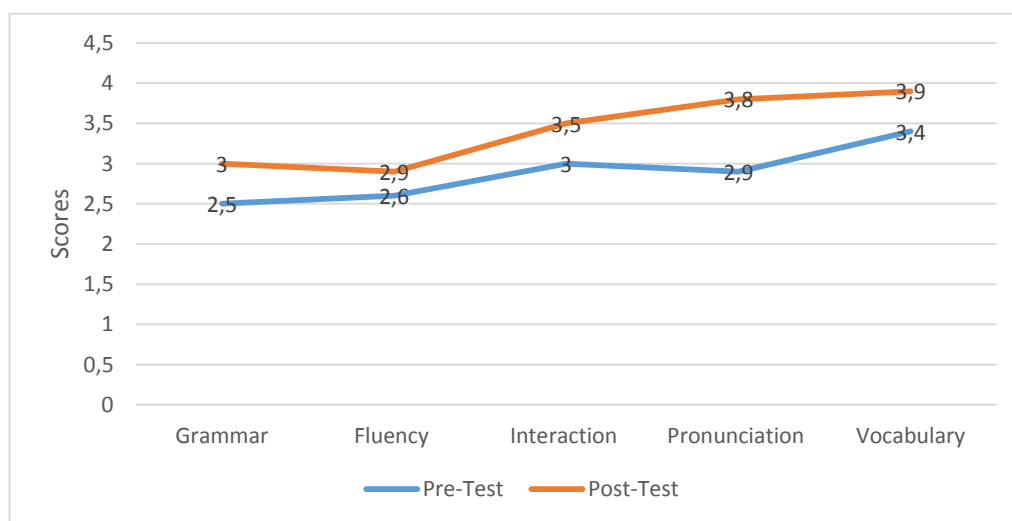
Hence, due to the results of the speaking test and the challenges that students have in terms of grammar, pronunciation, vocabulary, interaction and fluency, the didactic sequence was focus on those oral abilities and some ICC components such as the skills of discovery, interaction and critical cultural awareness. In order to achieve better results, because to be competent in the foreign language, students need more than have an appropriate accuracy and fluency, they should achieve an intercultural knowledge and attitudes that allow them interact and communicate with any interlocutor without generating misunderstandings. (Byram, 1997).

### **Post –Test findings**

In order to identify the effects of the Afro-English classroom project on the development of the oral skills of the ninth graders, from I.E T. O school, a Post –Test was applied. It was a speaking test composed by different communicative tasks such an oral presentation, picture description, debates and conversation. The components assessed in this oral test were vocabulary, pronunciation, interaction, grammar and fluency. The scores for each of the features were reported on five-point scale. During the implementation of the Afro English classroom project, the didactic mediation was carried

out three hours per week, as the English class schedule established. Also, ten lessons were applied, in order to face the challenges that the students have, regarding to the speaking skill, Then, the post test was implemented.

The following is a description of the analysis regarding to the correlation between the Pre-test and post- test results. By relating the preliminary performance of the students (Pre - Test) with the final speaking assessment (Post- Test), the results obtained indicate that with the implementation of the pedagogical strategy supported in the development of the speaking skills, using communicative tasks and activities that involving cultural and ethnic elements, a significant enhancement was achieved. The figure below shows the average grades of the students with respect the speaking Pre and Post- test.



*Figure 4. Average scores Pre and post- test correlation.<sup>3</sup>*

<sup>3</sup> Figure 4 establishes the relation between the initial results and the finals average scores obtained by the students' speaking tests, in terms of grammar, vocabulary, interaction, fluency and pronunciation.

The average students' speaking tests scores show that in comparison to the Pre – Test results, ninth graders had a better performance regarding to the speaking Post- Test, in relation to vocabulary, interaction and pronunciation. It is appropriate to points out that most of the students stated on the speaking survey that for them those three components were a relevant part of the speaking skill. This indicate that they were no stranger to the importance of those oral abilities. Therefore, they strive for improving them.

With respect to grammar, the figure indicated that students achieved a small progress in this component. Despite that, students faced some difficulties respect to language rules, verb form, adjective order, word choice and relative pronouns. At the same time, the figure number 4 established that fluency obtained the lowest average students' speaking tests scores.

In general terms, a larger number of learners were capable to produce simple narratives to talk about culture, customs and traditions. They could describe typical food and drinks, as well as, the process of how people prepare them. For instance, traditional drinks such “Biche” “Arrechon” “Tumba catre” and typical food like “Atollado Rice” and “Rice with shrimp”. Likewise, it is noteworthy that some of the participants were competent to discuss about topic such racism and slavery, with the aim of expressing agreement and disagreement. The majority of the learners assessed using a range of appropriate lexical resources.

On the one hand, most of the students did not sound as native speakers but they were able to produce coherent utterances, in terms of intonation and word stress.

However, they occasionally mispronounced some words such culture, slavery, think, rights, racism, shrimp, braids, thanks and slave.

Furthermore, a big part of the learners was nervous and lacked confidence during the speaking Post-test. The students' speech did sound as spontaneous performance. They made a lot of pauses, frequent hesitations and the speech rate was not fluid. In the following lines, we present two examples of students' speech.

*“Good morning, Hello everybody,*

*Today, I am going to describe some traditional drinks of my culture. [pause] ...*

*This is the “Arrechon”, one the most famous drink of my culture... [long pause]*

*ummm. This is a drink sweet and delicious. This drink is made with panela, milk,*

*borojo....ummm [pause]... milk cream, condensed milk, cinnamon, nutmeg and a*

*liquor called brandy.” (Student key's number 001).*

*“I am not agree with racism because...[long pause] .... I think all people is equal*

*and has the same rights.”. (Students key's number 002)*

The excerpts above illustrated the student 001 and 002 accomplished the communicative tasks satisfactorily and they were able to put across discrepancy and describe a specific element. Although, learners made some mistakes regarding to verb form because they said “I am not agreed” instead of I do not agree, the use of verb be and have (people is equal and has the same rights) and adjective order (a drink sweet and delicious). Also, they frequently hesitate and made a lot of pauses. Besides, they mispronounced a few words such as thanks, rights, condensed, racism and culture.

In regards to the cultural dimension in this research, the data collection instruments were interviews, surveys and observation, and the type of analysis was qualitative. The interview (**Appendix C**) had fifteen questions in order to understand the students' opinions on Afro-culture, the development of speaking and the class's activities. Likewise, the survey (**Appendix D**) was divided into two sections: speaking skill and culture, with a total of 18 questions in order to analyze student's points of view on the learned language and on culture. Subsequently, two observation formats (**Appendix E**) were used to write the students' behaviors and reflections about speaking skills and Afro-Culture, during the class's activities. The analytical approach that was used in this study was the thematic analysis, which is characterized for being "a method for identifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 6). This means that important themes within the data were identified in order to proceed with the triangulation. Furthermore, in order to proceed with the analysis of the data about culture, Liddicoat and Scarino's (2013) view of culture was taken into account. Therefore, in the next sections, we present the findings focusing on the students' perceptions of the Afro-Culture during the learning process of the target language.

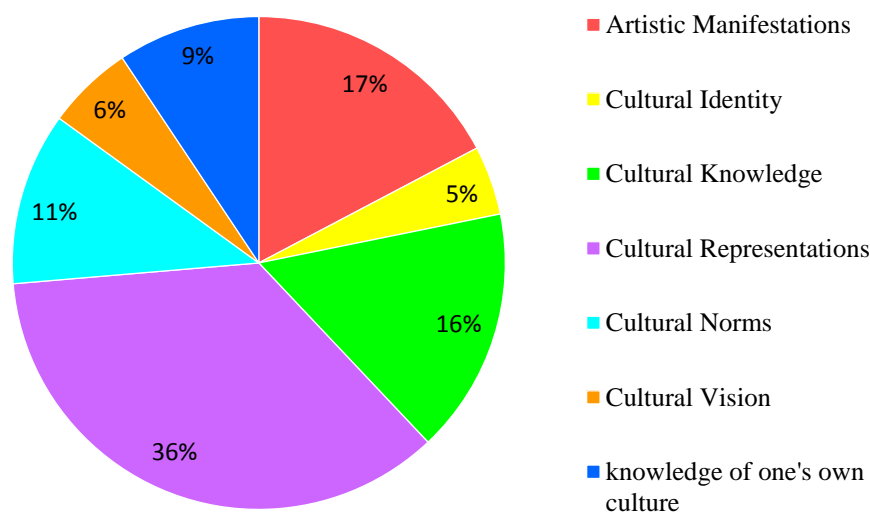
Now, it is important to mention the process of gathering the information through each instrument, and how the information was systematized. First of all, the participants developed the survey during one of the class activities, in which they had to answer some questions about speaking skills and culture. Therefore, we tabulated the information gathered. Subsequently, we applied the interview with the participants during class or in their break time, hence we recorded videos to transcript what students said about the questions of speaking skill and culture.

Additionally, we used the two observations formants during most of the classes of the study, and we paid attention to the student's behaviors and participation during the development of each class. The information from each of the instruments was selected according to its relationship with the study phenomena and after a deep revision; the elements found in the student's comments were reduced to keywords to determine the relationship of the data with Liddicoat and Scarino's (2013) understandings of culture. Finally, in order to proceed with the analysis of the systematized data, we created a table to arrange the data gathered in the three instruments. And, in this table, we put all of the most important information or keywords that we found on the instruments classified and organized in terms of key phenomena and their correlations. In lines below, we introduce the main findings.

The findings that will be presented in this section look forward to respond to the third objective, which refers to analyze the students' reflections about their own culture during the employment of the Afro-English classroom project. This section is divided into two main categories which are cultural meaning and cultural experience. Hence, in order to explore these categories, Liddicoat and Scarino's (2013) perspective of culture was taken into account. Subsequently, according to Liddicoat and Scarino (2013), there are some understandings of the concept of culture as national attributes, symbolic systems, social norms, and practices.

Therefore, we decided to focus on those understandings in order to categorize the data gathered. In the triangulation process, we compared and integrated the similar data found in each instrument. This allowed us to discover some new elements based on the data gathered and on Liddicoat and Scarino's (2013) understanding of culture, such as

artistic manifestations, cultural identity, cultural knowledge, cultural representations, cultural norms, cultural vision, and knowledge of one's own culture. Furthermore, the following figure illustrates these categories:



*Figure 5. Categories identified in the collected data*

Figure 5 shows the categories that we discovered according to the collected data.

Therefore, in order to understand each category, we will proceed to delve first of all into the two main categories of the third objective that are cultural meaning that the participants attributed to some elements in the lessons and their perception about their cultural experience in the project.

