

**Improving 10th graders' listening comprehension through  
vodcasts within an intercultural environment**

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## **Abstract**

The present pedagogical proposal employed vodcasts to enhance listening comprehension in 10th graders through a remote English learning process based upon an intercultural approach. Thus, this proposal was developed on the basis of a well-founded literature review, trustworthy theories and enriched by the creation of vodcasts set up on Google classroom sessions with the aim of suggesting feasible solutions to the main difficulties in terms of listening skill identified in the tenth graders of the Cedit Guillermo Cano Isaza school. Thereby, the proposal was developed as of the first half of 2020 at the beginning of the COVID-19 pandemic, which did not allow implementing it in the students during prolonged in-person interventions. Notwithstanding this limitation, this proposal was carried out through virtual settings on Teams, which facilitated an intercultural English learning that combined listening with intercultural topics, since language is bound to culture, allowing individuals to develop their intercultural communicative competence to interact with others, despite their linguistic and cultural boundaries; in a nutshell, the teaching of a foreign language also requires the teaching of its cultural component (Pryshlyak & Lupak, 2019). In this fashion, some preliminary findings showed that the students' attempt to comprehend spoken English is a first step to improve listening; furthermore, listening to phonetical unit inputs allows them to differentiate between English accents, and debate forums permit the students to give opinions about cultural topics respectfully. However, it was also found that the students partially constructed their own knowledge and their social interaction in synchronous classes to validate knowledge was low.

**Key words:** Listening Process, Intercultural Approach, Vodcasts, Google Classroom.

## Chapter I

### Approach to the Context and Problem Statement

This section is aimed at characterizing the context and situation of a cohort of one hundred and twenty 10th graders<sup>1</sup> of the Cedit Guillermo Cano Isaza school, a characterization which in fact entails a comparison with some ascertainable information that emerged during an attempt to at least characterize theoretically a school population of 10<sup>th</sup> graders due to the impossibility to carry out in-person field observations because of the COVID-19 confinement at the beginning of the development of this proposal. However, once weekly virtual meetings with the tenth graders on Teams were settled every Monday from 4 to 6 o'clock in the afternoon, an actual characterization of this student population was eventually possible through an interview via WhatsApp with the Guillermo Cano Isaza school's tenth graders' English teacher of the afternoon shift.

In this spirit, the aforementioned school is briefly described to subsequently analyze some of the main features that this target population of tenth graders has; namely, their age, their human development period, their type of school, their geographical provenance, their academic knowledge, their educational expectations, their perception toward school, their social reality inside school, their time use, and their academic proficiency.

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<sup>1</sup> This number of students varied in each virtual encounter depending on their access to either technological devices or internet connectivity.

## **Colegio Técnico CEDID Guillermo Cano Isaza**

The Colegio Técnico CEDID Guillermo Cano Isaza is a public school situated on Carrera 16 C N° 62 - 35 Sur, in the Meissen neighborhood of the southern locality of Ciudad Bolívar, Bogotá, Colombia. This school has been providing educational services since March the 20<sup>th</sup>, 1987 to its surrounding community at levels of schooling that range from kindergarten to high school in morning, afternoon, and night shifts. In this fashion, from its technical vocation, this educational institution fosters human rights, respect for life and freedom of expression; inasmuch it has as mission to educate young boys and girls able to perform their autonomy with social responsibility, bearing in mind their academic, technical and humanistic competences, as well as it has as vision to be a technical institution renowned for the quality, efficiency, and efficacy of its educational processes.

### **Target Population: 10th Graders**

With respect to tenth graders' age, according to a report about Colombia's educational system carried out by the OCDE, as these students are supposed to be in the "Educación Media" level—only two school years: 10<sup>th</sup> and 11<sup>th</sup>—then they are expected to be aged around 15 or 16 years old (Organización para la Cooperación y el Desarrollo Económicos, 2016). Likewise, according to the interview with the Guillermo Cano Isaza school's tenth graders' English teacher of the afternoon shift, it was found that their average age ranges from 15 to 17 years old that corresponds to the fifth cycle or course of Educación Media, for which there are very few or definitely there are not

any students with an overage condition at present. Therefore, with the implementation of this proposal, there was a pedagogical work with a target population composed of 10th graders, whose ages were confirmed to range from 15 to 17 years old.

Considering the above information and in accordance with Steinberg's assertions (2011), individuals aged 13 to 18 are in a transition period of both biological and psychological changes known as adolescence—more precisely in middle adolescence. Thereby, it was presumed that perhaps apart from the biological changes typical of adolescence, some individuals of the target population of this proposal (aged 15 or 17) were currently undergoing several behavioral changes that are (in the opinion of Steinberg, 2011) due to their family conflicts, teenagers' getting into troubles because of drug consumption, delinquency, irresponsible sex and opposition to any kind of authority, and even given some youngsters, who in search of their own identity, end up caring about their peers' forcing them to fit in. In this manner, conforming to what was reported by the Guillermo Cano Isaza school's tenth graders' English teacher, her students are, in effect, experiencing behavioral changes typical of adolescence, which have increased due to the current COVID-19 lockdown, inasmuch not only are they being influenced even more by the internet and social networks, but also by family conflicts that negatively impact on their now virtual academic performance.

On the other hand, it was important to know the geographical provenance of these 10<sup>th</sup> grade students. In this sense, there is a high proportion (84%) of Colombian students enrolled in Educación Media schools that are located in urban zones (Organización para la Cooperación y el Desarrollo Económicos, 2016). Similarly, based on the interview with the English teacher of Guillermo Cano Isaza school's tenth

graders, it was evinced that the vast majority of her students live in the urban zone of Bogotá, including many of them who live in the residential outskirts of the city or highland suburbs difficult to access. Nonetheless, because of the current COVID-19 pandemic, a few of these students have left for the countryside temporarily. Thus, certainly the target population of this proposal; that is 10th graders, was characterized by being mostly urban.

Besides, what 10th graders should know at their schooling level was a paramount concern to take into account. In this fashion, since Educación Media aims to prepare students to be accepted in both higher education and the productive sector, then they are demanded to learn in depth areas of education such as science, arts, humanities (foreign languages), economics, politics, philosophy and ethics, in addition to other areas like agriculture, mining, ecology, informatics, health, tourism or sport, depending on the academic or technical emphasis that a school has (Law 115, 1994).

Correspondingly, as stated by the Guillermo Cano Isaza school's tenth graders' English teacher of the afternoon shift, the students are required to take one of these three technical subjects or specialty with practicum assisted by the SENA; namely, accountancy and finance, agri-food industry, and electromechanics and design, which are studied from ninth grade during full studying days, two or three days a week. On this account, this target population of 10th graders had as an important characteristic the study of a wide, assorted, and deep range of academic subjects, which are expected to be beneficial for their subsequent university studies and work activities.

Apart from that, it is relevant to have knowledge of 10th graders' educational expectations for the future. In this regard, according to a study about Colombia's perceptions on education conducted by the Ministerio de Educación Nacional [MEN] Colombia's Educación Media students have a great expectation regarding their studies, as 100% of them expect to finish their school education; even though only 77% of them expect to pursue a university career (Ministerio de Educación Nacional, 2002). In like manner, from the interview with the Guillermo Cano Isaza school's tenth graders' English teacher of the afternoon shift, it was confirmed that her students reflect Colombian students' reality because, despite the fact that most of these tenth graders finish their school studies successfully, only a small number of them succeed in acceding to university, since finding a job soon to help with their household expenses is the greatest concern of the majority. Thereby, this target population is differentiated by their noticeable general intention of finishing at least their secondary education.

Moreover, it was meaningful to realize the perception that 10th graders have in regard to their school and academic community. On this matter, Colombian students of the public sector usually feel comfortable and at ease with their school, as according to the above-mentioned study conducted by the Ministerio de Educación Nacional, 93% of them reported being part of the educational community and claimed to value the education they receive at their schools, wherein they are treated right and their ideas and initiatives are taken into consideration (Ministerio de Educación Nacional, 2002). Comparably, according to the Guillermo Cano Isaza school's tenth graders' English teacher of the afternoon shift, the target population of this proposal stated a satisfactory perception regarding their school, considering that not only do they have high

expectations to learn and get ahead in the future, but their families believe in the education they receive as well. Then, this 10th graders target population is distinguished by having an overall favorable and optimistic perception of both their school and the education taught in it.

However, 10th graders' favorable perception of their school is one thing, but their daily social reality inside school is quite another. That is to say, among Colombian school students, it was found that 20,5% of them have been subjected to aggression, assault and any sort of violence at school (Suárez, 2018). Evidently, this social reality inside school has been also present among the target population of this proposal, since their English teacher revealed that there have been some bullying situations in the shape of arguments, insults, and physical assaults during in-person classes that have not reached judicial instances but have been solved inside their school with the aid of teachers. For this reason, the 10th graders of the Guillermo Cano Isaza School have not been unaffected but exposed to some social issues that are common to take place within today's public schools.

Furthermore, 10th graders' time use has to do with their socioeconomic status. By way of illustration, according to the report of the OCDE, it was found in Colombia that 12% of public school students between 15 and 19 years old alternate their studies with work, since they belong to low-income families (Organización para la Cooperación y el Desarrollo Económicos, 2016). Notwithstanding, due to the COVID-19 pandemic and the subsequent confinements, the fact of tenth graders alternating their studies with work could not be proved among the target population of this proposal, but in the words of their English teacher during an interview, "As there's no way to go out, they watch

more TV, spend more time on social networks and video games [...] some of them have learned how to cook [...] and they are more sedentary” (J. Bernal, personal communication, April 4<sup>th</sup>, 2021). As a consequence, the current crisis due to the pandemics not only has worsened these tenth graders’ socioeconomic status, but also their lifestyle as they devote more time to sedentary activities.

Ultimately, most of Colombia’s Education Media students of the public sector have inadequate basic competences compared with their economically advantaged counterparts of the private sector, who have attained 32% and 68% of academic performance in the Saber 11 test respectively in 2013. Thus, a substantial proportion of urban zone students does not finish their Educación Media due to socioeconomic factors, and 82% of them finish their whole studies (Organización para la Cooperación y el Desarrollo Económicos, 2016). In spite of this generalized Colombia’s Education Media context, according to their English teacher, the basic competences and academic performance of Guillermo Cano Isaza school’s tenth graders tend to vary depending on the individual; although the competence in the English language is generally low among tenth graders (A1 or less). Likewise, the majority of them finish their Educación Media and those who do not is mostly due to school dropouts, which also tend to vary depending on the individual’s reasons, e.g. disinterest, rebelliousness, lack of parents’ guidance or dysfunctional families. Hence, as it was expected, thanks to the interview with the Guillermo Cano Isaza school’s tenth graders’ English teacher of the afternoon shift, it could be determined that this target population has lower academic proficiency levels, specifically in the English language, that according to a study conducted by the EF Education First, an international company cited by El Tiempo, it was found that

Colombia's English proficiency level is one of the lowest within Latin America ("Colombia, Entre Los Países", 2019).

