

**CULTURALLY RESPONSIVE TEXTS: FOSTERING EFL-LEARNERS' CRITICAL
INTERCULTURALITY AND PRODUCTIVE SKILLS**

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ABSTRACT

This document displays a pedagogical proposal that was conducted through an action-research investigation, which aimed to foster EFL-learners' critical interculturality and productive skills through the implementation of culturally responsive texts with cultural stereotypes' content. The participants of the study were 10th graders in the range of 15 and 16 years old from the *Liceo Femenino Mercedes Nariño*, a public school located in Bogotá, Colombia. In order to gather data, the pre-service teacher implemented an interview to the participants' teacher, questionnaires, reflective journals, recordings, field notes, and artifacts. Further, 3 cycles of implementation were outlined, and culturally responsive texts were selected for learning purposes. Finally, the triangulation method was used in order to study the findings; thus, generating the conclusions, implications, and limitations that entailed this project.

Key words: Culturally Responsive Texts (CRT), Critical interculturality, Productive skills, Cultural stereotypes, EFL.

RESUMEN

Este documento presenta una propuesta pedagógica que se ejecutó a partir de una investigación acción, la cual tenía como objetivo fomentar la interculturalidad crítica y las habilidades productivas de los estudiantes de inglés como lengua extranjera a través de la implementación de textos culturalmente receptivos con contenido de estereotipos culturales. Los participantes del estudio fueron estudiantes de décimo grado en el rango de 15 y 16 años del Liceo Femenino Mercedes Nariño, una escuela pública ubicada en Bogotá, Colombia. Para recoger datos, el docente en formación implementó una entrevista a la docente de las participantes, cuestionarios, diarios de reflexión, grabaciones, notas de campo y artefactos. Además, se diseñaron 3 ciclos de implementación y se seleccionaron textos culturalmente receptivos para fines educativos. Finalmente, se utilizó el método de triangulación para estudiar los hallazgos; generando así las conclusiones, implicaciones y limitaciones que conllevaron este proyecto.

Palabras claves: Textos Culturalmente Receptivos (TCR), interculturalidad crítica, habilidades productivas, estereotipos culturales, Inglés como lengua extranjera.

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CHAPTER I

THE PROBLEM

Context

The present research study took place at Liceo Femenino Mercedes Nariño; a public school located in San Jose neighborhood in Bogota. This area belongs to Rafael Uribe Uribe locality where stratum 2 predominates (Secretaria de Planeación, 2019). In the school, there is a population of 5,623 students, mainly made up of women coming from vulnerable community. Furthermore, the project was implemented in the program of Media Fortalecida (MF). This educational plan works at Liceo's building B, a place near to the school.

The school's mission focuses on developing values of respect, honesty, identity, solidarity, and autonomy, whereby, the institution encourages students to transform critically their contexts to have better life conditions. Besides, the vision attempts to recognize the school as a global and complete educational institution bearing in mind the construction of a respectful society. Similarly, the PEI means to form critical, reflective, and autonomous students who can improve their coexistence.

Regarding Media Fortalecida (MF), this program has been working since 2014 in the school. In general terms, MF centerers on reinforcing 10th and 11th graders' weaknesses of English and French languages that they study in regular classroom. Also, the program certifies students which successfully complete the process, so, it is aimed to fulfill the learners' gaps of the subjects while they achieve an expected English and French level to graduate.

Population

This research study was implemented with 35 female students in 10th grade between the ages of 15 and 16. Considering Piaget's theory of Cognitive Development (1936), children from 11 years upwards are in the Formal-Operational stage, to wit, children begin to think abstractedly. Piaget's perspective is crucial to construct critical reflections towards social issues seeing that the abstract thinking positions the improvement of youngsters' social context. Therefore, participants might go beyond intangible concepts leaving aside a superficial interpretation of them.

Now, the participants' characterization was done through an initial questionnaire, a teacher's interview, and field notes. Firstly, the diagnosis revealed that 10th graders from MF appreciated English learning as they considered it as a manner of being successful in the future. Also, Liceo's learners enjoyed English classes when they were dynamic and involved different resources such as videos and pictures. Moreover, the class environment was good although students had conflicts between themselves and the teacher on some occasions. For instance, some students did not respect when a classmate was sharing an opinion or the teacher was explaining a topic; therefore, causing a hostile and disordered class environment.

Considering the schedule of the participants, they took five hours of English peer week in MF, and also they needed to be there in different school day. As the chosen population studied in the afternoon, they went to MF in the morning. This schedule worked on Monday and Wednesday, from 6:15 to 11:00 am, and in this time, students had a break of 30 minutes. In addition, Liceo's building B counted with a limit space, and there was a lack of technological devices. Finally, most of the students lived in San Cristobal, Antonio Nariño, and Ciudad Bolivar localities; hence, they mainly belonged to strata 1 and 2.