### **Cultural Meaning**

In the cultural meaning that this experience had for the students, some elements that they considered important about the culture were taken into account, in order to understand what culture signifies for them. Therefore, these elements were integrated into

the understandings that Liddicoat and Sacarino (2013) proposed to comprehend the concept of culture. Consequently, we related cultural meaning to national attributes and symbolic systems because these two understandings embody valued artifacts and shared meanings of a national group.

On the one hand, it is relevant to mention that “one way of understanding culture has been to see it as the particular attributes of a national group” (Liddicoat & Scarino, 2013, p. 18). Therefore, the elements of national attributes that the students related and discussed with culture in the collected data were artistic manifestations, cultural identity, and cultural knowledge. First of all, the artistic manifestations were reflected in the students’ opinions when they talked about art, music, and dance of their African American culture. According to Figure 5, 17% of the students expressed their interest to talk about artistic manifestations of their own culture. For instance, the following excerpts of the survey of some participants illustrate this finding:

If you could teach a topic about the Afro-Culture in class, what would it be? Why?

The topic that I would like to teach is music because I like its rhythms, and I would also use the typical dances because they are beautiful and leave many teachings. (Student 1, May 2019).

I would like to teach about arts and music, specifically about typical musical instruments of my culture because they are the ones that put the “taste” and rhythm to our music to dance. For example, the marimba. (Student 2, May 2019).

These two examples show that the two participants were interested in teaching about music but by integrating also the typical dances and particular knowledge about arts, such as paintings, sculptures, and drawings. Therefore, the first participant expressed



her interest in music and her love for the dances. And, the second participant emphasized on arts and musical instruments, such as marimba, one of the most known folkloric symbols of the pacific region in Colombia. Furthermore, the students were able to reflect on their own culture and the importance that it has for their lives. The students were also able to identify some symbolic elements they feel that represent them culturally, and allow them to express who they are. In terms, of Byram's (1997) ICC model, this behavior could be classified in the component of attitudes, which refers to the “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own” (Byram, 1997, p. 50). This means that the students were able to recognize their own culture and represent it. Besides, the attitudes of curiosity and openness were reflected by the students by their “willingness to seek out or take up opportunities to engage with otherness in a relationship of equality, distinct from seeking out the exotic or the profitable” (Byram, 1997, p. 57). This refers that the students were willing to take opportunities to understand their culture based on their daily experiences during the class's activities.

In regards to cultural identity, Figure 5 shows that 5% of participants believed that it is important to understand the identity through ethnicity and the legacy of African culture. This is exemplified in the following excerpts of the interview made to some of the participants:

Do you feel proud of your Afro-Culture?

Yes, obviously I feel very proud of my Afro culture since throughout my life this culture has been a form of identification in my society, it is with it that I am

characterized, beyond my skin color, hairstyles or physical features. (Student 3, June 2019)

I feel very proud of my Afro culture because (...) it is from it where we came from because I think it is a descendant from African culture. Well, I think (...) it is a way in which I can identify myself within my culture... within my physical as well as spiritual and personal traits. (Student 4, June 2019)

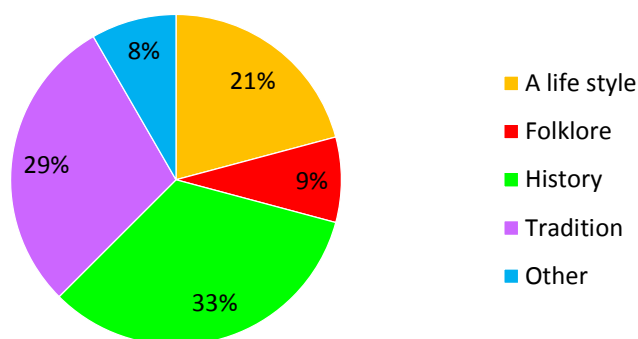
In these two excerpts, we can see that both students are very proud of their Afro-Culture, not only because of their physical features and skin color but also because it represents groups of people who have their cultural traditions and lifestyles from an African legacy. This means that the students value their own culture because of their cultural diversity and ethnicity. Liddicoat and Scarino (2013) proposed that national attributes should be understood as the particular features of a community bounded by its geographical borders and its valued artifacts, such as arts, literature and music. Therefore, the students understood that ethnicity is recognized as the representation of the identity of a group or a nation. Besides, the acceptance that the students manifested towards their cultural identity, and the students also reflected interest in their own culture towards others cultures, which is very important because one of the key principles of the intercultural view of language learning is the acceptance of the own and the other's cultures in terms of equality and respect. (Manjarrés, 2009; Álvarez & Bonilla, 2009; Agudelo, 2007; Byram, Gribkova and Starkey, 2002).

Therefore, taking into account Byram's (1997) ICC model, the attitudes of curiosity and openness were also reflected in the students' behaviors as they showed respect and acceptance towards others' beliefs and meanings.

Additionally, in relation to cultural knowledge, Figure 5 manifests that 16% of participants agreed that learning about the Afro-Culture history is important. Thus, in the next question asked in the survey, we found the following results:

- What is Afro-Culture for you?

- A lifestyle
- Folklore
- History
- Tradition
- Other



*Figure 6. Answers to the question, what is Afro-Culture for you?*

According to figure 6, 33% of the participants answered that for them Afro-Culture is history. This means that for most of the students learning about history represents an important part of their own cultural heritage. We could also interpret this conception as a need for the students because it allows them to recognize where their ancestors came from, they can learn about the origin of their culture, and they can understand some events that marked and shaped the Afro-Colombian society. Moreover, according to Byram's (1997) knowledge is an important part of intercultural language

learning because it would help to understand the products, practices and the process of interaction of the target language culture. Thus, the students were able to learn about their cultural origins, national memories important events and emblems that marked their intercultural identity through history. This means that having cultural knowledge is important because it allows learners to assimilate historical facts as their own, as well as lead them to preserve and to transmit what they had learned to others. Additionally, from Liddicoat and Scarino's (2013) perspective, it is important to mention that the role that cultural knowledge has in an intercultural view of language learning allows learners to study culture as an open process in which they can engage for intercultural communication, but not to learn it as a closed set of information. This means that when learning about culture is not only relevant to study about factual information but also about cultural procedures, such as cultural artifacts, knowledge about places, institutions, symbols, interactions, cultural practices and contextualized behavior. (Álvarez & Fernandez, 2018; Kramsch, 2003; Corbett, 2003). Hence, students were able to develop their knowledge by learning that cultures are dynamic set of practices that are shaped by shared meanings and to value one's own culture and the target language culture.

On the other hand, the understanding of symbolic systems was also integrated into the category of cultural meaning. Hence, Liddicoat and Scarino (2013) mention that culture as symbolic systems is understood as shared meanings that make collective sense and can be interpreted meaningfully. Likewise, the component that the participants showed in the collected data was cultural representations. Consequently, the cultural representations that participants discussed were customs, gastronomy, hairstyles and traditional clothing. According to Liddicoat and Scarino (2013), these cultural

representations symbolize the interpretation of meanings and manifestations. Concerning Figure 5, it is shown that cultural representations have 36%, which means that most of the participants embody their own culture in representative forms of habits. Subsequently, the following excerpts on the interview specify this:

What Afro cultural aspects do you find in your house?

In my house (...) I find aspects like hairstyles, meals, the way we dress, our ways of expressing ourselves physically and verbally and our customs. (Student 5, June 2019).

Okay, the aspects of Afro culture in my family are hairstyles, meals and some songs, we are not so familiar but we like to do some traditions and customs.

(Student 6, June 2019).

These excerpts indicate that the participants from their home cultivate some Afro-Colombian customs, represented in their habits, gastronomy, fashion, and hairstyle. For example, from a general perspective, the participants emphasize that turbans as headwear for women are an important part of the traditional garments of Afro-Colombians.

Furthermore, it was found that students consider that Afro-Culture is rich in gastronomy because it has a wide variety of traditional dishes. Likewise, knowing these elements is important because we can understand what culture represents for the students. However, these elements present the risk of falling into stereotyped views of culture and to see culture as a static phenomenon because “culture is therefore reduced to information about others and is taught as if it were a set of the learnable rules that can be mastered by students” (Liddicoat & Scarino, 2013, p. 22). This means, that culture should be understood beyond factual information because the culture is not only information but a

way in which people live. Consequently, it is also important for language teachers to teach about culture beyond a closet set of information, but to teach learners to recognize that culture is distributed in different ways across groups because it varies with time, place, social category, age gender, and ethnicity. (Liddicoat & Scarino, 2013)

In addition to the cultural meaning, it is relevant to mention that this experience was meaningful for the students because they learned from a new perspective the concept of Afro-Culture, and they identified it in their daily habits and customs. Moreover, this experience helped the learners to understand their culture and its importance during the learning process of a foreign language because they recognized themselves as an important part of a culture that represents their identity. Besides, the culture in language learning could be meaningful for the students because they can construct their own cultural knowledge when interacting with people from other cultural backgrounds. (Barrera & Cantor, 2007). Likewise, according to Fandiño (2014), foreign language learning provides students the possibility to develop cultural knowledge and to interact with people from different cultures.

### **Cultural Experience**

In the cultural experience that the students had during the process of understanding culture through learning a foreign language, we found some important components from Liddicoat and Scarino's (2013) view of culture. Therefore, we related cultural experiences to societal norms and practices. This data emerged from the students' commentaries about their lessons and their perspectives about the project.

On the one hand, the understanding of culture as societal norms refers to “knowing about what people from a given cultural group are likely to do and understanding the cultural values placed upon certain ways of acting or upon certain beliefs” (Liddicoat & Scarino, 2013, p. 20). This means that in every culture, some norms regulate certain behaviors because it is expected that the members of a community act by respecting their beliefs, identity, communicative rituals, and traditions. Hence, the component of societal norms that the students manifested in the collected data was cultural norms. In relation to figure 5, 11% of participants considered the importance of cultural norms. For instance, during the activities, we observed that:

“The students presented interest in the class. In the beginning, most of them were really hyperactive, but they showed respect to the teacher. Most of them act according to the customs, values, and beliefs learned at home and at the school. They showed some of their customs in the way talk, with a marked accent, and in some expressions. Besides, the students participated actively in oral activities when they had to talk about one’s own and the foreign language cultural practices, and during communicative activities, it was identified that the students felt more comfortable in role-playing and conversational activities” (Mosquera & Castrillón, 2019).