### **Data Collection**

According to Sajjad (2016), data collection is the technique or procedure consisting in the methodical accumulation of information of utmost importance to a particular study or project. Thus, data collection helps to obtain proofs and evidence which, in turn, contribute to the development of analysis and outcomes. However, due to the characteristics and circumstances in which the present proposal had been carried out, the data of interest here was basically qualitative. Therefore, it means that the information gathered throughout this project was mostly verbally descriptive (words and sentences), although some numerical data (quantitative) emerged. In this manner, the data collection methods employed in this proposal primarily utilize a method of secondary data collection; that is, the secondary data analysis. On the other hand, this proposal also comprises methods of primary data collection; namely, interviews, surveys, and observations.

### ***Secondary Data Analysis***

As stated by MacInnes (2017), secondary data analysis or archival study is a research method that implies the usage of information and evidence (usually quantitative) that other individuals have gathered previously. In addition to that, this is a relatively easy method for researchers to use, considering that the internet, computing

and software in conjunction with social surveys have increased both the amount and diversity of available information as well as its access and usage. Correspondingly, a large proportion of this proposal required to consult primary sources in order to develop not only sections that are normally conceptually constructed such as the literature review or the theoretical framework, but also the contextualization of the 10<sup>th</sup> graders target population, given the impossibility to perform observations to students at the beginning because of the current confinement that they are experiencing.

### ***Interviews***

Barrett & Twycross (2018) point out that interviews are methods quite distinctive in qualitative studies, with which researchers acquire precise, authentic, and detailed data with respect to a given matter of interest. Then, interviews have been generally performed in face-to-face encounters, even though the employment of technological devices for interviewing someone remotely has increased nowadays. In this fashion, two types of interviews may be carried out: open or unstructured interview and structured interview. The former requires a single question without following a prewritten schedule, while the latter demands a questionnaire to enquire about key aspects of a subject of concern. Accordingly, interviews were also a method employed in this project, since a structured interview via WhatsApp with the Guillermo Cano Isaza school's tenth graders' English teacher of the afternoon shift allowed obtaining enough information through a questionnaire to contextualize the target population of this proposal.

## ***Surveys***

According to Robinson & Leonard (2019), surveys are methods often made up of a set of closed-ended questions with several answer options, which are applied to a certain number of people called respondents through different means such as phones, e-mails, and any other website. The main purpose of surveys is to gather non-existent information in database, either from an entire population or a small number of people named sample, from whom attributes such as demographic characteristics are found out, behaviors, abilities, knowledge, and skills are identified, as well as attitudes, beliefs, feelings, awareness, opinions, and preferences are revealed. In this respect, a simple survey was applied to the Guillermo Cano Isaza school's tenth graders through Google Forms before the implementation of the vodcasts, so as to know their understanding of these instruments, the pronunciation of the English consonants and vowels as well as their knowledge about the culture of the countries addressed in the vodcasts

## ***Observations***

As claimed by Martin & Hanington (2019), participant observations are methods characterized by having researchers get involved in a community during a significant amount of time, in which they can witness facts and events of the community members, realizing the way they behave and interact with one another and make use of language. Nevertheless, it is worth mentioning that despite the fact that at no time were previous observations carried out at the beginning of the present proposal, subsequent participant observations were conducted during the application of the instrument—the

vodcasts. In this sense, apart from performing a teacher role, a full participant-observer role was also performed during the classes, which facilitated the creation of connections and empathy with the Guillermo Cano Isaza school's tenth graders. Thereby, the usage of video/audio recordings and field notes were considered in order to register students' behavior, class performance, interaction, use of language and motivation, which were essential to formulate final conclusions for this proposal.

### **Approach of the Problem**

One of the main goals of the current National Government for the period 2018-2022 is to produce new opportunities for Colombia's school population through learning a foreign language. In this regard, Colombia's education system has an enormous challenge, since it is expected to strengthen and guarantee a comprehensive education so that students can achieve a B1 level proficiency in English, once they have finished 11th grade. Indeed, this has been a national policy that has its roots with the General Law of Education of 1994, and since 2004, the National Program has sought that Colombia's school students achieve a B1 level in English, once they have finished their school education. Nevertheless, only 4.3% of the intended 50% of eleventh graders had reached a B1 level in 2018 (Colombia Aprende, 2016). In conjunction with this, the fact of not achieving that level might be reflected in the performance of communicative skills, particularly listening, which is the target skill of this proposal.

Besides, nowadays it can be seen that neither do many Colombian English teachers employ suitable methodologies and appropriate strategies (Torres and Cuesta,

2019), nor many Colombia's public schools use technological resources that allow the development of the English skills and foster the learning of communicative competences in L2 (Hernández et al., 2018).

Therefore, this pedagogical proposal was designed to target its attention toward 10th graders, who are adolescent students undergoing a critical and complex period of their life that may have an impact in their interest and motivation to learn (Guale et al., 2019). In this manner, the introduction of a proposal based on a technological resource such as vodcasts is required to improve an important English skill like listening in today's students. Indeed, listening is one of the skills in which students have important shortcomings, that is to say, limitations in terms of aural comprehension, which do not allow them to make some progress for instance, when it comes to discriminating between English consonantal or vowel sounds, differentiating minimal pairs, recognizing several English phonological processes, familiarizing with the main standard English accents (British and American) or recognizing words and understanding their meanings.

### **Justification**

The purpose of this pedagogical proposal was to enhance 10th graders' listening comprehension in the English language, with which encouraging an appropriate intercultural learning process among these students regarding this language skill was also expected.

On the other hand, since listening is a skill that belongs to linguistics, then it is linguistics the field of study that theoretically supported this proposal and gave it

credibility and reliability as well. Besides, its implementation was justified in relation to the expectation that the national government has with regard to 11th graders who are envisioned and required to reach a B1 level in English. Moreover, it was justified taking into account the lack of intercultural communicative competence in individuals for the acknowledgment and respect of the otherness that leads to improving the daily coexistence among people culturally different, as it is conceived in Colombia's national constitution (Ministerio de Cultura, n.d.). Furthermore, the employment of vodcasts in this proposal was also justified according to the purpose of the Ministerio de Tecnologías de la Información y las Comunicaciones (Min TIC) about facilitating children's integration into the world through the usage of innovative technologies in their learning process (Ministerio de Tecnologías de la Información y las Comunicaciones, n.d.).

As a consequence, the importance of the present proposal consisted in getting students to enhance their listening skill in English, a skill in which, as stated by Brown (2016), today's public school students face serious obstacles when learning this target language, since they often listen to the sounds of a foreign language which are not organized in the same way as the sounds of their mother tongue, being also harder to English learners to determine what English speakers mean when speaking.

## **General Objective**

To improve 10<sup>th</sup> graders' listening comprehension within an intercultural environment.

## **Specific Objectives**

1. To foster students' interest in English phonetic features produced by English speakers.
2. To have students employ vodcasts with English speakers interacting in intercultural situations.
3. To enhance students' both linguistic and intercultural communicative competences.
4. To prompt students to express themselves toward intercultural topics.

## **Chapter II**

### **Theoretical / Legal Framework and Literature Review**

This chapter is about the conceptual foundations or bases with which the present proposal was developed. In this manner, several pedagogical concepts are described and some legal aspects related to education are addressed, as well as the content of various local, national, and international thesis that contributed to the development of this proposal are dealt with in this section.

#### **Theoretical Framework**

##### ***Listening Process***

As Solak and Erdem (2016) assert, listening is an active and very performed interactional process in which there is a listener who builds meaning from a stream of sounds, that is to say, an individual attempts to attribute meaning to the spoken words produced during a speech or oral communication, with the aim of comprehending a given message and responding to it properly. In this fashion, listening is a paramount process inside communication tied to speaking, since it requires that listeners understand an input at a suitable level. On the other hand, listening and hearing, although related physical processes, are considered distinct, as hearing is passive and natural while listening is active, mental, and learned.

Additionally, according to Halone et al. (1998, as cited in Worthington and Bodie, 2018, p.3), listening is a multifunctional construct made up of three main processes: an

affective process, a behavioral process, and a cognitive process. The first has to do with the motivation to attend to others, the second concerns with verbal and non-verbal feedback, and the last involves attending to, understanding, receiving, and interpreting content and relational messages. Therefore, although listening is a process that may appear quite complex and challenging to language learners, this proposal aimed at enhancing the listening comprehension of its 10<sup>th</sup> graders target population through the employment of vodcasts and other supplementary strategies (comics, debate forums, games, and songs) in order to firstly motivate the students to attend to English speakers of the vodcasts who talk and interact in their culture to gradually have them give verbal and non-verbal feedback regarding what they could understand and interpret from the listening and intercultural contents watched in the vodcasts.

### ***Intercultural Approach***

As stated by Hua (2019), this approach consists in being aware of the language of a social group and its cultural heritage as a pedagogical tool to really grab students' curiosity and put into context the target language, so that listening, speaking, writing, and reading can remain the central language skills to be developed. Thus, based on the assumption that language and culture are related, the aim is that through learning another language, learners can come into contact with facts and practices of the societies in which the target language is spoken. Thereby, with the contributions of cultural anthropology since the decade of the sixties, it has been demonstrated that culture is not just a matter of facts and statistical information, but it is also the manner with which people share invisible aspects of their social life. Furthermore, the

importance of this approach resides in the influence that, as an essential component of the communicative competence, culture has on the spoken and written language despite being invisible and not easily accessible, since it is embedded in all aspects of language use from formulaic and rituals (greetings) to literacy development, and from content to structure.

Ultimately, the intercultural approach seeks not to replace learners' own language and culture but familiarize them with the cultural codes embedded in the target language in a given communicative context, as well as getting learners to turn into intercultural speakers able to participate and move among different linguistic and cultural systems. Accordingly, it is feasible to improve listening comprehension skill within an intercultural approach, particularly because vodcasts are technological and audiovisual devices with which not only may students improve their listening skill, but also, they may enhance their intercultural communicative competence by watching some people interacting in English within their own local culture. In this manner, three aspects were expected to be spanned at once with this proposal: the linguistic aspect, the cultural aspect, and the technological aspect as well.

### ***Intercultural Communicative Competence***

According to Fantini (2020), the Intercultural Communicative Competence or ICC is a set of complex abilities that an individual needs when it comes to interacting effectively and appropriately with other individuals with different languages and cultures. Thus, its development, which is an ongoing and longitudinal process, requires three

dimensions (relations, communication, and collaboration), four areas (attitude/affect, skill, knowledge, and awareness), target language learning for intercultural entry and acceptance, and it is improved through discussion, introspection, and reflection.

Thereby, one very important goal of ICC is to foster tolerance, respect, and understanding among all people from everywhere in the world, wherein there are ethnic minorities that have, because of globalization and the subsequent diverse societies, to deal with intercultural issues constantly.

On the other hand, so as to attain such a goal mentioned above, it is essential the “effective” functioning in a host culture, which is determined by both one’s view of someone else’s performance belonging to the host culture and the hosts’ view of their own culture; in other words, the etic perspective or outsider’s viewpoint and the emic perspective or insider’s viewpoint, respectively. However, it is worth highlighting the fact that one’s effective and appropriate functioning as an acceptable and participating member in the host culture is frequently related to the hosts’ perspectives or judgments, and it also depends on one’s learning of the target language in which emic thoughts are encoded to transcend one’s native paradigm and worldview and understand the emic view of another culture.