Statement of the problem

During the observation period, some instruments to collect initial data were applied, such as, an initial questionnaire, the teacher's interview, and field notes. In such manner, it was found that Liceo's 10th graders required to thrive their intercultural and productive competences as the MF program was mainly centered on preparing students for the ICFES exam.

On the one hand, in the curriculum of the MF program an intercultural component as part of the English contents was stated; nonetheless, this element seemed not to be included in the practice. After revising the contents of the MF curriculum, I noticed how some grammar topics were covered in the class sessions observed, but the intercultural ones were not integrated, consequently, affecting participants' intercultural development needed for their English learning progress.

According to the MF program, students should conduct activities that assist them to build a democratic environment involving topics of culture, society, and politics as part of their English learning; thus, developing skills that allowed them to interact with other cultures.

Further, considering the Estándares Básicos en lenguas extranjeras of Colombia (2006), EFL learners have to learn intercultural skills to properly interchange dialogues with foreign cultures; as sample, avoiding stereotypical views of other cultures. Nevertheless, 10th graders were practicing the foreign language to achieve a satisfactory level of English in the ICFES exam leaving behind other essential language components, in fact, the information gathered through the teacher's interview displayed how the teacher focused on reading activities to enhance students' abilities for the national test.

On the other hand, I identified different aspects related to the students' performance in English during the observation period. Taking into consideration a diagnostic test made by the MF program, apprentices reflected weaknesses in the development of the different language skills; however, those weaknesses found were related more to the productive abilities.

As a requirement, the entry profile of MF 10th graders was of A1 considering the CEFR; it means that pupils know how to use everyday expressions and simple phrases to act towards immediate situations. Also, in Estándares Básicos en lenguas extranjeras of Colombia (2006), it is stated that 10th graders should be preparing for a B1 English level although MF teachers established A2 level as the students' exit profile. This situation illustrated the considerable gaps that students had in the foreign language because contents to achieve A1 and A2 are supposedly learnt before 8th grade. After applying instruments to recollect initial information, causes which might generate that issue were spotted.

Through the first questionnaire, it was found that students did not feel confident in almost any English area, mainly in speaking and writing. Some students highlighted that they did not know the spelling of English words while others pointed out that words' pronunciation were too difficult for them. Additionally, in the interview, the teacher mentioned that students had low bases in the different English language competences, but she emphasized the productive skills as well. The teacher expressed that learners understood grammar structures, but they did not know how to transform that knowledge into productive outcomes. Here, it was possible to conclude that pupils could have those shortcomings as they practiced English in a technical manner putting aside factors that influence their speaking and writing progress. Actually, as the ICFES exam does not require a speaking and writing test; naturally, the dynamics proposed for the MF program did not include the enhancement of the active skills.

Furthermore, the data presented an aspect which contributed to the participants' deficiencies found. Concerning the class's materials, the teacher indicated that the learning resources used for the class were photocopies and the students' internet data only, clearly, with content that mainly displayed grammar activities. Therewith, mentees did not have access to texts that contributed to their intercultural and productive skills forming.

That is how, it was vital to design an implementation plan which encouraged Liceo's 10th graders intercultural and productive competences as the MF program was limiting students' English learning. In fact, both gaps found were connected since in order to develop intercultural abilities, the use of the spoken and written codes is compulsory.

Rationale

Globalization has allowed that people from different parts of the world interact easily, and language is the mean to understand others' ideas and share ours. There are several languages across the world, but English has become in the main resource for communicating in this globalization process; thus, English as a foreign language (EFL) is an essential subject that different educational systems attempt to improve and promote as the Colombia context reflects (Garcia, 2013). According to *Estándares Básicos en lenguas extranjeras* (2006), as English has an important role in society currently, Colombia's apprentices should understand the advantages of learning the foreign language; whereby, EFL is a field that must be studied to enhance educational conditions of Colombians' necessities in this contemporary society.

To do that, the productive skills development is indispensable because it allows people to convey their ideas either orally or in writing. Through receptive competences, learners are recognizing aspects such as phonetic sounds and words' spelling; however, they need to place their knowledge in concrete interactional situations. For instance, bearing in mind the CEFR, students should carry out productive tasks to practice the language in professional and educational contexts. Moreover, the improvement of productive competences will build intercultural relationships satisfactorily.