Consequently, this entry demonstrates that most students had a positive attitude toward the classes because they wanted to learn more about their culture, even though there were a few of them who did not recognize themselves as Afro-descendants, showed interest to learn about Afro-Culture. Furthermore, most students acted according to their cultural customs and showed visual and esthetic elements related to their cultural

background. For instance, the girls had braids on their hair, and some like to wear turbans for class' presentations. Subsequently, some of the students showed their cultural customs in the way they talked and with a marked accent. For example, between the expressions, we found some words as "sabrosura" and berraquera" when they were referring to their ethnic group. In addition, according to Byram's (1997) ICC model, this behavior could be included in the skill of knowledge because the students understand about attributes and practices of the target language culture, as well as its history and the process of interaction in this new culture. Therefore, students were able to identify "historical and contemporary relationships between one's own and one's interlocutor's countries" (Byram, 1997, p. 59), and also, they understood "the processes of social interaction in one's interlocutor's country" (Byram, 1997, p. 60).

Likewise, the skill of interpreting and relating because even though it was not presented in this excerpt they can relate events of one's own culture to the culture of the target language.

On the other hand, in regards to the practices, Liddicoat and Scarino (2013) sustain that to view culture as practices it is important to understand that cultures are dynamic and emergent. Furthermore, practices are created through actions, and the practices come from those actions when individuals participate and construct actions in social groups. Likewise, the elements that the participants showed in the collected data are a cultural vision that refers to social inclusion to evade discrimination and knowledge of one's own culture that concerns students' perception and understanding of their own culture. Therefore, the students' cultural vision was manifested when the students talked about racism, discrimination and inclusion. According to figure 5, 6% of the participants



mentioned that racism and discrimination are issues that should be addressed in class.

Thus, in the next excerpts of the interviews, some students expressed their opinions about racism, discrimination and inclusion:

What activities did you enjoy the most? Why?

Well, I enjoyed when we talked about racism and when we made the mural with our phrases because there is no right of being racist because we are all the same.

(Student 7, June 2019)

So far, the activity that I enjoyed the most was the construction of the poster in which we translated phrases that refer to the abolition of racism and inclusion (...) it was also there when we captured the traces of our hands painted in black and white. (Student 8, June 2019)

These two interviews show that students disagree with racism, and they believed that everyone has the same rights, and they also understood that there is no justification for racism and discrimination towards others. Furthermore, they expressed their eagerness to promote inclusion because for them the skin color, physical and sexual conditions were not relevant in order to show respect to offer human dignity and the same opportunities to every citizen. Therefore, according to Camargo (2011), racism is a phenomenon that is explicitly present in the societies and that is basically generated by the fear of difference. The students were able to recognize that in each cultural group there are people with different skin colors, practices and traditions, and that it is not right to reject or discriminate others for this fact. In terms of Byram's (1997) ICC model, the students showed some manifestations of the skill of discovery and interaction because they were

able to use real-time knowledge about racism and discrimination to promote social inclusion during the interaction with other classmates.

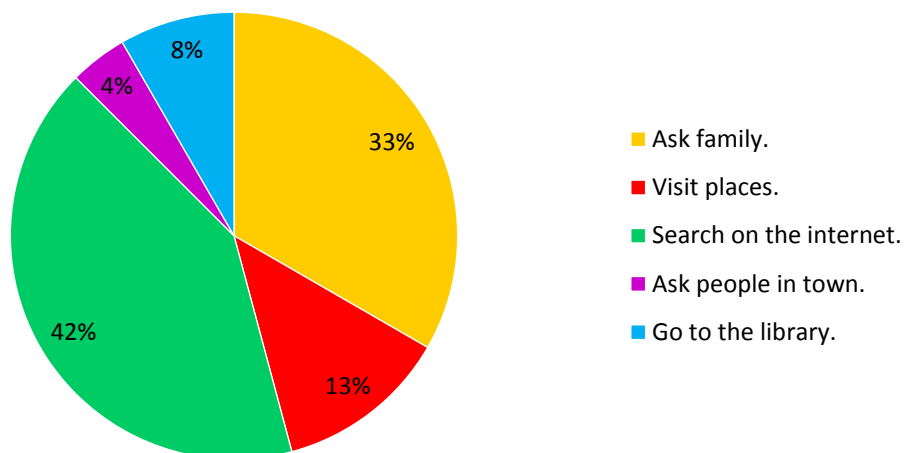
Moreover, in relation to the knowledge of one's own culture, figure 5 shows that 9% of the participants believed that it is relevant to understand about cultural traditions, lifestyles and Afro-Culture learning. For instance, the following excerpts of the interview and survey illustrate this finding:

How do you feel about including topics related to the Afro-culture in class?

Well, the truth is that I feel very good because the Afro culture topic is very important and I think it is cool to learn more about the traditions, even in English because there is little information about it, but I feel very good that they include the Afro culture in English class. (Student 9, June 2019).

If you have an assignment about the Afro-culture, what would you do to research?

- I ask my family about Afro-culture history in order to learn about my ethnic origins.
- I like to visit the places that represent Afro-culture in town.
- I search on the internet about Afro-culture.
- I prefer to ask people in town about our culture.
- I go to the library to read the books about Afro-culture. (Survey, May 2019).



*Figure 7. Answers to the question, if you have an assignment about the Afro-culture, what would you do to research?*

In the elements showed above, it is noticed the interest of the students to learn more about the Afro-Culture. In the interview, the Student 7 mentions that learning about the Afro-Culture and its cultural traditions is important for learners because this type of discussion allowed them to have more knowledge about the culture and they could transmit it to others. On the survey, the participants said that they would use different methods to research about the Afro-Culture; nevertheless, 42% of the students indicated that they prefer to search on the internet about the topic because there is more information on the net. In terms of Byram's (1997) ICC model, it is important to mention that the students acquired new knowledge about the target language culture and its cultural practices. Learners were motivated to investigate about their own culture by using different methods, such as searching on internet, asking their family, looking for books, visiting cultural places and asking people in town.

In addition, it is important to mention that the students had a great experience because they enjoyed all of the activities that included Afro-Culture in class because they became aware of important things, such as not being racist or discriminatory, to promote the social inclusion, and to study on their own means about Afro-Culture. Furthermore, during this experience the students were motivated to study the target language because they were learning it thorough topics about their own culture. In these findings, it was found that the students showed some manifestations of intercultural communicative competence because some of their behaviors, attitudes and understandings were related to Byram's (1997) ICC model, such as attitudes, knowledge and interpreting and relating. Besides, from Liddicoat and Scarino (2013) perspective, it could be said that the participants were able to understand cultural facts, such as symbols, attributes and practices about one's own and the target language culture.

Finally, the participants focused too much on their own culture, and that a view towards the other cultures could have been important too because the concept of interculturality implies to go beyond both, the own and the other's cultures, it means an encounter among cultures in order to get to a common understanding ground, for that reason, maybe the conception of the didactic unit focused too much on the own culture and a deeper development of other cultures could have been useful. However, the positive achievement of this experience was to make the students aware of the value of their own culture, the consciousness that other cultures exist and deserve respect and the eagerness to discuss from different cultures in the EFL classroom.

## Chapter 5

### Conclusions and implications

This study was accomplished with the purpose of enhancing the speaking skill of ninth graders, from Institución Educativa Técnico el Ortigal school, through a classroom project that integrated cultural elements such as the students' African American heritage and their views about cultural elements. In this chapter, we present the general conclusions, summarize the main findings and describe the results obtained during the research. Here, we also present some recommendations for further studies.

This research aimed to identify the benefits to implement a classroom project during the English learning process at a public school. In this case, the Afro English classroom project was a practical alternative to improve the speaking abilities of ninth graders. Furthermore, this proposal allowed the students to develop processes of knowledge construction, student autonomy, meaningful learning, and critical thinking also social and intercultural construction.

The first objective of this research was based the diagnostic of the students' speaking skill. By analyzing the speaking Pre- Test results, we found that the students did not achieve the speaking level established by the National Standards of Competences in Foreign Languages and the Common European Framework of Reference (CEFR). We discovered that this low speaking proficiency was due to different shortcomings such as the lack of practice of this ability, the fear to speak and make mistakes, the little students' participation in oral activities and the students' disinterest in speaking the foreign language.

This research aimed to identify the benefits to implement a classroom project during the English learning process at a public school. In this case, the Afro English classroom project was a practical alternative to improve the speaking abilities of ninth graders. Furthermore, this proposal allowed the students to develop processes of knowledge construction, student autonomy, meaningful learning, critical thinking also social and intercultural construction.

In terms of the linguistic competence, this study showed that students faced difficulties regarding the use of some grammatical structures such as syntax, verb forms, lexical morphemes construction, and omission of words, past tense coherence, prepositions of time and the concordance with third person singular. Furthermore, we could notice that a large number of students were not able to pronounce utterances (This, tree, birthday, mouse, finished, raised, house, laughed, cake, visited, bike, pay, wanted) accurately. The students' difficulties were associated to intonation, rhythm and the unsatisfactory articulation of some phonemes such as [ei], [ai], [au], [ð], [θ] [y] and the past "ed" endings [t], [Id]. After interpreting the students' speeches, we realized that the students' pronunciation was influenced by the mother language, it means that the majority of the learners pronounced the words as they were written. Additionally, we determined that most of the learners spoke quite slow due to the numerous pauses and the frequent hesitation.

Those shortcomings evidenced that big part of the students had weaknesses regarding grammar, pronunciation and fluency skills. Moreover, we recognized that thanks to those limitations the students' oral speech was difficult to understand and the communication and the interaction were not efficient.

In spite of those difficulties, we identified that some students showed certain features of pragmatic and sociolinguistic competence. In this component, some students were able to give personal information, discuss about common topics as well as ask and answer simple questions. Besides, learners could use basic vocabulary to talk about their daily routines and hobbies. They also employed polite expressions and respect others' opinion.

With respect to the impact of the Afro-English classroom project, in terms of the development of oral production in a public school. We could identify that the Afro – English classroom project improve the English level through the oral production of Afro literature and the analysis of the ancestral culture and traditions of the Afro -descendants. Furthermore, the findings showed that after the implementation of the Afro English classroom project the students were aware of the importance of their own and the target language culture. Besides, students established that pronunciation, vocabulary and interaction were quite significant abilities to develop speaking.

In general terms, the post-test results illustrated that the afro English classroom project implementation had a positive effect on the components of the speaking skill such as pronunciation, vocabulary, interaction. Also, there was a slightly progress in grammar. Regarding to fluency the findings evidenced that it was a hardest component to develop in the speaking skill.

We could recognize that after the didactic mediation, the students started to produce more complex sentences about their daily life situations and they were more motivated to participate in speaking activities.