In addition to that, the Intercultural Communicative Competence not only requires academic and cognitive development, it also demands experiential and affective development as well, but bearing in mind that despite ICC favors diversity at home and abroad and is aimed at both English speakers and other language speakers, it is challenging, it may never be fully achieved and does not mean a global competence, which is something unattainable due to the fact that anyone can become interculturally

competent in one culture at a time, not globally competent everywhere, all the time. Notwithstanding, with the implementation of the vodcasts, several aspects of the Intercultural Communicative Competence were expected to be reinforced in the target population of this proposal, particularly their attitude, knowledge and awareness of other types of culture based on their own etic perspective as outsider viewers and through a process of discussion, introspection, and reflection in the English language to be more tolerant, respectful, and understanding toward the otherness.

### ***Byram's Classification of Competence***

Byram et al. (2001) proposed a model in which four elements or *savoirs* of the Intercultural Communicative Competence appear. Such *savoirs* are sets of knowledge, products and practices, which are classified as follows: *savoir être*, *savoir comprendre*, *savoir apprendre/savoir faire*, and *savoir s'engager*.

Firstly, *savoir être* refers to the attitudes of curiosity, openness and readiness to suspend disbelief or start believing in something not believable of another culture and one's own culture as well. It also implies stopping assumptions about what is normal and abnormal, right or wrong, but being willing to accept that there are other norms. Besides, *savoir comprendre* is the ability to interpret and explain a document or event belonging to a different culture as well as comparing them to one's own, in order to discover their different meanings, structures and rhetorical impact.

Moreover, *savoir apprendre/savoir faire* is the ability to obtain new knowledge from another social group, its cultural practices, and the dexterity to handle knowledge,

attitudes and skills under the pressure of a communication and an interaction happening here and now. Furthermore, *savoir s'engager* is the ability to have critical cultural awareness to evaluate, on the basis of clear criteria, perspectives, practices, and products in one's and other peoples' countries and cultures. It is the most significant of the *savoirs*, which requires learning situations, assessments provided by teachers, students' reflection and criticism toward the way of living of other cultures and their distance from judgments. Hence, since one main purpose in this proposal was to improve 10<sup>th</sup> graders intercultural communicative competence, then the employment of vodcasts was conceived as a pedagogical strategy that facilitated to develop the four *savoirs* of this competence, due to the fact that the cultural content of vodcasts shows to students that there are other people with other cultural practices, it encourages learners to interpret these cultural practices, and it not only allows them to learn new knowledge from such practices, but also to acquire a critical cultural awareness to evaluate them.

### ***Vodcasts***

As claimed by Meng (2005), VODcastings (the "VOD" stands for "video-on-demand") also called vlogging, video podcast or vidcast, are digital application tools of the 21st century that provide interactivity and collaboration enhanced through technology, whose content is video plus audio, and the content is more likely to be played on a laptop and similar devices. In like manner, McGarr (2009) describes vodcasts—by the name of podcasting— as audio/files in digital format, which may be obtained from the web or shared with others through computers or any other

technological device that allows the individual to take online information along. In this manner, vodcasts were the technological tool envisioned in this proposal to improve tenth graders' listening comprehension by having them watch foreigners from different countries using the English language while interacting with one another in their local cultural context.

## **Legal Framework**

### ***Common European Framework (CEF)***

With respect to the approach adopted by the Common European Framework, the present proposal was in accordance with such an approach that is basically an action-oriented one, in which language learners are considered to be social agents, that is to say, members of a society who must fulfill a task within circumstances, environment and field of action, or rather within a social context that provides full meaning. Thus, this approach takes the cognitive resources into consideration, considering knowledge as both academic and empirical. Regarding this latter, it has to do with day-to-day living and the values of a given social group from different places, such as religious beliefs, taboos, assumed common history, which may vary in the individuals. On the other hand, within the communicative language competence that the Common European Framework aims to enhance is the sociolinguistic competence, which is related to the sociocultural conditions of language use and affects language communication among people with different cultural backgrounds (Common European Framework, 2002). Nonetheless, despite the fact that this proposal was intended to improve a language

skill (listening) of a specific language (English), it has a strong emphasis on the cultural and intercultural parts of language, for which it coincides with the Common European Framework in terms of employing language for communicative purposes and encouraging proficiency in language and culture.

***Ley 115 de Febrero 8 de 1994 (General Law of Education)***

The Ley General de Educación envisages, among other things, developing students' critical, reflective, and analytical capacities in order to improve the cultural aspect and the quality of life of Colombia's population as well as helping to find other possible solutions to problems for the social progress of the country (Law 115, 1994). Accordingly, this proposal aligned with the aforementioned law considering that both contemplate that not only may students enhance their linguistic competence, but their intercultural communicative competence as well, in order that they can become individuals socially critical and reflective.

***Estándares Básicos de Competencias (EBC) en Lenguas Extranjeras:***

***Inglés***

The present proposal was significantly aligned to these public criteria for the basic levels of quality of school education which, in turn, is a right that Colombian young learners have. Thus, in regard to the relation between learning a language and personal development, the Estándares Básicos de Competencias claim that an individual may have the possibility to learn how to value and respect their own world and other cultures

as well as enhancing their social interactions. Likewise, the EBC state that learning a language also implies learning about social and cultural elements that are important when it comes to having social relations with other generations, genres and social groups with whom language is used within different contexts and situations, so that the speaker can understand and interpret their reality (Ministerio de Educación Nacional, 2006). Having said that, it was a paramount concern for this proposal to have students expand the cultural knowledge embedded in the language they learn, so that they can establish interpersonal relations and feel sympathy toward what is different.

## **State of the Art**

### ***Local Literature Review***

Searching for previous local works, three studies were found. The first one named *Fostering intercultural awareness through vocabulary activities in an EFL classroom* carried out by Bohórquez (2018) was intended to analyze the impact that vocabulary activities had on students' intercultural awareness and knowledge about some cultural aspects of other countries. The target population was 31 first grade students aged 8-9, from Prado Veraniego Public School, Bogotá, in which they had attained a very little basic English level and acquired a very narrow intercultural awareness of the world around them. Thus, it was found that through an intercultural English teaching, it was possible to have students be aware of cultural matters and encourage empathy in them toward other different cultures as well as strengthening their Colombian cultural identity by comparing their culture to other foreign cultures.

Therefore, this work was important for this proposal because it gave an account of the importance that the intercultural component of language has in today's English teaching.

The second study found was *Audiovisual resources to enhance listening comprehension of EFL third graders* conducted by Angarita (2017). It was aimed at investigating the benefits that would represent audiovisual resources to students' listening comprehension. The population consisted of 36 third grade students aged 8-10 from San José de Castilla School in Bogotá, who underwent a lack of instruction understanding, basic English vocabulary, and motivation toward the learning of this language. In this manner, it was found that through audiovisual resources, it could be feasible to improve students' listening comprehension and increase their motivation to learn a second language, and also to use audiovisual resources as amusing tools to develop their communicative skills. Hence, this study was important for this proposal because it provided data about the usage of audiovisual materials to improve school students' listening comprehension in the English language.

The third study found was *Developing communicative activities for fostering listening and social skills in an inclusive EFL classroom* performed by Poveda (2016). It was intended to prove if listening skill could be taught through communicative activities to consolidate an inclusive classroom. The target population was 34 Prado Veraniego School's second graders aged 5-9, who not only had a deficiency in their English level, but they suffered from cognitive illnesses that affected their learning process as well. In this fashion, it was found that it might be viable to augment students' attention by using a variety of materials (videos, images, etc.), interacting, and communicating short ideas

no matter their mistakes. Consequently, this study was important for the present proposal because it found evidence that listening skill can be taught through communicative activities to encourage an inclusive and bilingual classroom.

### ***National Literature Review***

This section makes reference to the previous national studies conducted on the fields of interculturality, audiovisual resources, and listening skill. In this vein, three studies were found. The first one named *The implementation of intercultural communication awareness in the language classroom to increase communication across cultures: a mixed-method case study* carried out by Rodríguez (2017) was intended to analyze how students internalized culture so that they could complement language skills and subskills within the target language. The population was 33 sixth-level students from the Language Institute of Universidad del Norte in Barranquilla. Thus, it was found that through the implementation of intercultural communication awareness strategies, it could be possible to enhance students' intercultural awareness, teach the way they could behave in a more culturally appropriate fashion with foreigners and raise the consciousness that language should be improved in order to avoid misunderstandings when communicating. Therefore, this work was important for this proposal because it gave facts about the significance that language and intercultural awareness have in today's communication.

The second study found was *Using video materials to help EFL learners facilitate their listening comprehension skill* conducted by Grandisson (2020). It was aimed at

investigating the advantages of using audiovisual materials in students' listening comprehension. The population consisted of 33 students whose ages ranged between 13 and 15 years old and who studied at a public school in Medellín, in which they had three hours of English classes a week and their English level was A1. In this manner, it was found that through the usage of video materials, it might be feasible to activate different cognitive processes in students to observe the paralinguistic elements of the communicative context, make mental associations between images and words, and enrich other aspects of the language such as pronunciation and vocabulary. Hence, this study was important for this proposal because it supplied valuable information on the impact that the use of video materials may have in facilitating L2 listening comprehension.

The third study found was *Improvement of listening skill in two different eighth graders from a public school in Cali* performed by Botero and Quintero (2017). It was intended to analyze how the listening learning process was improved in school students. The target population was 65 eighth grade students between 11 and 14 years old, who studied at INEM Jorge Isaacs School, whose English proficiency level was low and their classes were mainly focused on grammar, vocabulary, and translation. Thereby, it was found that the lack of materials and equipment did not allow developing listening activities, besides the fact that classrooms size and acoustics meant several challenges when teaching listening, which was one of the hardest skills to teach and develop in the context of Colombian public schools. Consequently, this study was important for the present proposal because it confirmed that listening is a language skill that should be reinforced in today's schools for students' proper English learning.

## ***International Literature Review***

In the search for previous international works, three studies were found. The first one named *Enhancing intercultural communicative competence through online foreign language exchange: Taiwanese students' experiences* carried out by Lin et al. (2017) was intended to investigate students' experiences of intercultural and foreign language learning through a six-month online language exchange. The target population was 30 eighth grade students aged 13 at a high school in Taiwan and 10 students aged 14 from a school in England. Thus, it was found that Taiwanese students developed their English ability and intercultural communicative competence through meaningful social interactions. Besides, they could overcome some of their stereotypes towards the British culture and language and develop intercultural and foreign language competence through blog practice. Therefore, this work was important for this proposal because it shed light on the development of students' language skills and intercultural communicative competence mediated by online peer interactions using internet communication tools.

The second study found was *The effect of vodcasting tasks on EFL listening comprehension progress in an online program* conducted by Faramarzi et al. (2019). It was aimed at examining the effect of video podcasting tasks on the listening comprehension progress of Iranian intermediate learners. The population consisted of 120 undergraduate students of English translation whose ages ranged from 18 to 30. In this manner, it was found that vodcasts were tools that fostered the sense of multitasking, encouraged the development of integrative skills, provided a stress-free situation for the reduction of anxiety in learning, and also saved time. Hence, this study

was important for the present proposal because it furnished significant data on the usage of vodcasts as tools for the improvement of learners' listening comprehension.