Globalization also characterizes for intercultural exchanges, but it is just not enough developing intercultural skills in a superficial manner (Walsh, 2010). In the EFL, it is believed that the main purpose of interculturality is the ability of exchanging respectfully dialogues with

different cultures (Garcia-Leon & Garcia Leon, 2014). Even though it is part of an intercultural process, it is relevant being aware about the existence of some power relations that affect the coexistence among cultures. English is considered as an universal language, and it makes possible to interact with several cultures which native language is not English; thereby, in EFL field , interculturality should be critically taught to approach to different cultures avoiding stereotypes of them. For instance, it was known that in Colombia, Venezuelans migrants face discrimination and xenophobia because “stereotypes pushed forward by the media” (Garcia, Ortiz, Taborda, 2022, p.1). Considering that most of the participants have social networks such as Facebook, Instagram, Tik Tok and Twitter, they might be exposed to content which spread stereotyped images of different cultures as the Venezuelans case in Colombia. Therefore, cultural overlegalizations is a worthwhile topic to work on education, specifically in the second language learning.

Respecting the EFL, Vargas (2010) states that: “to enable students to be critical of all the messages that mass media are permanently sending is a teacher’s obligation that we cannot neglect” (p.6). Since participants are learning a language that has political, economic, and social power currently, it is important that they develop a critical interculturality where they analyze attitudes that continue subjugating powerless communities as cultural biases are. Additionally, because EFL learning material and mass media might reinforce superficial representations of different cultures, preserving then, an unequal society (Vargas, 2010), the selection of resources is essential for students’ learning process as, through them, they know, learn, and reflect critically upon different cultural behaviors.

Considering the current investigation, two main problems in relation to EFL learning were found: participants’ development of the intercultural and productive skills in the MF program. To contribute to those students’ gaps, it was thought to implement resources that displayed cultural stereotypes. In such manner, and also considering that learning material and mass media may construct and spread cultural prejudices, the use of culturally responsive texts (CRT) was proposed. Through this kind of material, participants put speaking and writing in practice reflecting on the aspects that surround cultural biases in intercultural exchanges, as an outcome, 10th graders worked on a critical intercultural competence while they enhanced their productive skills as well.

Keeping the above in mind, the development of the active skills will generate an adequate performance of EFL learners in intercultural exchanges; at the same time, it is essential to promote learners' critical interculturality where they attempt to disrupt dynamics that contribute to social inequalities. Thusly, this research study sought to use material challenging learners to perceive cultural stereotypes critically as well as they developed their productive skills when using culturally responsive texts (CRT). Because participants struggled with writing and speaking, it was expected that CRT inspired them to generate orally and in writing critical ideas towards cultural stereotypes' role in society. Furthermore, this project meant to contribute to a social problem as part of the English class rather than focusing on the enhancement of second language skills only.

Research Question

How might critical interculturality and productive skills be fostered in 10th graders when using CRT with cultural stereotypes content?

General Objective

Analyze how 10th graders' critical interculturality and productive skills might be fostered when using CRT with cultural stereotypes content.

Specific Objectives

1. Examine the roles of CRT with cultural stereotypes content in the fostering of 10th graders critical interculturality and productive skills.
2. Identify the students' responses to the use of CRT with cultural stereotypes content to promote their critical interculturality and productive skills.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This section is dedicated to present the theoretical bases that helped me to construct this research proposal. Firstly, the state of arts illustrates different international and national research studies that provided meaningful backgrounds to develop the current project. Afterwards, there is a theoretical description of the concepts which surround the essence of the investigation, which are: *culturally responsive texts*, *cultural stereotypes*, *critical interculturality*, and *productive skills*.

State of the arts

The benefits and challenges of Culturally Responsive EFL: critical literature circles is an investigation carried out by Lori Frederick in 2012. Overall, Frederick used culturally responsive EFL to involve students' context with English learning in Tajikistan. Also, as Tajikistan has influence of Afghanistan and Iran cultures, EFL learners requested to read more of their literature, thus, engaging themselves in the reading of the texts to participate in the literature circles. In each session, the researcher noticed how the different stories enriched students' reading confidence, generating then, students' productions of ideas using the foreign language.

Frederick's study is considered relevant for two main reasons. On the one hand, this investigation displays how culturally responsive EFL enhance language skills. The researcher considered students' necessities and context to choose the literary books, therewith, apprentices felt motivated to participate in the discussions while they improved their language skills. On the other hand, Frederick discovered prejudices that students had over other cultures, so it allowed her to critically reflect on that topic with participants, evidencing the advantages of using material that connects real situations with academic achievements. Moreover, this study permitted me to perceive EFL in a transformative way where the only issue is not pupils' skills development, yet also their critical awareness towards social issues.