In the terms of the pragmatic and sociolinguistic competence, most of the learners had strength on these components. The students' speech developed certain features of these competences effectively. For instance, a larger number of students could do oral presentations about typical Afro-Colombian food and drinks. Also, they were able to give their opinions and debate about cultural topics such as racism, slavery and discrimination and described certain cultural elements like musical instruments, and Afro-Colombian food and drinks. Besides they had the ability to express and talk about ceremonies, festivals, rituals, customs as well as, Afro-Colombian music and dances, using a range of accurate vocabulary. The majority of the learners assessed using a range of appropriate lexical resources.

However, these results illustrated that students faced some deficiencies regarding to the linguistic competence such as language rules, verb form, adjective order, word choice and relative pronouns and the inappropriate articulation of some words such as culture, slavery, think, rights, racism, shrimp, braids and slave. Although, students did not sound as native speakers; they recognized that proper pronunciation has a great impact on the communication.

After interpreting the students' speeches, we found out that the students had low proficiency on the fluency component, due to different shortcomings such as the students' nervousness, the absence of confidence to speak, lack of practice outside the classroom, the few number of hours assigned to the English class and the fact that they thought that English is difficult.

Lastly, we identified that the communicative tasks allowed the student to achieve and foster the oral abilities in English more effectively because in these activities the



learners had the opportunity to use the language in real life situations. Consequently, though those communicative activities they were able to express their point of view, experiences and needs, using linguistic resources, practice of pronunciation, interact with their classmates and employ of the vocabulary seen in class which was related to cultural aspects. Besides, communicative tasks like conversations allowed the participants to have more confidence when speaking.

Lastly, it was analyzed the students' reflections about their own culture during the implementation of the Afro-English classroom project. The results showed in general terms that the students were motivated to learn the target language because of the classes with Afro-cultural topics. They considered that it was interesting to study their own culture in the foreign language because they could learn new vocabulary and how to express their ideas in cultural expressions, such as artistic manifestations, makers of cultural identity, cultural knowledge, cultural representations, cultural norms, and cultural view. Besides, the students related their cultural background to the target language culture by taking into account national attributes, symbolic systems, societal norms, and practices. Likewise, it was perceived that the students were able to show in their behaviors some manifestations of Byram's (1997) intercultural communicative competence model by acknowledging attitudes, traditions, history, attributes and practices of one's own and the target language culture. This means that including cultural topics in class has the potential to make more effective the students' learning process. Additionally, it was found that learners during the experience of integrating cultural topics in the language class encouraged them to be aware of the presence of social issues,

and to promote the social inclusion because the students understood the importance to show respect to others no matter the skin color, physical or sexual conditions.

Finally, regarding culture, these results showed that the learners were motivated and interested in the class because they were learning the target language from their own cultural background. Moreover, it is relevant to mention that during the class activities, most of the students showed some manifestation of intercultural communicative competence in their behaviors and attitudes. Besides, the learners were able to understand important cultural facts, such as history, customs, traditions, and practices. Furthermore, this experience was positive for the students because they became aware of the value of their own culture, and that it is important to continue transmitting the knowledge of their culture to future generations. Regarding to the speaking skill, the results showed that learners need to use and practice their oral skills more often in their daily life situations, with the purpose of increasing their speaking performance.

### **Implications**

This study has shown that integrating culture in teaching and learning foreign languages is important because it can help students to learn a foreign language from a perspective that encompasses their own and the other's cultural backgrounds. Therefore, this research has significant implications for integrating culture in the language classroom because it was found that the students enjoyed the class activities when the topics were related to their Afro-Culture. Most of the students actively participated in the classes by doing all of the assignments and interacting with each other. Hence, it is recommended to include cultural topics in class to make the language learning process

more interesting for the students. Although integrating culture in foreign language learning has not been sufficiently worked on Colombia, and even some studies emphasize this need, there is a need to deep in this matter in order to include interculturality in language teaching (Alvarez & Fernández, 2018; Byram, Wagner & Perugini, 2017; Barber, 2013; Collazos & Gomez, 2016; Gomez, 2012; Fernández, 2019). Moreover, some studies (Álvarez & Bonilla, 2009; Álvarez, 2014; Álvarez & Fernández, 2018; Fernández, 2019) have mentioned the importance of integrating culture in the EFL classroom, but not precisely from the speaking skill perspective. Therefore, there is a need to deepen into the development of skills from a communicative and intercultural view. Hence, this study aims to let know how the integration of culture in class can help students comprehend the new language and the development of the skills. Furthermore, the impact that this research might have on the future is that it can provide public schools an alternative to work the oral production in class from an intercultural point of view. Moreover, Liddicoat and Scarino's (2013) propose some understandings of culture that can be included in language learning. This means that learners might have the opportunity to learn and to understand one's own and the target language culture in real-life situations. Additionally, taking this into account, and also the information in the collected data, it is important to mention that this study showed that the cultural topics in the language classroom gathered the interest of the students to do class activities more motivated. Finally, it is important to mention that for further research we propose some intercultural topics related to Afro-cultural identity, practices and traditions in the development of all of the English skills.

## References

- Ali, S., Kazemian, B., & Mahar, I. H. (2015). *The Importance of Culture in Second and Foreign Language Learning*. Retrieved from Dinamika Ilmu Journal of Education: <https://files.eric.ed.gov/fulltext/EJ1121920.pdf>
- Alptekin, C. (2002). *Towards intercultural communicative competence in ELT*. Retrieved from ELT Journal Volume 56/1 J: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.456.8914&rep=rep1&type=pdf>
- Álvarez, J. A. (2014). *Developing the intercultural perspective in foreign language teaching in Colombia: A review of six journals*. Retrieved from Language and Intercultural Communication, 14(2), 226-244: <http://dx.doi.org/10.1080/14708477.2014.896922>
- Álvarez, J. A., & Bonilla, X. (2009). *Addressing culture in the EFL classroom: A dialogic proposal*. Retrieved from PROFILE Issues in Teachers' Professional Development, 11(2), 151-170.: <https://revistas.unal.edu.co/index.php/profile/article/view/11448/36801>
- Álvarez, J. A., & Fernández, A. (2018). *Using social networking sites for language learning to develop intercultural competence in language education*. Retrieved from Journal of International and Intercultural Communication. Volume 12: <https://doi.org/10.1080/17513057.2018.1503318>
- Asante, M. K., Mike, Y., & Yin, J. (2014). *The Global Intercultural Communication Reader*. Retrieved from Google Books: <https://books.google.es/books?hl=es&lr=&id=6rpvqE7drA0C&oi=fnd&pg=PP1&dq=globalization+and+intercultural+competence&ots=EZhtHRGHtg&sig=TxI-BMa79x4L9oxS8Kr6g3kSHFc#v=onepage&q=globalization%20&f=false>
- Atmane, M. A. (2016). *Investigating the Role of Oral Presentation Projects in Enhancing EFL Learners' Oral Proficiency*. Retrieved from Bejaia University: <http://www.univ-bejaia.dz/dspace/bitstream/handle/123456789/5849/Investigating%20the%20Role%20of%20Oral%20Presentation%20Projects%20in%20Enhancing%20EFL%20Learners%2080%99%20Oral%20Proficiency.pdf?sequence=1&isAllowed=y>
- Barber, S. (2013). *The Influence of Culture and Identity on Second Language Acquisition: A perspective from Egypt*. Retrieved from <http://dar.aucegypt.edu/handle/10526/3342>
- Barquero, M., & Ureña, E. (2015). *Rubrics to Evaluate the Oral Competence in the Second Language: a Case Study*. Retrieved from SciELO: <https://www.scielo.sa.cr/pdf/is/v16n34/2215-2458-is-16-34-00017.pdf>

- Barrera, M. L., & Cantor, S. M. (2007). *Socio-Cultural Stereotypes: Exploring Students' Perceptions Regarding Social Issues*. Retrieved from <https://howjournalcolombia.org/index.php/how/article/view/103>
- Berrio, S., & Tabares, L. (2017). *RITUALES Y OTRAS FIESTAS NEGRAS*. Retrieved from [https://repository.uniminuto.edu/bitstream/handle/10656/5220/TTS\\_BerrioAsprillaSuelen\\_2017.pdf?sequence=1&isAllowed=y](https://repository.uniminuto.edu/bitstream/handle/10656/5220/TTS_BerrioAsprillaSuelen_2017.pdf?sequence=1&isAllowed=y)
- Block, D., & Cameron, D. (2002). *Globalization and Language Teaching*. Retrieved from Google Books: <https://books.google.es/books?hl=es&lr=&id=z52CAgAAQBAJ&oi=fnd&pg=PR7&dq=globalization+and+language+learning&ots=Lqnf6YjcgL&sig=WwuJupNcqMCzoiuAQpPXv6leHMY#v=onepage&q=globalization%20and%20language%20learning&f=false>
- Boonkit, K. (2010). *Enhancing the development of speaking skills for non-native speakers of English*. Retrieved from *Procedia-social and behavioral sciences*, Volume 2, Issue 2, 1305-1309: <https://doi.org/10.1016/j.sbspro.2010.03.191>
- Boonkit, K. (2010). *Enhancing the development of speaking skills for non-native speakers of English*. Retrieved from Research Gate: [https://www.researchgate.net/publication/248607406\\_Enhancing\\_the\\_development\\_of\\_speaking\\_skills\\_for\\_non-native\\_speakers\\_of\\_English](https://www.researchgate.net/publication/248607406_Enhancing_the_development_of_speaking_skills_for_non-native_speakers_of_English)
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. Retrieved from *Qualitative Research in*: doi:10.1191/1478088706qp063oa
- British Council. (2015). *English in Colombia: An examination of policy, perceptions and influencing factors*. Retrieved from London, UK: [http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/45.\\_english\\_in\\_colombia\\_-\\_british\\_council.pdf](http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/45._english_in_colombia_-_british_council.pdf)
- Brown, D. (2000). *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman Inc.
- Brown, H. D. (2000). *Principles of language learning and Teaching, Fifth Edition*. New York: Pearson Education Inc.
- Brumfit, C. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy* (Vol. 129, p. 33). . Cambridge.: Cambridge University Press. .
- Burgos, M., & Valencia, W. D. (2015). *STORYTELLING AS A STRATEGY TO IMPROVE SPEAKING SKILL*. Retrieved from UNIVERSIDAD TECNOLÓGICA DE PEREIRA : <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/7206/3022242B957.pdf?sequence=1>
- Burns, A. (2009). *Doing Action Research In English Language Teaching: A Guide For Practitioners*. Routledge.