The third study found was *Students' L2 psychological and phonological listening comprehension difficulties diagnostics* performed by Kharzhevskaya (2019). It was intended to analyze listening mechanisms and find out students' listening comprehension difficulties. The target population was 31 students from the first and second year of the Faculty of International Relations of Khmelnytskyi National University. In this fashion, it was found that students' listening comprehension difficulties were due to a lack of knowledge about the world, insufficient communicative competence (phonetic, lexical, grammatical, textual, sociocultural and functional aspects), psychological factors (inability to focus attention, listener's impatience to the interlocutor, not enough developed listening memory, low motivation) due to individual features of a specific student. Consequently, this study was important for the present proposal because it provided valuable information about the main obstacles that EFL students face during their listening learning process.

## Chapter III

### Pedagogical Design

This chapter deals with two important components of the present proposal: first, the principles of the theory of learning; and second, the planning of the proposal as such carried out with the students during the interventions. Consequently, it is paramount to discuss some features of constructivism that support theoretically the various activities performed in class as well as introducing the different stages in which the planning was segmented.

#### **Theory of Learning: Constructivism**

A meaningful segment set forth in this proposal is the theory of learning that was put into effect, that is to say, constructivism. In this respect, Matthews (1998) defines constructivism originally as “a psychological theory about how beliefs are developed, not what makes beliefs true or what counts as scientific knowledge. From this core, constructivism has expanded to incorporate views about epistemology, teaching, curriculum, educational theory, ethics, ontology, and metaphysics” (p. 2). Afterward, Matthews proceeds immediately to describe the main characteristics of constructivism:

There are of course many varieties of constructivism [. . .] divided into educational constructivism, philosophical constructivism, and sociological constructivism. The first variety itself divides into personal and social constructivism.” [. . .] “Educational constructivism of the personal variety stresses the individual creation of knowledge and construction of

concepts.” [. . .] “Educational constructivism of the social variety stresses the importance of the group (be it the immediate classroom or the wider culture) for the development and validation of ideas. (p. 3)

Conforming to the previously mentioned information, the present proposal was based on both Piagetian *Stages of Cognitive Development* and Vygotskian *Zone of Proximal Development* constructivist learning theories, respectively, since they propose and provide teachers with some pedagogical strategies, e.g., tasks contained in the vodcasts materials for students to perform them individually, so that they could create their knowledge and construct concepts at their own pace, and then when being together in the class, they could develop collectively such knowledge and concepts further and validate them as a group. In this manner, both Piaget’s and Vygotsky’s constructivist learning theories were utilized which, although quite opposite at first sight, they perfectly complement one another, as the two of them contribute valuable information concerning the learning process, but each one from the inherent individualistic or collectivistic aspects of the individual.

### ***Knowledge***

One fundamental principle approached by constructivism is knowledge. This principle was also fundamental for this proposal, as its intention was ultimately the achievement of that knowledge in the students. Accordingly, in his *Stages of Cognitive Development*, Piaget’s view of knowledge (as interpreted by Glasersfeld, 1995) consists in a “mental adaptive acquisition of knowledge and equilibration” (p. 55). Such

knowledge “is a higher form of adaptation” (p. 59) and “arises from the active subject’s activity (*active construction*)<sup>2</sup>, either physical or mental, and that it is goal- directed activity that gives knowledge its organization” (p. 56). In this manner, “cognitive assimilation comes about when a cognizing organism fits an experience into a conceptual structure it already has” (p. 62). Thereby, to be in accordance with Piaget’s view of knowledge, this pedagogical proposal aimed for providing students with new cultural experiences through vodcasts, so that they could make mental adaptations on their own of the new knowledge or experience assimilated into their cognitive system.

### ***Learning***

Another essential principle dealt with by constructivism is learning. This principle was essential for this proposal as well; considering that it indicates, so to speak, the path whereby students could reach their knowledge. In the light of all this, Piaget’s *Stages of Cognitive Development* theory (as clarified by Glasersfeld, 1995) asserts that “cognitive change and learning in a specific direction take place when a scheme, instead of producing the expected result, leads to perturbation, and perturbation, in turn, to an accommodation that maintains or reestablishes equilibrium” (p. 68). On the other hand, this theory also states that “the Interaction provides the intelligent organism with knowledge, and that this knowledge, through further interaction, becomes better, in the sense that it comes to reflect the environment more accurately” (p. 56). Thereupon, following Piaget’s learning theory, this pedagogical proposal intended to prompt the

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<sup>2</sup> Our italics.

students to think about a social issue of another culture, with the intention of not only having them acquire new knowledge but having them reflect on it critically as well.

### ***Social Interaction***

Contrastingly, Vygotsky introduces another point of view of knowledge theory that not merely transcends Piaget's individualistic perspective of learning theory, but it provides a sociocultural supplement to that of Piaget as well. In this respect, Vygotsky's theory of *Zone of Proximal Development* (as explained by Kozulin et al., 2003) "stipulates that the development of the child's higher mental processes depends on the presence of mediating agents in the child's interaction with the environment. Vygotsky himself emphasized symbolic tools-mediators appropriated by children in the context of sociocultural activities" (p. 17). Besides, this theory claims as well that "each psychological function appears twice in development, once in the form of actual interaction between people, and the second time as an inner internalized form of this function" (p. 19). For these reasons, this proposal was intended to make the most of students' open-minded potential toward the otherness or respecting what is different, and their need for interaction with the environment when it comes to learning to have them acquire new knowledge about other forms of culture, but without overlooking their own.

## ***Motivation***

Additionally, another principle addressed in this proposal document was motivation, since in constructivism it is essential to have students encouraged in the construction of their own knowledge. For that matter, Palmer (2008) affirms that “Constructivism is universally accepted to be an active process – students must make an effort to reconstruct their ideas, so it follows that if they are not motivated to make an effort to reconstruct their ideas then no learning will occur.” (p. 201) as well as Palmer (2005) adds that “Motivation would therefore be required to initially arouse students to want to participate in learning, and it would also be needed throughout the whole process until knowledge construction has been completed” (p. 1855). Hence, this proposal provided some educational or teaching strategies such as games, videos or music to grab student’s interest in the learning process of linguistic and intercultural notions, as an attempt to help them make the effort required to construct their own knowledge based on the previous concepts they could have.

## **Role of the Teacher**

According to Liddicoat (2004), one important feature of the Intercultural Approach is its active construction of knowledge. Thus, this is an approach whose performance demands active teachers who provide their students with enough abilities to note differences and must allow those differences to be noticed by learners as well. Moreover, in the Intercultural Approach, rather than teaching culture as mere information, teachers are expected to have their students analyze the nature of that

culture and reflect on it so that, for example, they are able to come to satisfactory solutions when it comes to facing intercultural issues.

With respect to intercultural issues, FitzGerald (1999) asserts that intercultural English teachers have the role of being cultural mediators. In other words, such a role is quite supportive as these teachers have a significant function in helping understand and overcome their students' conflicts with other peoples' culture and social norms.

### **Role of the Student**

Liddicoat (2004) affirms that the role of the student in the intercultural approach is that of an active learner. For instance, this author comments that learners have need of building their own cultural knowledge in two different directions: in their own culture and in the target culture they are learning about; in a nutshell, students are builders of their own knowledge. Thus, in order to build such cultural knowledge, students must take their local culture into consideration, since in this approach it is required to make connections between students' own culture, language and knowledge, and the new stimuli they receive in the classroom, for which they are expected to develop a process of comparison and contrast bearing in mind what they know so far.

On the other hand, all this intercultural learning process must end up in a reflection process in which students meditate on their experiences on what is different, either reacting freely in a positive or negative form toward the foreign culture with which they are familiarizing, and also considering the impact that the new cultural knowledge might have in their perception of other cultures. Besides, students are considered to be

responsible for succeeding in their learning of the target language and developing an own perspective that values other languages, cultures, and peoples.

### **Role of the Materials**

According to Skopinskaja (2003), materials such as textbooks employed to teach a foreign language ought to include elements of such a language that can allow students to make analyses, comparisons, and contrasts between their own culture and the culture of the target language.

In this regard, Liddicoat (2004) points out some principles regarding the role of materials that do support an intercultural approach. For example, apart from blending language and culture together, these materials must encourage students' awareness of other societies' values and attitudes so that they can relate their own local culture to the target culture. Furthermore, the cultural content must foster learning strategies and skills in students such as reflection.

### **Role of Language**

Corbett (2003) mentions the elementary role of language as a means of communicating information. However, this author adds that language has social functions, giving as an example the fact that both speakers and writers employ language with the intention of setting their own place in social groups and affirming the hierarchy they have. Besides, studying language based on an intercultural approach not

only allows students to improve their language skills, it helps them develop their cultural skills to learn how both language and community work.

Similarly, Buttjes (1991) claims that apart from being involved in socialization, language plays a role in the way sociocultural aspects are acquired and transmitted; likewise, Byram (1991) states that language is more than a reflector of an objective cultural reality, since it is a component of that reality itself that allows interpreting and understanding its sociocultural actions, beliefs, and values. Moreover, language is a medium for learners to socialize, which means not to imitate and replicate native speakers' way of socializing, but develop their cultural competence taking their own culture into consideration, so that they may see other peoples' cultural phenomena from different perspectives and within their local cultural identity.

### **Google Classroom**

As stated by Zhang (2016), Google Classroom is a Google's application for education and learning management system (LMS) that works similar to a virtual extension of a common classroom, through which it is feasible for both teachers and learners to have distance learning classes and collaboration. In this fashion, Google Apps provides their users a site that is free, but it requires to be deployed exclusively for institutional education purposes. Besides, this Google's web service offers multiple advantages for today's digital learners and their teachers such as its time-saving features and simple organization, the easiness of sending announcements, creating and grading assignments with feedback, the possibility to pose questions, start

discussions as well as uploading course materials or switching settings of what learners can find and do on the google classroom platform.

On the other hand, Google Classroom is an easy-to-use website. By way of illustration, this application is accessible to anyone. It starts when creating a class and adding students. In this regard, Button (2020) mentions that Google Classroom is available for Android platforms and Apple devices, such as phones and tablets, which are appropriate for Google Classroom's software, in other words, this platform is quite easy to use and anyone can access it through a suitable device with internet and Chrome's application installed. Thus, with this Google's application, teachers and students can carry out their activities on this platform while counting on the Cloud where everything is saved. Then, this web service facilitates teachers' and students' interaction and enhances learners' collaboration with the class; however, it is the teacher who actually sets up the platform and has control over it as well.

### **Pedagogical Intervention Proposal**

The present proposal intended a face-to-face pedagogical intervention to enhance students' listening comprehension and increase their intercultural competence. For this purpose, the usage of a television with an HDMI cable, a suitable screen, and a clear sound to reproduce vodcasts contents was necessary; although, the employment of computers, tablets or smartphones was important as well. On the other hand, the availability of a room with acceptable acoustics was needed in order to prevent any external noise. In like manner, other classroom elements such as cardboard and

colored markers were required to perform several activities in the class. However, due to the current health emergency related to the Covid-19 pandemic and the subsequent indefinite closure of both public and private schools, it was necessary to design a pedagogical proposal adaptable to this new and unexpected social scenario. In this manner, Jorgensen (2002) comments:

As the world has been ushered into an information age in which technology plays a major role, societal institutions have been affected on all levels. The educational institution has especially been impacted as educators, administrators, and policy makers have sought to make the most effective use of the tools of technology. One changing paradigm is the role of distance learning in education, and in particular, the evolution of asynchronous learning networks. (p. 4)

This proposal has several Web 2.0 teaching tools into consideration, since they provide a feasible solution concerning the ongoing impossibility to take face-to-face classes. Thus, distant learning via Teams and Google Classroom occurred in a synchronous and asynchronous fashion respectively to carry out this proposal as follows:

First and foremost, the intervention was carried out in several sessions, each one lasted one hour and a half distributed in a one-week period for two months. Additionally, performing these pedagogical interventions in four defined and well-organized stages was paramount in this proposal.

**1<sup>st</sup> Stage:** At this stage, the students had a synchronous introductory activity on Teams to explain what they would learn in terms of listening and interculturality from a given podcast and also to contextualize the country addressed. Likewise, some specific inputs were applied to them in order to grab their attention and stimulate their curiosity about the listening and cultural aspects of the English language.

**2<sup>nd</sup> Stage:** Throughout this stage, students had to watch a given podcast asynchronously with the aim of getting them involved in the next class and having them participate asynchronously in a debate forum on Google classroom, in which they had to answer some cultural questions regarding a cultural topic dealt in such a podcast.

**3<sup>rd</sup> Stage:** During this stage, students were given a detailed explanation of the listening and intercultural components of a podcast they watched asynchronously in order to clarify their doubts and expand their new knowledge, so as to have them more prepared for performing asynchronously the tasks they would be assigned afterward.

**4<sup>th</sup> Stage:** In the course of this stage, students did the tasks assigned; namely, to play a game on Kahoot to practice their listening comprehension and their cultural awareness, and take a test on Google Forms to assess their learning process.

## Completed Lesson Plan

<b>Teacher name:</b>	Wilson Silva Manzano			Code: 2016134041
<b>Lesson number:</b>	1	<b>Level:</b> A1	Beginner	
<b>Lesson length:</b>	An hour and a half	<b>Lesson type:</b>	Listening and interculturality	
<b>Date:</b>	April the 12 <sup>th</sup> , 2021			

1. **Information about the class:** 120 tenth graders from the CEDID Guillermo Cano Isaza.
2. **Main aim:** To get an introduction to the R sound at the end of words from an intercultural approach-based remote class.
3. **Subsidiary aim:** To have students employ the vodcast #1.
4. **Personal aim:** To give clear instructions to the ten<sup>th</sup> graders about both the intercultural activities to be set and the linguistic knowledge of the English language to be learned.

### Material

1. Vodcast #1
2. Presentation on Genially and Prezi
3. Audios
4. Images
5. Computer

## Listening Analysis

Skill/Subskill	Task for skills development	Preparing learners for task	Anticipated problems
Listening comprehension	Watch carefully the vodcast #1 about a cross-cultural encounter between an Indian family and its American guest.	Encourage discussion on a foreign custom or belief (Indian unclean left hand) by showing learners some images of people eating with their bare hands.	<p>Students may dislike or feel uncomfortable watching images of people eating with their bare hands.</p> <p><b>Solutions</b> Tell learners that it is something common in other cultures and sometimes Colombian people do the same.</p>

Stage	Stage aim	Procedure	Interaction	Time
Introductory activity	To get student's attention and arouse their curiosity about the vodcast #1	The UPN teacher has the students watch images of people eating with their bare hands. Then, the UPN practitioner asks them: <i>Is it right to eat food by using any of your hands in your country?</i>	UPN teacher /Students	5 min
Watching a vodcast material	To get students involved and foster interest in listening and interculturality.	The UPN teacher streams and the students watch the vodcast #3 about an Indian-American cross-cultural encounter shown in a film fragment.	UPN teacher /Students	3 min
Discussion on cross-cultural encounters	For students to be aware of other different foreign cultural demonstrations and expressions.	The UPN teacher asks the students the following critical question to subsequently explain the cultural part of the vodcast #1: Why do you think that awkward situation happened to the American tourist in India?	UPN teacher /Students	15

		<p>What do you think about the Indian “unclean left hand” belief?</p> <p>Do you consider this Indian belief makes any sense or is it rational for you?</p> <p>What would be your reaction toward this Indian belief?</p> <p>Would you agree that this kind of beliefs deserves to be appreciated and respected? Why?</p>		
Learning about listening skill	For having students know and become familiar with English phonological processes	The UPN teacher explains the listening part of the vodcast #1, that is, the R sound pronunciation at the end of words (rhoticity phonological process). Then, the UPN teacher makes the students perform this R sound orally.	UPN teacher /Students	20
Practicing and assessing listening comprehension	For students to train their listening comprehension and intercultural knowledge	The UPN teacher asks the students to perform these tasks on Google classroom: the game on Kahoot (synchronously), the debate forum and the test on Google Forms (asynchronously).	UPN teacher /Students	17

## Timeline

Months	Lesson	Objectives	Activity	Pedagogical resources
Week 1 – Month 1	<b>1</b> Rhoticity I and Indian habits	To get an introduction to a phonological process from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice Assessment	Vodcast #1 Presentation on Genially and Prezi Audios Images Computer
Week 2 – Month 1	<b>2</b> Rhoticity II and Sexuality in South Africa	To get an introduction to a phonological process from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice Assessment	Vodcast #2 Presentation on Genially and Prezi Audios Images Computer
Week 3 – Month 1	<b>3</b> Stop T/D and Muslim clothing	To get an introduction to a phonological process from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice Assessment	Vodcast #3 Presentation on Genially and Prezi Audios Images Computer
Week 4 – Month 1	<b>4</b> Flapping and Chinese eating habits	To get an introduction to a phonological process from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice Assessment	Vodcast #4 Presentation on Genially and Prezi Audios Images Computer

Week 1 – Month 2	<b>5</b> ED- ending pronunciation, Maya mythology and cosmogony	To get an introduction to a phonological process from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice Assessment	Vodcast #5 Presentation on Genially and Prezi Audios Images Computer
Week 2 – Month 2	<b>6</b> Catenation, Legend and gender equality in Colombia	To get an introduction to a phonological process from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice and Assessment	Vodcast #6 Presentation on Genially and Prezi Audios Images Computer
Week 3 – Month 2	<b>7</b> English vowels I and religious beliefs	To get an introduction to some vowel sounds features from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice Assessment	Vodcast #7 Presentation on Genially and Prezi Audios Images Computer
Week 4 – Month 2	<b>8</b> English vowels II and traditional healing	To get an introduction to some vowel sounds features from an intercultural approach-based class.	Introduction Watch a vodcast Cross-cultural discussion Listening learning Practice Assessment	Vodcast #8 Presentation on Genially and Prezi Audios Images Computer

## **Chapter IV**

### **Material Design and Learning Environment Creation**

This chapter contains a detailed account of what actually was done for the purpose of the present proposal and the possible impact that it might have on tenth graders' listening comprehension and intercultural awareness. In this fashion, the pedagogical tool/technological resource implemented with the tenth graders will be addressed; namely, the vodcasts, their creation process, their main characteristics, the technological platform on which they were assembled, the intention behind them, and the theoretical framework that supports their usage.

#### **The Vodcasts and their Creation Process**

Since vodcasts are digital applications tools whose contents consist of video plus audio playable on a laptop and similar devices Meng (2005), their creation process took a considerable amount of time throughout the second semester of 2020 for several weeks, due to the fact that each vodcast required to draft and write their respective script for the planning of the design of the vodcast content.

Nonetheless, prior to writing each script, it was necessary to search for audiovisual materials on YouTube such as movies, interviews, talk shows, documentaries, and the like, for the listening analysis of a specific phonological process of the English language and for the observation of a social phenomenon occurring in a selected foreign country. Besides, it was important to look for a visual material showing representative images

and find an audio of a folkloric melody—all about such a country—to serve as an introductory section that really grabbed the students' attention.

Moreover, it was needed to contact two English native speakers in order to have them pronounce some chosen words in a short video either in the American or the British accents, depending on their own accent. Furthermore, the creation of these tools required the usage of certain images in order to illustrate several concepts addressed throughout the vodcasts.

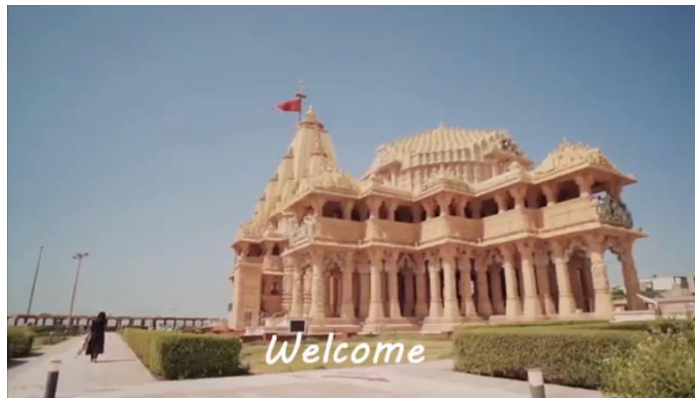
Thus, once both the visual, aural, and audiovisual materials and the vodcast script were ready, the production of a vodcast began. For this purpose, the UPN teacher, in the role of the vodcast conductor, recorded himself as well as his voice to either intervene in person or in voice-over at certain moments in the vodcast. After that, the edition of the vodcast took place. This edition consisted in putting together all the materials mentioned above in one single video.

### **The Vodcasts and their Main Characteristics**

The six vodcasts that comprise the instrumental part of this proposal, constitute, in effect, six lessons, in which five phonological processes of the English language are analyzed and six different cultural aspects of six countries—including Colombia—are tackled. In this manner, these pedagogical tools are characterized by being purposefully appealing, student friendly as well as having meaningful tasks.

## ***Appealing Vodcasts***

Once the students began to watch each vodcast, they found in the first place an introductory part with a traditional background melody that helped recreate scenically the country that was culturally addressed in the vodcast. In doing so, the initial purpose was to awaken the students' interest in a different society from another country, and specifically its culture, by means of music and via visual aids that represent such a country as well.



Hindu temple in India

Apart from that, in each vodcast, the students found several and varied format fragments, specifically a movie, a talk show, a street interview, a documentary, a TV series, and a reportage, in which current social issues are addressed. In this fashion, a particular cultural aspect of the six selected countries (India, South Africa, Palestine—Israel—, China, Belize, and Colombia) was studied.



Indian movie



South African talk show



Palestinian street interview



Chinese documentary



Belizean TV series



Colombian reportage

Furthermore, each vodcast counts on the participation of two native English speakers; one with an American accent and the other one with a British accent, so that the students could have an approximation and appreciation as genuine as possible of the phonological processes subject of study in these vodcasts in the two main English accents, in a way that helped them recognize differences and identify similarities between one accent and another.