- Byram, M. (1994). *Teaching-and-learning Language-and-culture*. Retrieved from <https://books.google.es/books?hl=es&lr=&id=b56ViQxUtTkC&oi=fnd&pg=PA4&dq=language+and+culture+&ots=Dn77NDa7A6&sig=gI5jdFx278BPpH4dPe7Z4xlhRWE#v=onepage&q=language%20and%20culture&f=false>
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative*. Great Britain : WBC Book Manufacturers Ltd.
- Camargo, M. (2011, 11 20). *Las comunidades afro frente al racismo en Colombia*. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/4050031.pdf>
- Castro, O. H., & Bohórquez, Y. S. (2006). *A Study of EFL Students' Interpretations of Cultural Aspects in Foreign Language Learning*. Retrieved from Colombian Applied Linguistics Journal: [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0123-46412006000100003](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-46412006000100003)
- Chapelle, C. (2003). *English Language Learning and Technology*. Retrieved from Iowa State University: [https://lib.dr.iastate.edu/engl\\_books/6](https://lib.dr.iastate.edu/engl_books/6)
- Chelser, M., & Fox, R. (1966). *Role-Playing Methods in the Classroom*. Chicago: Science Research Associates Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Retrieved from <https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Retrieved from <https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf>
- Collazos, M., & Gomez, L. F. (2016). *The Construction of English Learners' Identity from a Social Perspective and the Effects on their Language Learning Investment*. Retrieved from <https://revistas.usantotomas.edu.co/index.php/hallazgos/article/viewFile/4365/4107>
- Correa, D., & González, A. (2016). *English in Public Primary Schools in Colombia: Achievements and Challenges Brought about by National Language Education Policies*. Retrieved from Education Policy Analysis. This article is part of EPAA/AAPE's Special Issue on English Language Teaching in Public Primary Schools in Latin America: <http://dx.doi.org/10.14507/epaa.24.2459>
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. . Cambridge, U.K: Press Syndicate of the University of Cambridge.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education Inc.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. United States of America: Library of Congress Cataloging-in-Publication Data.

- DANE. (2005). *ANÁLISIS REGIONAL DE LOS PRINCIPALES INDICADORES SOCIODEMOGRÁFICOS DE LA COMUNIDAD AFROCOLOMBIANA E INDÍGENA A PARTIR DE LA INFORMACIÓN DEL CENSO GENERAL 2005*. Retrieved from [https://www.dane.gov.co/files/censo2005/etnia/sys/Afro\\_indicadores\\_sociodemograficos\\_censo2005.pdf](https://www.dane.gov.co/files/censo2005/etnia/sys/Afro_indicadores_sociodemograficos_censo2005.pdf)
- Derderian-Aghajanian, A., & Cong, W. (2012). *How Culture Affects on English Language Learners' (ELL's) Outcomes, with Chinese and Middle Eastern Immigrant Students*. Retrieved from [https://www.researchgate.net/publication/287608915\\_How\\_Culture\\_Affects\\_on\\_English\\_Language\\_Learners'\\_ELL's\\_Outcomes\\_with\\_Chinese\\_and\\_Middle\\_Eastern\\_Immigrant\\_Students](https://www.researchgate.net/publication/287608915_How_Culture_Affects_on_English_Language_Learners'_ELL's_Outcomes_with_Chinese_and_Middle_Eastern_Immigrant_Students)
- Diaz, L. (2000). *Intercultural Communication in Teacher Education: The Knowledge Base for CLAD Teacher Credential Programs*. Retrieved from [http://www.catesoljournal.org/wp-content/uploads/2014/07/CJ12\\_diaz-rico.pdf](http://www.catesoljournal.org/wp-content/uploads/2014/07/CJ12_diaz-rico.pdf)
- Dobson, J. M. (1974). *Effective Techniques For English Conversation Groups*. Retrieved from <https://books.google.es/books?hl=es&lr=&id=8tMSS-392EIC&oi=fnd&pg=PA1&dq=conversation+activities+english&ots=cuewXoBZJ-&sig=Cifa3pKmg81Gn3xkaeOcDWSJhOI#v=onepage&q=conversation%20activities%20english&f=false>
- Dörnyei, Z., & Thurrell, S. (1994). *Teaching conversational skills intensively: course content and rationale*. Retrieved from *ELT Journal*, Volume 48: [https://pdfs.semanticscholar.org/da8d/be74180d3f994dd160913ff8d33ada69dca2.pdf?\\_ga=2.238259328.1883830713.1571783352-1096988716.1571783352](https://pdfs.semanticscholar.org/da8d/be74180d3f994dd160913ff8d33ada69dca2.pdf?_ga=2.238259328.1883830713.1571783352-1096988716.1571783352)
- Dumitrašković, T. A. (2014). *Culture, Identity and Foreign Language Teaching And Learning*. Retrieved from <http://oaji.net/articles/2016/3124-1458501382.pdf>
- Elliot, J. (1990). *La Investigación Acción En Educación*. Retrieved from <http://www.terras.edu.ar/biblioteca/37/37ELLIOT-Jhon-Cap-1-y-5.pdf>
- Fadilah. (2016). *TEACHING SPEAKING BY ROLE-PLAY ACTIVITY*. Retrieved from *OKARA Journal of Languages and Literature*: [https://www.researchgate.net/publication/311905433\\_TEACHING\\_SPEAKING\\_BY\\_ROLE-PLAY\\_ACTIVITY](https://www.researchgate.net/publication/311905433_TEACHING_SPEAKING_BY_ROLE-PLAY_ACTIVITY)
- Fandiño, Y. J. (2014). *Teaching culture in Colombia Bilingüe: From theory to practice*. Retrieved from <https://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/4034>
- Fernandez, A. (2017). *INTERCULTURAL COMMUNICATIVE COMPETENCE IN A SOCIAL NETWORKING SITE FOR LANGUAGE LEARNING*. Cali: Universidad del Valle.

- Fernández, A. (2019). *Intercultural Components in the Multimodal Structure of a Language Learning Website*. Retrieved from PROFILE Issues in Teachers Professional Development, 21(1), 59-74: <https://doi.org/10.15446/profile.v21n1.69951>
- Ferris, K., & Stein, J. (2008). *The Real World*. New York: W. W. Norton & Company, Inc.
- García, R., Díaz, R., & Artunduaga, M. (2017). *Skype sessions as a way to provide additional oral practice of English university students*. Retrieved from <https://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/10826/13515>
- Genc, B., & Bada, E. (2005). *CULTURE IN LANGUAGE LEARNING AND TEACHING*. Retrieved from The Reading Matrix Vol 5: [http://www.readingmatrix.com/articles/genc\\_bada/article.pdf](http://www.readingmatrix.com/articles/genc_bada/article.pdf)
- Gómez, J. C. (2012). *Language learners' identities in EFL settings: resistance and power through discourse*. Retrieved from Colombian Applied Linguistic Journal: [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0123-46412012000100005](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-46412012000100005)
- González, P. H. (2012). *Marginalidad y Exclusión en el Pacífico colombiano vs. normatividad jurídica para esclavos y afrodescendientes: del siglo XVI al XX*. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/3974334.pdf>
- Habiňáková, E. (2015). *Raising Learners' Intercultural Competence in Foreign Language Teaching*. Retrieved from University of Ss. Cyril and Methodius in Trnava: <https://pdfs.semanticscholar.org/f911/2dd452a5bfc61363528b6bd040154b503efd.pdf>
- Hadriana. (2009). *Improving Students' Speaking Skill through Communicative Activities In Small Group Discussions*. Retrieved from Journal of English and Education: <https://media.neliti.com/media/publications/222020-improving-students-speaking-skill-throun.pdf>
- Hernandez, R., Fernandez, C., & Baptista, P. (2014). *Investigation Methodology*. Ciudad de México: Interamericana Editores, SA de CV.
- Herrera, L. E., Cruz, M., & Sandoval, M. A. (2014). *Using Personal Portable Devices as Learning Tools in the English Class*. Retrieved from <https://howjournalcolombia.org/index.php/how/article/view/5>
- Herrera, S. (2012). *A HISTORY OF VIOLENCE AND EXCLUSION: AFRO-COLOMBIANS FROM SLAVERY TO DISPLACEMENT*. Retrieved from [https://repository.library.georgetown.edu/bitstream/handle/10822/557698/Herrera\\_georgetown\\_0076M\\_11964.pdf?sequence=1](https://repository.library.georgetown.edu/bitstream/handle/10822/557698/Herrera_georgetown_0076M_11964.pdf?sequence=1)
- Hinkel, E. (1999). *Culture in Second Language Teaching and Learning*. Retrieved from [https://books.google.es/books?hl=es&lr=&id=5uOfAgAAQBAJ&oi=fnd&pg=PR7&dq=language+and+culture+&ots=1KWKkEwBWr&sig=KGDZTGqurG\\_Ih00UYbiP8RHTMIU#v=onepage&q=culture&f=false](https://books.google.es/books?hl=es&lr=&id=5uOfAgAAQBAJ&oi=fnd&pg=PR7&dq=language+and+culture+&ots=1KWKkEwBWr&sig=KGDZTGqurG_Ih00UYbiP8RHTMIU#v=onepage&q=culture&f=false)



- Hosni, S. A. (2014). *Speaking Difficulties Encountered by Young EFL Learners*. Retrieved from [https://www.researchgate.net/publication/270340628\\_Speaking\\_Difficulties\\_Encountered\\_by\\_Young\\_EFL\\_Learners](https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners)
- Hughes, R., & Reed, B. S. (2016). *Teaching and researching speaking*. . Retrieved from 3rd Edition. New York. Routledge. 260 pages: 10.4324/9781315692395
- Hymes, D. H. (1972). *On Communicative Competence*. *Sociolinguistics*, 269293, 269-293. Baltimore, USA: Penguin Education, Penguin.
- Irimia, L. (2016). *INTEGRATING STUDENT PRESENTATIONS IN THE ENGLISH CLASSROOM*. Retrieved from [http://www.ijcr.eu/articole/327\\_05%20Lorena%20IRIMIA.pdf](http://www.ijcr.eu/articole/327_05%20Lorena%20IRIMIA.pdf)
- Irimia, M. L. (2012). *DEVELOPING THE INTERCULTURAL DIMENSION IN LANGUAGE TEACHING*. Retrieved from [http://www.ijcr.eu/articole/100\\_53\\_pdfsam\\_IJCR%204-2012%20tipo.pdf](http://www.ijcr.eu/articole/100_53_pdfsam_IJCR%204-2012%20tipo.pdf)
- Irina, G. (2011). *Globalization and the World Languages*. Retrieved from GESJ: Education Sciences and Psychology. : [https://www.researchgate.net/publication/287980152\\_Globalization\\_and\\_the\\_World\\_Languages](https://www.researchgate.net/publication/287980152_Globalization_and_the_World_Languages)
- Jimenez, L. R. (2015). *Slavery, Racism and Manumission in Colombia (1821-1851)*. Retrieved from <file:///C:/Users/EQUIPO/Downloads/1024-Texto%20del%20art%C3%ADculo-2715-1-10-20150806.pdf>
- Kelly, J. A., & del Viso, S. (2002). *Entrenamiento de las habilidades sociales: guía práctica de Intervenciones*. Retrieved from Bilbao. Editorial: Desclee de Brouwer: <https://www.academia.edu/15157422/Entrenamiento-de-las-habilidades-sociales-7a-ed-pdf>
- Kempe, A., & Holroyd, J. (2013). *Speaking, Listening and Drama*. Retrieved from <https://doi.org/10.4324/9781315064918>
- Kramsch, C. (1998). *Language and Culture*. Retrieved from <https://books.google.es/books?hl=es&lr=&id=XRPiONIC2PMC&oi=fnd&pg=PA3&dq=language+and+culture+&ots=f9ojt99LHS&sig=GAPcSqbp8auwz0qb0FVUvSYNd#w=onepage&q=language%20and%20culture&f=false>
- Kramsch, C. (2011). *The symbolic dimensions of the intercultural*. *Language Teaching*. Retrieved from [http://journals.cambridge.org/abstract\\_S0261444810000431](http://journals.cambridge.org/abstract_S0261444810000431)
- Kroeber, A. L., & Kluckhohn, C. (1952). *Culture: A Critical View of Concepts and Definitions*. Retrieved from <http://www.pseudology.org/psychology/culturecriticalreview1952a.pdf>