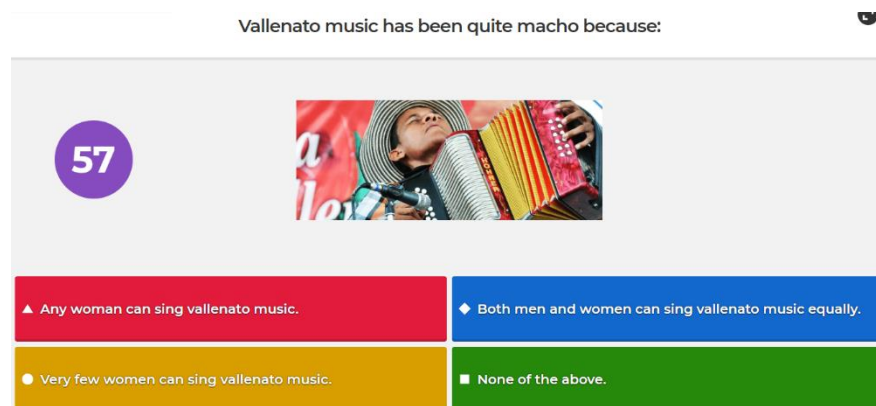
Native English speakers from the US and the UK

In addition, together with every vodcast, the students found a complementary section, with which they enjoyed listening to some songs fragments with the help of their respective small pieces of lyrics, in which there were a few highlighted words that illustrated the phonological process subject of study in a given vodcast, and that the students were requested to determine it.



You know I'm not good — Song by Ami Winehouse

Also, all of the vodcasts provided the students with a complimentary game, easy to play on Kahoot, in which they came across a multiple-choice (single answer) test, allowing them to challenge themselves as well as rehearsing the knowledge the students had acquired in terms of listening and interculturality in a given vodcast.



Game on Kahoot in vodcast 6

### ***Student-friendly Vodcasts***

Certainly, the English speeches of every single vodcast had been transcribed so that the students could understand with the aid of captions the different linguistic topics that were explained as well as the various cultural themes that were addressed as much as possible. Likewise, in each vodcast the UPN teacher appears conducting its content at appropriate and opportune moments either in person or in voice-over, in such a way as to have students feel that they were being guided and accompanied by someone else along their virtual learning process.

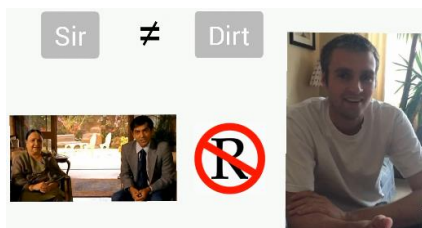


Vodcast number 2 with captions



UPN Teacher in vodcast number 2

On the other hand, to have the students gain a better grasp of both the linguistic and the intercultural aspects dealt with in every vodcast, an effort to explain such concepts as simply as possible was done. In this manner, some words containing and representing a specific phonological process were chosen to be phonetically explained. Subsequently, a cultural aspect of the selected country was explained in a straightforward and to the point fashion.



Silent R Phonological explanation in vodcast 1



Unclean left hand cultural explanation in vodcast 1

By the same token, in order to facilitate the students' understanding, all of the vodcasts had been supplied with adequate images that represent several selected lexica or group of words, some of which could occasionally have a direct relation to the specific phonological process object of study in a given vodcast.



Explanation of the word SIR in vodcast 1




Explanation of the word DIRT in vodcast 1


### ***Meaningful-tasking Vodcasts***


Another characteristic of the tool—the vodcasts— of the present proposal is its tasks. Basically, they consist of a few simple tasks that were performed by the students throughout each session. In this manner, a first task is to precisely watch a given vodcast. Thus, in the course of that vodcast, they found a second task, which was to practice on their own the articulation or production of the phonological process present in some selected words that are pronounced with both British and American accents. Apart from that, the students were required to fulfil a third task, which was to partake in a debate forum, in which they had to provide in writing (English) their thoughts on what they watched and learned from the cultural part of the vodcast. Afterward, they were requested to carry out a fourth task; that was, to play a game on Kahoot with several questions with the aim of reinforcing what they had learned in terms of listening and interculturality. Finally, there is a last task that demanded the students to take a test, in

which they had to resolve several queries concerning the listening and intercultural part explained and learned in the vodcast.

 **Vodcast material** Editado: 21 mar.

This is an audiovisual material to improve your listening skills regarding the pronunciation of the consonant R at the end of a word, and enhance your cultural competence on the Indian culture. It includes a podcast material in case you cannot watch the vodcast content.


 **Script vodcast #1.docx**  
Word

 **Vodcast # 1.mp4**  
Videos

1st task in vodcast 1



2nd task in vodcast 2


 **Debate forum**

Sin fecha limite

This activity is aimed to encourage your critical thinking toward other kinds of culture. Then, answer the questions above based on what you watched during the encounter between the American guest and the hosting Indian family.


1. Why do you think that awkward situation happened to the American tourist in India?
2. What do you think about the Indian "unclean left hand" belief?

3rd task in vodcast 1


 **Review game**

Sin fecha limite

After watching the vodcast about the pronunciation of the consonant R at the end of a word and the Indian culture, click on the link below where you'll find a game to play by identifying which of the mentioned words is pronounced either in the British or the American accent. The final score you get from that game will be your grade on this task. Good luck!


 **Play Kahoot! - Enter ga...**  
<https://kahoot.it/challenge/...>

4th task in vodcast 1

 **Test**

Sin fecha limite

Based on what you heard in the movie fragment and what you learned about the pronunciation of the consonant R at the end of a word, fill out the questionnaire below.

 **Listening and cultural test**  
Formularios de Google

5th task in vodcast 1

## The Vodcasts and their Pedagogical Purpose

The planning, design and implementation of the tool of this proposal, not only aimed at achieving one main purpose; that is, to help the tenth graders improve their

listening comprehension and their intercultural communicative competence but providing an applicable and profitable tool as well to other English teachers in their daily work at schools. In this sense, with respect to 10th graders, the intention of these vodcasts were:

- To enhance students' linguistic competence in English, specifically listening comprehension.

This intention may be achieved by exposing students to different phonological processes that occur in the English language to allow them to understand how spoken English works and how English native speakers articulate and produce some phonetic sounds, depending on either their British or American accent.

- To strengthen students' intercultural communicative competence.

This intention can be accomplished by way of having students interact audiovisually with people with different languages and cultures appearing in the vodcast. In this fashion, students could develop some ICC abilities such as communication, knowledge, cultural awareness, and target language through subsequent processes of discussion, introspection, and reflection that lead them to becoming tolerant, respectful, and understanding individuals toward people with different cultural backgrounds.

- To foster students' interest in English phonetic features.

This intention could be reached through pedagogical strategies if not only are students motivated to listen to the same variety of spoken English of the well-known English-speaking countries, but also that of non-English-speaking countries where the

phonological processes object of study may also be produced when speaking the language.

- To have students employ audiovisual resources (vodcast) with intercultural content.

This goal could be attained as soon as students are sufficiently trained and motivated, which is when they can begin to use these kinds of vodcasts to continue to enhance both their linguistic and intercultural competences autonomously at home and at their own pace.

On the other hand, the intention of these vodcasts involves other English teachers' necessity of novel tools for improving their students' linguistic and intercultural competences as well. To attain this intention, this proposed tool is based on reliable theories of trustworthy authors; a tool whose ongoing application and its results are expected to contribute to improving English teachers' teaching practices as well as today's students' English learning process.

### **The Vodcasts and their Theoretical Framework Support**

The vodcasts, which constitute the tool of the present proposal, are characterized by being based on a well-grounded theoretical framework so as to provide them with truthful credibility and solid validity, so that they can be implemented in the teaching of English as a foreign language in today's schools.

First and foremost, these vodcasts adjust to the theoretical concept of listening stated by Halone et al. (1998, as cited in Worthington and Bodie, 2018, p.3) as they take into consideration the three processes of listening; namely, the affective process, the behavioral, and cognitive processes. On the one hand, these vodcasts consider the affective process because they promote motivation in students—e.g., through an interesting cultural topic like gender identity—to attend to the speakers appearing in them. On the other hand, these vodcasts take into account the behavioral and cognitive processes due to the fact that they encourage verbal and non-verbal feedback and prompt the interpretation of content and relational messages in students; for instance, by way of having them reflect and express their thoughts about a cultural topic, and by means of allowing them to relate their own culture to other different cultures.

Besides, these vodcasts as a whole are consistent with the theoretical concept of interculturality and the relation between language and culture claimed by Hua (2019), because these are pedagogical devices that facilitate the English language to be put into context when being learned, and they allow language learners to come into audiovisual contact with facts and practices of the society where the target language is spoken—e.g., customs, clothing, eating habits, worldviews, social issues, etc.—grabbing student's interest and helping them become aware of language communities and their cultural heritages such as the Indian, South African, Muslim, Chinese or Maya communities.

Moreover, all of these vodcasts meet with the theoretical concept of intercultural competence asserted by Byram et al. (2001), since they enable students to interrelate audiovisually with other foreign people's culture and also with one's own country culture

to be aware of the otherness. Thereby, by watching these vodcasts, students may understand the functioning processes of a social group, its identities, products, practices and worldview; that is, other peoples' knowledge. Likewise, by watching these vodcasts, students' skills could be trained—e.g., in debate forums and discussions— to reflect on misunderstandings that can be solved when interacting with an individual socioculturally different, or rather, students can develop the skills of comparison, interpreting, relating and critical cultural awareness. Similarly, by watching these vodcasts, students can start thinking about the values, beliefs, and behaviors of individuals socioculturally distinct as also trustworthy; in other words, students might change their attitude toward the otherness.

Furthermore, these vodcasts altogether fit into the theoretical concept of constructivism affirmed by Matthews (1998), considering that they boost educational constructivism allowing students' individual creation of knowledge and construction of concepts. Therefore, as Glaserfeld says (1995, citing Piaget), “knowledge is a mental adaptive acquisition, equilibration, adaptation and cognitive assimilation that occurs when a cognizing organism fits an experience into a conceptual structure it already has” (p. 55-62), then these vodcasts mean to provide students new intercultural experiences, so that they can make mental adaptations by themselves of the new knowledge or experience that they may assimilate into their cognitive system. In like manner, since Glasserfeld (1995) also says that learning happens when a scheme, instead of producing the expected result, leads to perturbation, and perturbation, in turn, to an accommodation that maintains or reestablishes equilibrium, then these vodcasts intend

to encourage students to reflect critically on a social issue of another culture to have them consolidate their own new knowledge.

Apart from that, these vodcasts totally adapt to the theoretical concept of constructivism formulated by Vigotsky being cited by Kozulin et al. (2003), in which the development of the child's higher mental processes takes place via mediating agents and their symbolic tools-mediators in the child's interaction with an environment with sociocultural activities that help internalize their psychological function; all of which may be obtained as these vodcasts ease the way to audiovisually have students come into contact with mediating agents (foreign people) and their symbolic tools-mediators (their cultural heritage) through sociocultural activities that students can watch in different formats (talk show, interviews or documentaries) and about which they can express their opinions (debate forums, discussions).

In addition to that, these vodcasts in combination accomplish the theoretical concept of motivation pointed out by Palmer (2005), due to the fact that they include appealing elements such as games, music or cultural topics, that promote students to participate in their learning process and make the required effort to construct their knowledge in order for such learning process to be completed.

On the other hand, these vodcasts are planned and designed to be implemented bearing in mind the roles that the teacher, the student, the materials and the language have. Following Liddicoat (2004) and FitzGerald (1999), these vodcasts consider the role of the teacher, as their usage demands active cultural mediator teachers who get their students to notice cultural differences, making analyze the nature of those cultural differences and reflect on them, which is evident when the teacher requests their

students to watch, think about, reflect, and express their opinions on cultural matters contained in the vodcasts. In the same way, keeping in mind Liddicoat, these vodcasts contemplate the role of students, since their employment requires active learners building their own cultural knowledge in two different directions: their own culture and the target culture, ending up in a reflection process of meditating on what is culturally different and reacting freely in a positive or negative fashion, which is noticeable when students take part in debate forums and discussions, in which they can, for instance, make critical comparisons and contrast between their local culture and the foreign culture.

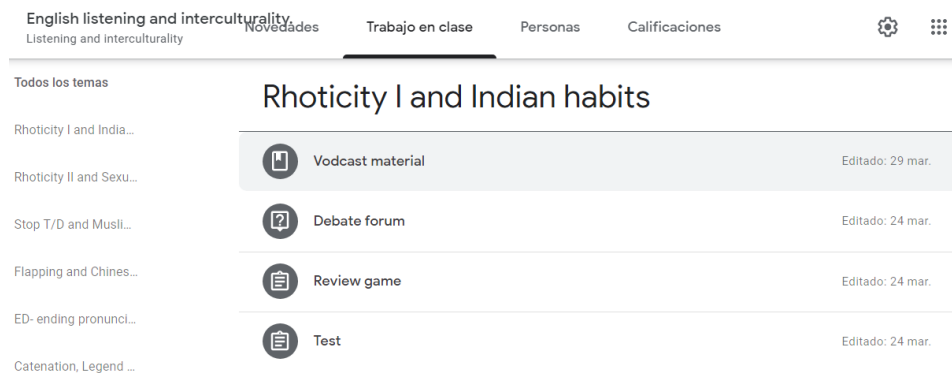
Further, adhering to Skopinskaja (2003) and Liddicoat (2004), these vodcasts value the role of materials, as their utilization asks for elements that not only relate language and culture, but encourage students' awareness and reflection on other societies' values and attitudes, which is observable in the way the target language is contextualized in the vodcasts through sociocultural situations occurring in other countries that students can analyze. Also, being consistent with Corbett (2003) and Byram (1991), these vodcasts regard the role of the language, as their use implies a means of communicating and socializing as well as a social function that allows to interpret and understand one's own sociocultural actions, beliefs, and values and those of others as well, which is perceivable in the intention that these vodcasts have not only with respect to improving the listening comprehension of the English language, but using such a skill and this language to comprehend socioculturally people from other countries.

## The Vodcasts and their Technological Platform

All of the six vodcasts of this proposal were assembled on Google classroom, since as stated by Zhang (2016), this is a free Google application for educational learning purposes that serves as a virtual extension of a normal classroom, through which both teachers and students can interact in distance learning classes. Consequently, this platform was chosen because it meets certain convenient characteristics such as being accessible to anyone by way of devices, for instance, phones and tablets with internet and Chrome application installed, as well as it saves teachers and students' interaction on the Cloud. Apart from that, this platform also has the following characteristics:

### ***Easy-to-use Platform with Simple Organization***

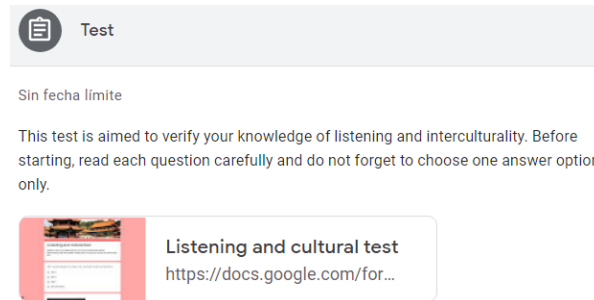
This platform is quite easy to handle by teachers and students equally, as its different sections are well distributed and it does not look like an overloaded website.



Vodcast 1 outlook

## ***Easiness of Sending Announcements***

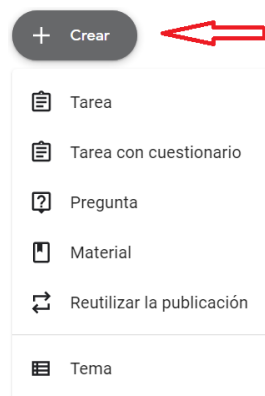
For every activity, teachers can write and publish instructions in order for their students to be kept posted on what they are supposed to carry out with regard to homework and various tasks.



Announcements in Vodcast 1

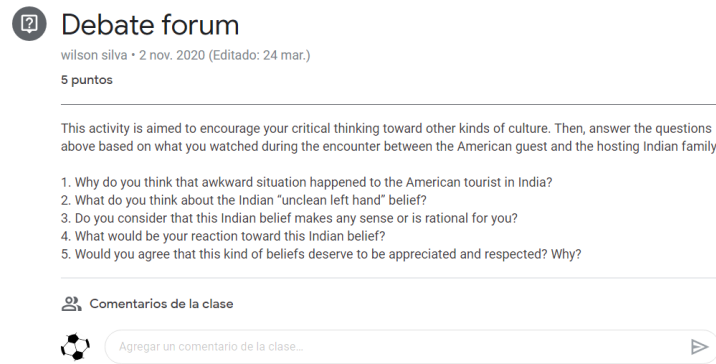
## ***Creation of Assignments***

By clicking on the option “Crear”, teachers are allowed to design all the assignments that they consider necessary to have students practice their knowledge. Thus, these assignments may be arranged in such a way that they have a due date.



## ***Possibility to Start Discussions***

Through Google classroom, teachers may pose questions in order to have learners answer them in a designated space on this platform that can be used as a forum.

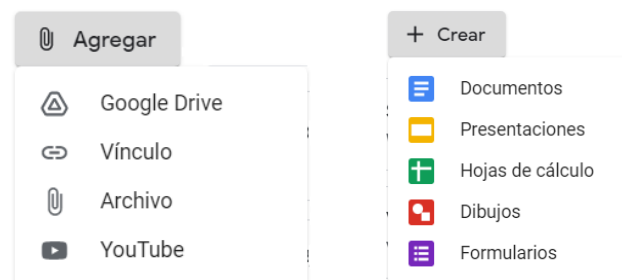


The screenshot shows a Google Classroom activity titled "Debate forum" by Wilson Silva, dated November 2, 2020. It is worth 5 points. The activity description asks students to think critically about a cultural encounter. Five questions are listed: 1. Why do you think that awkward situation happened to the American tourist in India? 2. What do you think about the Indian "unclean left hand" belief? 3. Do you consider that this Indian belief makes any sense or is rational for you? 4. What would be your reaction toward this Indian belief? 5. Would you agree that this kind of beliefs deserve to be appreciated and respected? Why? Below the questions is a section for class comments with a text input field and a submit button.

Debate forum in vodcast 1

## ***Posting Course Materials***

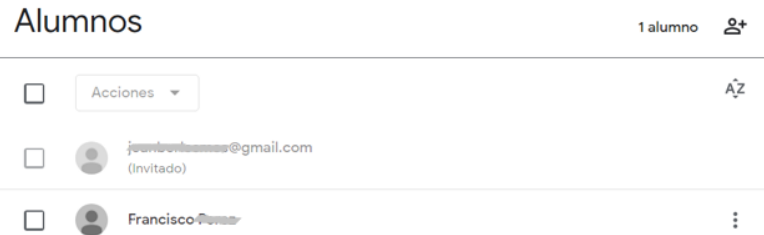
With these two options: “Agregar” and “Crear”, teachers are able to upload different files from distinct websites, such as YouTube, Kahoot or Educaplay, simply from one’s devices or create such files directly from Classroom platform as well.



The screenshot displays two side-by-side menu panels. The left panel, titled "Agregar", contains options for uploading content: Google Drive, Vínculo (link), Archivo (file), and YouTube. The right panel, titled "Crear", contains options for creating content directly within the platform: Documentos (documents), Presentaciones (presentations), Hojas de cálculo (spreadsheets), Dibujos (drawings), and Formularios (forms).

## ***Control over the Platform***

In addition to allowing teachers to set up this platform and switch its settings, Google Classroom grants the teacher the exclusivity of adding some specific students and other teachers, which means total authority of the teacher over the platform.



Site on Classroom for inviting students

## **Chapter V**

### **Pedagogical Interventions and Preliminary Findings**

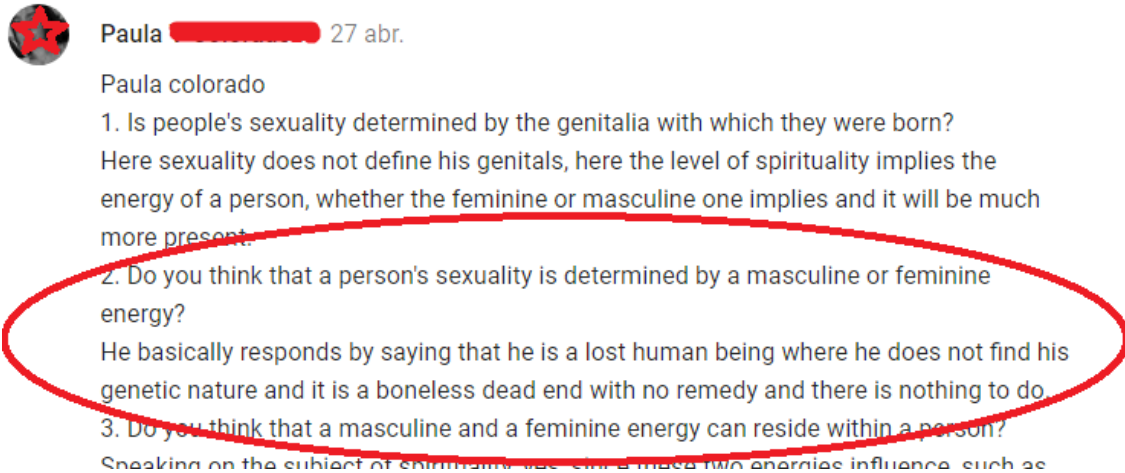
This chapter emerged from five remote sessions performed through virtual meetings on Teams every Monday, in which the execution of the present proposal was carried out with the 120 tenth graders of the CEDID Guillermo Cano Isaza school. In this manner, despite the fact that data does not seem to be large, the analysis of the result of what was put together is supported by theoretical background and facts. Thus, the data obtained from the short interventions was gathered with qualitative data collection methods and instruments (see Chapter 4) to be analyzed by identifying elements from the main concepts of the theoretical framework of this proposal in the tenth graders' academic performance.


#### **Listening Process**

In the first place, Solak & Erdem (2016) state that listeners build meaning from a stream of sounds by attributing meaning to the spoken words produced during an oral communication to comprehend a given message and respond to it properly. In this sense, the tenth graders intended to understand what was going on, even though they did not succeed in comprehending exactly what the characters of vodcasts meant.