- Kroeker, R. H. (2009). *THE REALITY OF ENGLISH CONVERSATION CLASSES: A STUDY IN A SOUTH KOREAN UNIVERSITY*. Retrieved from University of Birmingham. United Kingdom: <https://asian-efl-journal.com/Thesis/Thesis-Kroeker.pdf>
- Kumaravadivelu, B. (2008). *Cultural Globalization and Language Education*. Retrieved from Google Books: [https://books.google.es/books?hl=es&lr=&id=U6wgt0Beb-AC&oi=fnd&pg=PR11&dq=globalization+and+language+&ots=NNGXR8hTR8&sig=cAvApWc\\_QYClyghbp34ODfqB5Qg#v=onepage&q=globalization%20and%20language&f=false](https://books.google.es/books?hl=es&lr=&id=U6wgt0Beb-AC&oi=fnd&pg=PR11&dq=globalization+and+language+&ots=NNGXR8hTR8&sig=cAvApWc_QYClyghbp34ODfqB5Qg#v=onepage&q=globalization%20and%20language&f=false)
- Laverde, L. F. (2016). *FOSTERING THE SPEAKING SKILL THROUGH TASK BASED LEARNING IN EFL WITH THIRD GRADERS*. Retrieved from Universidad Libre de Colombia: <https://repository.unilibre.edu.co/bitstream/handle/10901/9790/Luisa-%20Tesis%20versi%C3%B3n%20final%20sept%202013%20de%202016.pdf?sequence=1&isAllowed=y>
- Li, X., Liu, S., Lee, S.-h., & Magjuka, R. J. (2010). *Cultural Differences in Online Learning: International Student Perceptions*. Retrieved from [https://www.researchgate.net/profile/Johannes\\_Cronje/publication/220374785\\_Defining\\_Mobile\\_Learning\\_in\\_the\\_Higher\\_Education\\_Landscape/links/0912f5140a0072b5d1000000.pdf#page=182](https://www.researchgate.net/profile/Johannes_Cronje/publication/220374785_Defining_Mobile_Learning_in_the_Higher_Education_Landscape/links/0912f5140a0072b5d1000000.pdf#page=182)
- Liddicoat, A. (2004). *Intercultural language teaching: principles for*. Retrieved from [https://www.researchgate.net/publication/281571069\\_Intercultural\\_language\\_teaching\\_principles\\_for\\_practice](https://www.researchgate.net/publication/281571069_Intercultural_language_teaching_principles_for_practice)
- Liddicoat, A., & Scarino, A. (2013). *Intercultural Language Teaching and Learning*. Retrieved from [https://www.researchgate.net/publication/278412394\\_Intercultural\\_Language\\_Teaching\\_and\\_Learning](https://www.researchgate.net/publication/278412394_Intercultural_Language_Teaching_and_Learning)
- Loango, A. O. (2017). *Educación Superior y afrodescendientes. Un análisis de los cupos especiales en la Universidad del Valle*. Retrieved from Universidad del Valle: [http://revistas.univalle.edu.co/index.php/la\\_manzana\\_de\\_la\\_discordia/article/view/6229/8871](http://revistas.univalle.edu.co/index.php/la_manzana_de_la_discordia/article/view/6229/8871)
- López, R. M., & Palacio, C. S. (2014). *Identidad afrocolombiana y necesidades educativas: una propuesta para la formación en derechos*. Retrieved from <http://ojs.tdea.edu.co/index.php/senderos/article/download/277/269/>
- Mahmoud, S. R. (2015). *The Effectiveness of Using Debates in Developing Speaking Skills among English Majors at University of Palestine*. Retrieved from Al- Azhar University – Gaza: [http://www.alazhar.edu.ps/Library/aattachedFile.asp?id\\_no=0048274](http://www.alazhar.edu.ps/Library/aattachedFile.asp?id_no=0048274).

- Mahmoud, S. R. (2015). *The Effectiveness of Using Debates in Developing Speaking Skills among English Majors at University of Palestine*. Retrieved from Al- Azhar University – Gaza: [http://www.alazhar.edu.ps/Library/aattachedFile.asp?id\\_no=0048274](http://www.alazhar.edu.ps/Library/aattachedFile.asp?id_no=0048274).
- Manjarrés, N. B. (2009). *Intercultural Competence: Another Challenge*. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/10552/36788>
- Marshall, C., & Rossman, G. (2016). *Designing Qualitative Research. Sixth Edition*. Singapore: SAGE Publications, Inc.
- Martínez, J. G. (2008). *LAS RÚBRICAS EN LA EVALUACION ESCOLAR: SU CONSTRUCCIÓN Y SU USO*. Retrieved from Universidad Nacional de Colombia. Avances en Medicina, 6: <https://www.uaem.mx/sites/default/files/facultad-de-medicina/descargas/construccion-y-uso-de-rubricas-de-evaluacion.pdf>
- Matthews, L. C., & Thakkar, B. (2012). *The Impact of Globalization on Cross-Cultural Communication* . Retrieved from INTECH Open: <http://dx.doi.org/10.5772/45816>
- Meadows, B. (2016). *Culture Teaching in Historical Review: On the Occasion of ASOCOPI's Fiftieth Anniversary*. Retrieved from <http://dx.doi.org/10.19183/how.23.2.294>
- Miller, C. (2007). *Action Research: Making Sense of Data*. Retrieved from [www.coe.fau.edu/sfcel/sensdata.htm](http://www.coe.fau.edu/sfcel/sensdata.htm).
- Ministerio de Agricultura y Desarrollo Rural. (1993, 08 31). *LEY 70 DE 1993*. Retrieved from <https://www.minagricultura.gov.co/Normatividad/Leyes/Ley%2070%20de%201993.pdf>
- Ministerio de Cultura. (2010). *Afrocolombianos, población con huellas de africanía* . Retrieved from <http://www.mincultura.gov.co/areas/poblaciones/comunidades-negras-afrocolombianas-razales-y-palenqueras/Documents/Caracterizaci%C3%B3n%20comunidades%20negras%20y%20afrocolombianas.pdf>
- Ministerio de Educación. (2006). *Estándares básicos de competencias en lenguaje*. Retrieved from [https://www.mineducacion.gov.co/1621/articles-340021\\_recurso\\_1.pdf](https://www.mineducacion.gov.co/1621/articles-340021_recurso_1.pdf)
- Moreno, M. J. (2016). *EFL Students' Social Identity Construction through Literacy Activities in an Online Environment*. Retrieved from <http://repository.udistrital.edu.co/bitstream/11349/4229/1/MorenoMagdaJimena2016.pdf>
- Mosquera, C., Pardo, M., & Hoffmann, O. (2002). *Afrodescendientes en las Americas. Trayectorias Sociales e Identitarias*. Retrieved from <http://www.bdigital.unal.edu.co/1238/2/01PREL01.pdf>
- Motta, G. (2015). *Una mirada a través del arte: vinculación del pasado y el presente del patrimonio cultural colombiano en la educación*. Retrieved from <https://eprints.ucm.es/34336/1/T36692.pdf>




- Mutiarani, & Izzah, L. (2015). *THE POWER OF STORYTELLING IN TEACHING ENGLISH TO YOUNG LEARNERS*. Retrieved from [https://www.researchgate.net/publication/324277772\\_The\\_Power\\_of\\_Storytelling\\_in\\_Teaching\\_English\\_to\\_Young\\_Learners](https://www.researchgate.net/publication/324277772_The_Power_of_Storytelling_in_Teaching_English_to_Young_Learners)
- Nazara, S. (2011). *Students' Perception on EFL Speaking Skill Development*. Retrieved from JET (Journal of English Teaching),1, 28-43.: 10.33541/jet.v1i1.50
- Nishimura, F., & Umeda, K. (2016). *Benefits and issues: Visitor sessions with pre-intermediate learners of japanese*. Retrieved from The University of Waikato. Massey University Press: <https://researchcommons.waikato.ac.nz/handle/10289/11912>
- Nugent, K., & Catalano, T. (2015). *Critical cultural awareness in the foreign language classroom*. Retrieved from University of Nebraska. Faculty Publications: Department of Teaching, Learning and Teacher Education. : <https://digitalcommons.unl.edu/teachlearnfacpub/194>
- Oradee, T. (2012). *Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and RolePlaying)*. Retrieved from International Journal of Social Science and Humanity: <http://ijssh.org/papers/164-A10036.pdf>
- Pinar, A. (2016). *Second Language Acquisition in a study abroad context: Findings and research directions*. Retrieved from Colombian Applied Linguistics Journal: <http://dx.doi.org/10.14483/calj.v18n2.9480>
- PNUD. (2012, 04). *Afrocolombianos: sus territorios y condiciones de vida*. Retrieved from <https://www.undp.org/content/dam/colombia/docs/DesarrolloHumano/undp-co-cuadernoafro-2012.pdf>
- Popham, J. (1997, 10). *What's Wrong and What's Right with Rubrics?* Retrieved from [http://skidmore.edu/assessment/handbook/Popham\\_1997\\_Whats-Wrong\\_and-Whats-Right\\_With-Rubrics.pdf](http://skidmore.edu/assessment/handbook/Popham_1997_Whats-Wrong_and-Whats-Right_With-Rubrics.pdf)
- Ramirez, S. M., & Atunduanga, M. T. (2018). *Authentic Tasks to Foster Oral Production Among English as a Foreign Language Learners*. Retrieved from How Journal Colombia: <http://dx.doi.org/10.19183/how.25.1.362>
- Reddy, M., & Andrade, H. (2010). *A review of rubric use in higher education*. Retrieved from [https://www.researchgate.net/profile/Heidi\\_Andrade/publication/248966170\\_A\\_review\\_of\\_rubric\\_use\\_in\\_higher\\_education/links/55bb891308aed621de0dbc53/A-review-of-rubric-use-in-higher-education.pdf](https://www.researchgate.net/profile/Heidi_Andrade/publication/248966170_A_review_of_rubric_use_in_higher_education/links/55bb891308aed621de0dbc53/A-review-of-rubric-use-in-higher-education.pdf)
- Richards, J. C. (2008). *Teaching listening and speaking*. Cambridge, England: Cambridge university press.

- Sagimin, E. M. (2016). *TEACHING SPEAKING USING ROLE PLAY TECHNIQUE*. Retrieved from English Department, University of Pamulang:  
<http://openjournal.unpam.ac.id/index.php/Paradigma/article/viewFile/82/56>
- Salinas, D., & Ayala, M. (2018). *EFL Student-Teachers' Identity Construction: A Case Study in Chile*. Retrieved from <https://doi.org/10.19183/how.25.1.380>
- Sapir, E. (1921). *Language An Introduction To The Study Of Speech*. New York .
- Serrat, O. (2017). *Knowledge Solutions*. Retrieved from Springer, Singapore:  
[https://doi.org/10.1007/978-981-10-0983-9\\_91](https://doi.org/10.1007/978-981-10-0983-9_91)
- Spackman, C. L. (2009). *Culture and Second Language Acquisition*. Retrieved from  
<https://docplayer.net/19546142-Culture-and-second-language-acquisition-christopher-l-spackman-ohio-dominican-university.html>
- Suparman, L. (2017). *The Effectiveness of the English Conversation to Improve Students' Speaking Skill*. . Retrieved from PALAPA, 5(2), 38-52.:  
<https://doi.org/10.36088/palapa.v5i2.45>
- Suryani, L. (2015). *THE EFFECTIVENESS OF ROLE PLAY IN TEACHING SPEAKING*. Retrieved from ELTIN journal: <http://www.e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/viewFile/127/116>
- Torky, S. A. (2006). *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*. Retrieved from ERIC Institute of Education Sciences: <https://eric.ed.gov/?id=ED523922>
- UNHCR. (2011). *Colombia Situation. 2011. International Year of Afro Descendants*. Retrieved from  
[https://www.acnur.org/fileadmin/Documentos/RefugiadosAmericas/Colombia/EN/Colombia\\_Situation\\_-\\_2011\\_International\\_Year\\_of\\_Afrodescendants.pdf?view=1](https://www.acnur.org/fileadmin/Documentos/RefugiadosAmericas/Colombia/EN/Colombia_Situation_-_2011_International_Year_of_Afrodescendants.pdf?view=1)
- Uono, S., & Hietanen, J. K. (2015). *Eye Contact Perception in the West and East: A Cross-Cultural Study*. Retrieved from Journal PLoS ONE 10(2):  
<https://doi.org/10.1371/journal.pone.0118094>
- Ur, P. (1996). *A Course In Language Teaching: Practice and Theory*. United Kingdom: Cambridge University Press.
- Urrea-Giraldo, F., Viáfara, C., Ramírez, H., & Botero, W. (2007). Las desigualdades ra-ciales en Colombia: un análisis sociodemográfico de condiciones de vida, pobreza e ingresos para la ciudad de Cali y el Departamento del Valle del Cauca. . In C. Mosquera, & L. Claudio, *Aflore-paraciones: memoráis de la esclavitud y la justicia reparativa para negros, afrocolombianos y raizales* (pp. 691-710). Bogotá: Universidad Nacional de Colombia.

- Vergara, L. (2015). *ROLE PLAY AND DISCUSSION QUESTIONS AS STRATEGIES TO IMPROVE THE SPEAKING SKILL IN TOURISM AND LANGUAGES STUDENTS AT INSTITUCIÓN TECNOLÓGICA COLEGIO MAYOR DE BOLÍVAR*. Retrieved from Revista Adelante - Ahead: <http://www.unicolombo.edu.co/ojs/index.php/adelante-ahead/article/view/103>
- Wang, Y. (2007). *Globalization Enhances Cultural Identity* . Retrieved from Harbin Engineering University, China : <https://web.uri.edu/iaics/files/09-Yi-Wang.pdf>
- Whitten, N. E., & Friedman, N. S. (20 de 05 de 1974). *La Cultura Negra del Litoral Ecuatoriano y Colombiano: Un Modelo de Adaptación Etnica*. Obtenido de <http://biblioteca.icanh.gov.co/DOCS/MARC/texto/REV-0915V17a-4.PDF>
- Zotzmann, K. (2007). *Globalization and Intercultural Communication*. Retrieved from CULTURAL STUDIES JOURNAL OF UNIVERSITAT JAUME I: <http://www.e-revistas.uji.es/index.php/clr/article/download/1346/1189>
- Zuhriyah, M. (2017). *Storytelling to Improve Students' Speaking Skill*. Retrieved from English Education: Jurnal Tadris Bahasa Inggris: <https://ejournal.radenintan.ac.id/index.php/ENGEDU>

## **Appendixes**

### **Appendix A. Pre –Test**

	<h2>Afro –English speaking Pre-Test</h2>	
<p><b>AFRO- ENGLISH CLASSROOM PROJECT</b></p>	<p><i>INSTITUCION EDUCATIVA TECNICO EL ORTIGAL SEDE PRINCIPAL INSTITUTO TECNICO EL ORTIGAL RESOLUCIÓN No. 0482 DE ABRIL DE 2004 NIT. 891.501.593 – 9 COD. DANE. 219455000370</i></p>	

**Part 1. Interview. (2 – 3**

**Back-up prompts**

Where do you live / come from?  
Do you live in ...?  
Do you study English at school? Do you like it?  
Do you like to speaking in English?

**Phase 2: Examiner.**

Do you enjoy studying English? Why (not)?

Do you think that English will be useful for you in the future?

What did you do yesterday evening / last weekend?

What do you enjoy doing in your free time?

Do you like studying English?

Will you use English in the future?

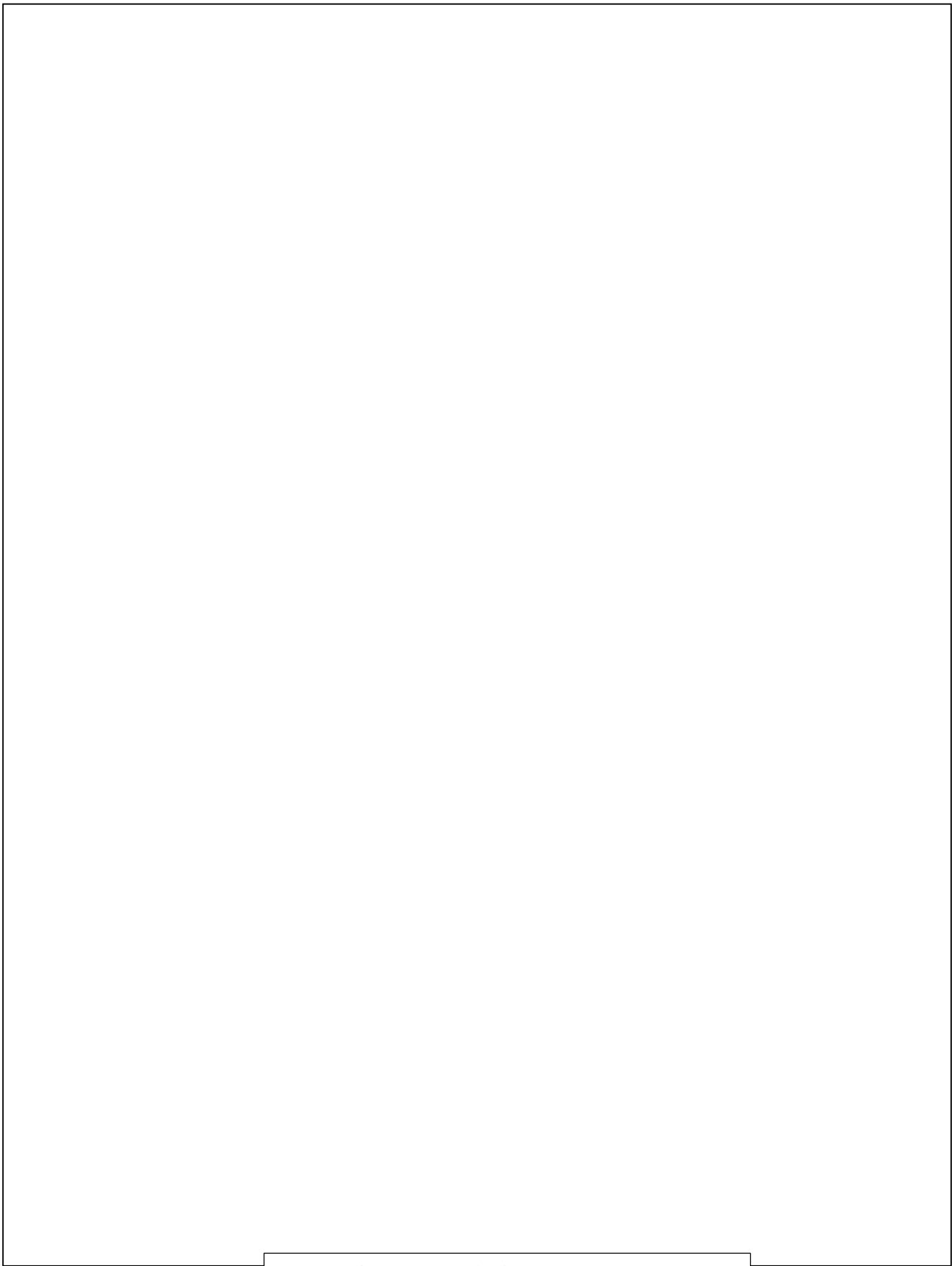
Did you do anything yesterday evening / last weekend? What?

What do you like to do in your free time?