## Figure 1

### *Student's Opinions in the Debate Forum – Vodcast #2*



 Paula [redacted] 27 abr.  
Paula colorado  
1. Is people's sexuality determined by the genitalia with which they were born?  
Here sexuality does not define his genitals, here the level of spirituality implies the energy of a person, whether the feminine or masculine one implies and it will be much more present.  
2. Do you think that a person's sexuality is determined by a masculine or feminine energy?  
He basically responds by saying that he is a lost human being where he does not find his genetic nature and it is a boneless dead end with no remedy and there is nothing to do.  
3. Do you think that a masculine and a feminine energy can reside within a person?  
Speaking on the subject of chakra, we can have two energies influence, such as

For instance, some of the students thought (see figure 1) that one of the characters in vodcast #2 talked about himself, which was not true. Nevertheless, this tenth graders' performance in terms of listening comprehension coincides with what Solak & Erdem (2016) state, as the students, although not totally responding to a given message properly, attempted to comprehend spoken English, which constituted an important first step to improve their listening skill because they would start polishing their listening comprehension from the elemental phonetic sounds of the English language.

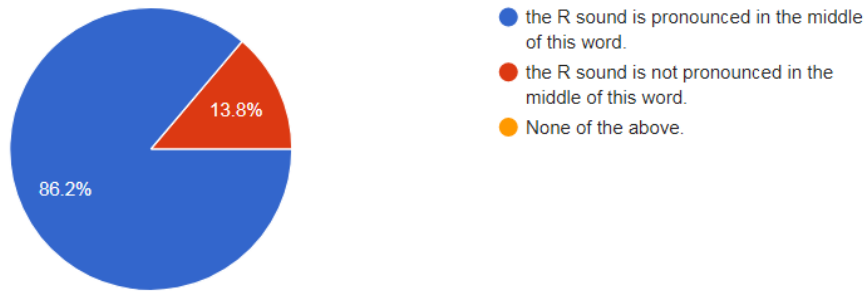
Likewise, Solak & Erdem (2016) add that listening is an active, mental, and learned process tied to speaking, which requires that listeners understand an input at a suitable level. In this regard, most of the tenth graders succeeded when understanding the phonological input they found in the tests.

## Figure 2

### Students Results in Listening Test – Vodcast #2

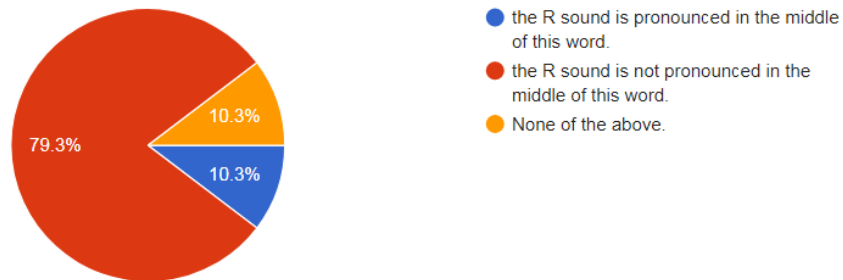
The word Hamburger below is pronounced with an American accent because:

29 responses



The word Courtain below is pronounced with a British accent because:

29 responses



For example, as a significant proportion of the students could differentiate (see figure 2) between the British and American standard accents through listening to an input in the form of the unit of sound /ɹ/ (rhotic consonant) present in first and middle syllables as well as at the end of words, which distinguishes one accent from another in the English language. Therefore, this tenth graders' performance in terms of understanding an input at a suitable level meets what Solak & Erdem (2016) assert, since most of them were able to properly differentiate between the ways the R sound is pronounced in the American and British accents.

## Intercultural Communicative Competence

On the other hand, Fantini (2020) claims that the Intercultural Communicative Competence is an ongoing process that requires, among other things, knowledge, awareness, discussion, introspection, reflection, and target language learning, leading to the achievement of tolerance, respect, and understanding among all people from everywhere. In this respect, despite the lack of consensus in their answers, the tenth graders participated in the debate forums within a framework of mutual respect.

### Figure 3

#### *Students' Opinions in Debate Forum – Vodcast #2*



**Debate forum** ⋮

wilson silva · 26 abr. (Editado: 13:47)

10 puntos Fecha de entrega: 23:59

---

This activity is aimed to encourage your critical thinking toward other kinds of culture and thoughts. Then, answer the questions below based on what you watched during the interview between the South African host and her two guests.

1. Is people's sexuality determined by the genitalia they have? why?
2. Is the sexuality of a person determined by a masculine or feminine energy? why?
3. Can a person have a masculine and a feminine energy at the same time. Why?
4. Does sexuality have only a function of production, that is, to have children? why?

---

 Comentarios de la clase

 **andres** [REDACTED] 28 abr.

3 Well, yes, since there are people who are women and feel or think they are men, and men who think they are women. It's practically against your sexual orientation

 **Juan Esteban** [REDACTED] 30 abr.

3:Not because there is no energy in the sexual gender

By way of illustration, the students expressed freely and maintained their viewpoints respectfully (see figure 3) regarding the topic of homosexuality addressed in

the vodcast #2. Hence, what Fantini (2020) claims with respect to the Intercultural Communicative Competence is demonstrated with the tenth graders' performance, since they showed their knowledge, tolerance, understanding, and respect toward the otherness through the process of discussion, introspection, and reflection developed in the debate forums.

### Personal Constructivism

According to Matthews (1998), there are two varieties of educational constructivism. One of these varieties is personal constructivism, which stresses the individual creation of knowledge and construction of concepts. In relation to this, the intention of conducting this proposal based on personal constructivism was partly accomplished.

**Figure 4**

*Presentation on Genially for Vodcast #3*



To give an example, it was necessary to perform synchronous presentations (see figure 4) for the students after watching each vodcast asynchronously, due to the fact that their very low English level did not allow them to fully understand the linguistic and cultural topics explained in the vodcasts. Accordingly, the tenth graders had a partial individual creation and construction of their own knowledge and concepts when watching the vodcast, which required synchronically reinforcing that knowledge and those concepts for their better performance in the tests.

## Social Constructivism

Matthews (1998) also points out another variety of educational constructivism known as social constructivism, which stresses the importance of the group either in the immediate classroom or the wider culture for the development and validation of ideas. According to this, the intention of conducting this proposal based on social constructivism was quite limited.

## Figure 5

### *Tenth Graders Interaction on Teams' Chat - Vodcast #2*



To give an example, Teams' video calls and meeting chat were (see figure 5) the actual means for the tenth graders to have social interaction as a class group.

Notwithstanding, since they were rather shy, insecure and reluctant to talk using their English and even their mother tongue, their social interaction was low. Besides, despite the fact that the students were considerably participative in the debate forum, there was no social interaction among them through this asynchronous Google Classroom tool. As a result, seldom did the tenth graders have social interaction for the validation of knowledge and ideas.

## **Chapter VI**

### **Pedagogical Considerations, Didactic Suggestions, Expected Results and Conclusions**

This chapter contains some pedagogical considerations and didactic suggestions that arose from the implementation of the vodcasts in the tenth graders of the CEDID Guillermo Cano Isaza school during virtual sessions. In this manner, this chapter is aimed at those teachers who decide to implement the present proposal in their students in future scenarios where it can be carried out and maximized. In like manner, some conclusions are drawn regarding what was experienced throughout the entire process of this proposal.

#### **Pedagogical Considerations**

##### ***Intercultural Approach***

Considering that the intercultural approach is to employ the cultural heritage of a language as a pedagogic device to have learners come into contact with facts and practices of other different societies while learning that language (Hua, 2019), then an important consideration to take into account when using these vodcasts is that some cultural topics could appear rather controversial or uncomfortable to some students. Therefore, it is convenient as intercultural teachers to adopt a neutral viewpoint toward such topics, in order not to perturb or mistreat the students' points of view.

### ***Role of the Teacher***

Taking into account that the role of the teacher in the intercultural approach is that of an active teacher (Liddicoat, 2004) and also of a cultural mediator (FitzGerald, 1999) who helps when intercultural shocks and conflicts emerge in some students when watching vodcasts with intercultural content, it is important as intercultural teachers to be open-minded teachers culturally prepared to have learners realize other forms of culture and reflect on them while teaching the target language.

### ***Role of the Student***

It is important to bear in mind that the role of the student in the intercultural approach is also that of an active learner (Liddicoat, 2004) who builds their own intercultural knowledge considering their local culture and the culture of the target language, about which they are allowed to respectfully react either in a positive or negative form. Likewise, students are considered to be responsible for succeeding in their target language process. Therefore, it is necessary as intercultural teachers that students are as constructivist as possible in their learning process, motivating them with pedagogical strategies to gradually turn them into participative builders of their own intercultural and linguistic knowledge.

## **Didactic suggestions**

### ***Role of Materials***

Keeping in mind that the role of materials in the intercultural approach is that of connecting language and culture together (Skopinskaja, 2003), these materials must allow students to become aware of other societies' culture, and must facilitate to relate, compare and contrast elements of their own local culture with the culture of the target language. Hence, when implementing this proposal, English teachers should not consider relying their teaching process on one single material, but using other supplementary materials and strategies to guarantee both the learning of the target language and its cultural aspect.

### ***Vodcasts***

With respect to vodcasts, which were the main tool of this proposal, McGarr (2009) defines vodcasts—or podcasting—as audio/files in digital format, which may be obtained from the web or shared with others through computers or any other technological device that allows the individual to take online information along. Accordingly, if English teachers are willing to begin to using vodcasts in their remote classes, then they should keep in mind that these are technological tools that demand both technological devices and internet connectivity from students, which are resources many of them may not have, so this is the main disadvantage of using vodcasts.

## **Impacts and Expected Results**

With the implementation of the present intervention proposal, important effects on the linguistic, intercultural, and technological aspects of the students' language learning were expected. Thus, with respect to the linguistic aspect of the language, students started improving their listening comprehension once they learned more about several phonetic features of the English language. Likewise, in regard to the intercultural communicative competence of the language, students were more aware and acquainted with several aspects of the foreign cultures subjects of study during the interventions. On the other hand, in relation to the usage of technological devices, they were more conscious of the usefulness of audiovisual resources—the vodcast—to employ them in the learning of the target language later on. In this context, it was expected that students:

1. Increased their interest in the target language.
2. Interacted with the language more often.
3. Expanded their knowledge about other forms of culture.
4. Valued other different cultural expressions.
5. Removed from their minds any possible cultural bias against other foreign peoples.
6. Became more self-taught and autonomous learners regarding the employment of vodcasts to learn a second language.

## **Final conclusions**

There are several aspects from the present proposal process to think about and reflect on. In this fashion, it is important to start recounting how the process of this proposal began. First, the choice of the intercultural approach took place in 7th

semester with the Methodology for Foreign Languages Teaching subject. After that, this proposal began as a project with the Research Project subject in 8th semester, and then it became a pedagogical proposal as such with the creation of the vodcasts in 9th semester and their brief implementation in the target population with the two Pedagogical Practicum subjects. Thus, considering that this proposal was actually born in the middle of the current Covid-19 pandemic, there were low expectations to implement it in face-to-face classes but through distance learning, which has been the greatest difficulty and challenge here because of Colombian students' lack of technological resources and motivation to study remotely. However, the fact of having carried out this proposal with a target population of tenth graders from a public school and having them learn from the vodcasts designed for them, was the greatest achievement. Therefore, it has been a meaningful learning experience to become an English teacher who aims at improving students' listening comprehension within an intercultural environment by using technological resources such as vodcasts. Finally, it should be recognized that had there been plenty of time to implement this proposal, just preliminary findings would not have been obtained, for which there is still much to explore and improve in this proposal not only for virtual scenarios but for in-person scenarios as well.

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