Part 2. **Discussion.** (2- 3 minutes)

**Examiner:** Say to the student(s).





**Part 3: Picture description. (2 – 3 Minutes)**

**Examiner:** Say to the student(s).

### Appendix B. Post –Test sections

<b>Section</b>	<b>Communicative task</b>	<b>Description</b>
<b>Part 1</b>	Oral presentation	At this part, the were asked to do an oral presentation about typical Afro- Colombian food and drinks.
<b>Part 2</b>	Debates and discussion	This task was designed with the objective that students gave their own opinions and suggestions about cultural topic such as racism, slavery a descrimantion. In this stage, participants were asked, to make suggestions, discuss alternatives and make recommendations
<b>Part 3</b>	Description	In this part, the learners had to give a simple description of about a certain cultural element. (Musical instrument, Afro- Colombian food and drinks.) This part of the test allowed students to demonstrate both their range of vocabulary and their ability to organize language in a long turn.
<b>Part 4</b>	Conversation	At this point, participant discussed with the other students about the same topic as the task in Part 2. Besides, students had to talk about their customs, traditions and experiences.

### Appendix C. Interview

<b>CULTURE</b>	
1	What is Afro-culture for you?
2	Do you feel proud of your Afro-Culture?
3	What Afro cultural aspects do you find in your house?
4	“Afro-culture topics are studied in English class”. What do you think about the sentence?
5	Tell us about some Afro cultural customs that you identify in your school.
<b>SPEAKING</b>	
1	How do you feel about speaking English?
2	What does speaking English mean to you?
3	Do you enjoy speaking English in class?
4	Ideally, how would you like to improve your speaking skills?
5	Do you speak English outside class?
<b>CLASS</b>	
1	How do you feel about including topics related to the Afro-culture in class?
2	Tell us about what you learned during the activities.
3	What activities did you enjoy the most? Why?
4	What activities would you suggest to your teacher for English class?
5	What can your teacher do to make class more enjoyable?

## Appendix D. Survey

### Speaking Skill and Afro-Culture survey

This survey intends to find out your opinion on speaking English and the integration of topics about Afro-culture from your experience on the classroom project.

Section 1: Information about speaking skill.

1. How frequently do you like to speak English in class?
  - Always
  - Very Frequently
  - Occasionally
  - Rarely
  - Very rarely
  - Never
  
2. During English class, how frequently do you participate in oral activities?
  - Always
  - Very Frequently
  - Occasionally
  - Rarely
  - Very rarely
  - Never
  
3. Which of the following elements is the most important when you speak English?
  - Vocabulary
  - Grammar
  - Pronunciation
  - Fluency
  - Interaction
  
4. Do you feel afraid about making mistakes when speaking English in Class?
  - Yes
  - NoWhy? \_\_\_\_\_
  
5. When you speak English, do you pay attention to the grammar that you use?
  - Yes
  - NoWhy? \_\_\_\_\_

6. Do you practice speaking English outside school?

Yes.

No.

Why?\_\_\_\_\_

7. What activities do you believe would help to improve you speaking skills?

Conversation groups

Role-play

Storytelling

Presentations

Discussions and Debates

8. Do you think is difficult to speak English?

## Section 2: Information about culture

1. What is Afro-Culture for you?

A life style

Folklore

History

Tradition

Other\_\_\_\_\_

2. Do you feel comfortable talking about Afro-culture during in class?

Always

Very Frequently

Occasionally

Rarely

Very rarely

Never

3. What are the most important cultural aspects to learn about Afro-culture during English class?

- Values
- Music
- Art
- Beliefs
- Gastronomy
- Customs
- Other \_\_\_\_\_

4. Do you enjoy the English class, when the teacher makes activities about Afro-culture?

- Always
- Very Frequently
- Occasionally
- Rarely
- Very rarely
- Never

5. If you have an assignment about the Afro-culture, what would you do to research?

- I ask my family about Afro-culture history in order to learn about my ethnic origins.
- I like to visit the places that represent Afro-culture in town.
- I search on the internet about Afro-culture.
- I prefer to ask people in town about our culture.
- I go to the library to read the books about Afro-culture.

6. Do you think that is important for you to learn about the Afro-Culture during English class?

- Yes
- No

Why? \_\_\_\_\_

7. What do you think about the following statement?

"Afro-culture is an integral part of the cultural heritage of the country."

8. If you could teach a topic about the Afro-Culture in class, what would it be? Why?

9. What does it come to your mind, when someone mentions the term *Afro*?

10. What do you think characterizes the Afro-culture? (Number the next items from 1 to 5 in order of importance)

- Beliefs, values and customs
- Music
- Religion
- Ethnicity
- Language

### Appendix E. Observation format

#### SPEAKING




Session:	Date	Time:	Group:	Number of students:	Grade:
<b>Students' behavior and reactions</b>					
<b>Motivation</b>	<b>Participation</b>	<b>Distraction</b>	<b>Body language</b>		
<b>Students' questions, reflections, discoveries</b>					
<b>Type of vocabulary in conversations</b>					
<b>Students' pronunciation</b>					
<b>Topics discussed</b>					



**CULTURE**

Session:	Date	Time:	Group:	Number of students:	Grade:
<b>Students' behavior and reactions on culture</b>					
<b>Students' customs, values and beliefs</b>					
<b>Type of Afro-culture vocabulary in conversations</b>					
<b>Students' perceptions on Afro-Culture</b>					

## Appendix F. Consent form

 O	<b>Formato de consentimiento informado</b>	
<b>AFRO- ENGLISH PROJECT</b> —	<i>INSTITUCION EDUCATIVA TECNICO EL ORTIGAL</i> <i>SEDE PRINCIPAL INSTITUTO TECNICO EL ORTIGAL</i> <i>RESOLUCIÓN No. 0482 DE ABRIL DE 2004</i> <i>NIT. 891.501.593 – 9</i> <i>COD. DANE. 219455000370</i>	

\_\_\_\_\_ alumno (a); del grado \_\_\_\_ y de \_\_\_\_\_ años de edad, acepto de manera voluntaria que se me incluya como sujeto de estudio en el proyecto de investigación denominado: **AFRO-ENGLISH CLASSROOM PROJECT, AS AN ALTERNATIVE TO IMPROVE THE SPEAKING SKILL OF NINTH GRADERS, FROM INSTITUCIÓN EDUCATIVA TÉCNICO EL ORTIGAL (I.E T. O) SCHOOL**, luego de haber conocido y comprendido en su totalidad, la información sobre dicho proyecto, riesgos si los hubiera y beneficios directos e indirectos de mi participación en el estudio, y en el entendido de que:

- ✚ Mi participación como alumno(a) no repercutirá en mis actividades ni evaluaciones programadas en el curso.
- ✚ No habrá ninguna sanción para mí en caso de no aceptar la invitación.
- ✚ Puedo retirarme del proyecto si lo considero conveniente a mis intereses, aun cuando el investigador responsable no lo solicite, informando mis razones para tal decisión en la Carta de Revocación respectiva si lo considero pertinente; pudiendo si así lo deseo, recuperar toda la información obtenida de mi participación.
- ✚ No haré ningún gasto, ni recibiré remuneración alguna por la participación en el estudio.
- ✚ Se guardará estricta confidencialidad sobre los datos obtenidos producto de mi participación, con un número de clave que ocultará mi identidad.
- ✚ Si en los resultados de mi participación como alumno se hiciera evidente algún problema relacionado con mi proceso de enseñanza – aprendizaje, se me brindará orientación al respecto.
- ✚ Puedo solicitar, en el transcurso del estudio información actualizada sobre el mismo, al investigador responsable.

Lugar y Fecha: \_\_\_\_\_ Nombre y firma del participante: \_\_\_\_\_

Nombre y firma de quien proporcionó la información para fines de consentimiento

TESTIGO 1: Nombre: \_\_\_\_\_

TESTIGO 2 Nombre: \_\_\_\_\_



## Appendix G. Didactic sequence

	<b>MODULE 1: OUR ROOTS</b>	
	<b>Unit 1: BUILDING IDENTITY</b>	
<b>AFRO- ENGLISH CLASSROOM PROJECT</b>	<i><b>INSTITUCION EDUCATIVA TECNICO EL ORTIGAL SEDE PRINCIPAL INSTITUTO TECNICO EL ORTIGAL RESOLUCIÓN No. 0482 DE ABRIL DE 2004 NIT. 891.501.593 – 9 COD. DANE. 219455000370</b></i>	

Lesson	Linguistic functions	Vocabulary	Cultural elements	Speaking	Grammar	Pronunciation	Resources
Lesson 1	Expressing what happened around particular time in past.	Expressions related the past	Afro- culture history	Telling a story.	Simple past (regular verbs)	Past “ed” endings [t], [d]	Posters Board Markers Workshops Flashcards Video bean Computer
Lesson 2	Ask and answer about past events	Words related to social facts.	Racism.	Presenting ideas on how avoid racism in Colombia	Wh questions with simple past tense	Word stress questions. Did you....?	
Lesson 3	Expressing and Supporting Opinions		Slavery in America	Debating about slavery in Colombia.	Irregular verbs in past	Voice Consonant sounds	
Lesson 3	Describe the afro- Colombian food.	Food	Afro- Colombia Typical food and drinks.	Conversation: ordering food in a restaurant.	Adjectives. Countable and uncountable nouns	The sounds [ð], [θ], [s], [z]	
Lesson 4	Expressing what people are wearing at the moment.	Clothes	Afro –Clothes and hair style	Ask questions about how afro-people dress up	Present progressive	Vowels sounds [æ], [ɪ] [e], [ɒ]	
Lesson 6	Narrating rituals and afro ceremonies	Expressions related to celebrations	Rituals and ceremonies	Discussing about special occasion and how you celebrate	Questions and answers	Likes, doesn't like intonation	
<b>Lesson 7</b>	Talk about the main Afro-Colombian dances and music	Musical instruments	Afro-Colombian dances and music	Describing your favorite musical instrument and Afro-Colombian dances.	Present simple tense (Affirmative interrogative and negative). Prepositions	Voiceless Consonant sounds	
<b>Lesson 8</b>	Comparing and contrasting ways of life	Adjectives	Comparing Afro-Americans and Afro-Colombian people	Do an oral presentation comparing facts of the Americans and Afro-Colombian people.	Comparative y superlatives	Phonemes [ei], [ai], [au] (diphthongs)	
<b>Lesson 9</b>	Talk about special occasions	Words related to festivals	Festival and traditions	Roleplaying meeting someone.	Quantifiers	Semi-vowel sounds	
<b>Lesson 10</b>	Reporting on what people said	Slangs	United stated culture and traditions.	Role play between a Colombian an a foreign	Reported speech.	Intonation: Questions vs. Statements	