Another research study chosen for this critical review is *adolescent students' intercultural awareness when using culture-based material in the English class* (Castañeda, 2012). Here, it was expected that students, from a high school in Bogota, described their perspectives of foreign cultures after carried out tasks with culture-based materials. Mainly,

Castañeda tried to connect learners' culture with the foreign one using resources which reflected typical and stereotyped images of both. Through this dynamic, the investigator promoted students' intercultural awareness.

From Castañeda's study, I foreground the use of material with stereotypes content to promote students' intercultural awareness in the EFL. For instance, participants felt identified and empathic with foreigners when they attached their own experiences with the ones observed in the visual texts. Castañeda stated that those feelings taught students to respectfully recognize the differences between themselves and others even if they approached to stereotypical representations of the external culture. Consequently, this investigation demonstrated that cultural overgeneralizations might grant to the pupils' interculturality growth depending on how it is aboard in the EFL classroom.

A third investigation considered important for the current research study is: *critical intercultural learning through topics of deep culture in an EFL classroom* (Gomez,2013), and it was conducted. In general terms, Gomez conducted a qualitative research study with students from a public university in Bogota. Through this project, the investigator wanted to promote apprentices' critical interculturality when they approached to short stories that illustrated deep culture topics. Gomez indicated that, in the EFL, Colombia's teachers often disregard cultural topics showing surface or visible culture to students generating several issues such as EFL learners constructing stereotypes instead of recognizing "the individualities of the people that conform a group" (p.3). In that sense, through deep culture issues, students connected their culture and life experiences with the culture of the foreign language putting behind surface representations of both societies.

Gomez investigation enlightened this research proposal in terms of understanding how critical interculturality and productive skills can be enhanced in the EFL. For Gomez, language production and culture are inseparable; whereby, it should be a teachers' responsibility addressing deep culture topics. If mentees do not truly understand the foreign and their own culture, they might not be able to develop intercultural relations. Despite I did not focus on deep culture, this concept was valued to work on my project. Through deep culture topics, students may acknowledge that each culture has its own essence avoiding simplified images spread of

them; at the same time, dynamics where pupils use the foreign language were designed, namely, their productive and intercultural skills might be fostered.

The fourth investigation considered for this critical review is *the impact of authentic materials and tasks on students' communicative competence at a Colombian language school* (Alirio; Castillo & Jaime, 2017). In this project, the researchers aimed at analyzing how the use of authentic material and tasks influence the improvement of communicative competence on A2 EFL level courses. As a result, students began to look for information of their own culture after using the material and conducting the tasks. Additionally, they used the target language to talk about foreign and national cultural aspects, thereby, motivating themselves to express in English the knowledge acquired after conducting the different lessons.

This research study is considered relevant because it illustrates the advantages of implementing material that is not created for educational purposes in the EFL. For Alirio et al. (2017), authentic material is something that is not “produced for language teaching” (p.4); hence, videos, newspapers and magazines can be considered as authentic material. Bearing in mind my research proposal, CRT were resources mainly obtained from social media, so using them may generate benefits in students' productive competences as Alirio et al. study managed to do with the communicative competence.

Finally, Avan Kamal's research study: *effective strategies for turning receptive vocabulary into productive vocabulary in EFL context* (2015), was also reckoned as meaningful for the buildout of the present study. Kamal reported the influence of teaching procedures, resources, and learning context on learners' production of vocabulary. The project was developed due to Iraq students' weaknesses regarding their vocabulary tools. Apparently, they had strong bases in receptive vocabulary although they did not reflect that in their productive outcomes. After implementing pedagogical strategies, the results displayed the enhancement of students' productive vocabulary owing to the implementation of materials different from the determined in the curriculum.

In spite of Kamal's project focused on the vocabulary production, it provided me strategies to improve students' productive skills in the EFL classroom. Firstly, through the study, the researcher highlighted the necessity of using material that allows students to internalize the words' meaning; if students learn vocabulary in isolation, they may not truly acquire new

vocabulary. Also, the study proved that teachers should create authentic situations where learners apply the vocabulary learned. In relation with my research idea, CRT might contribute to the improvement of the learners' productive competences seeing that it is not limited. As this kind of material is not designed for learning purposes, it may be perceived in diverse means, and probably, encouraging participants' oral and writing ideas considering a specific relevant issue.

Theoretical Framework

Culturally Responsive Texts

Before defining what culturally responsive texts (CRT) are, it is necessary to understand the theory of Culturally Responsive Teaching.

The term of Culturally Responsive Teaching was proposed by Gloria Ladson-Billings in 1994 (Coffey, 2019). This pedagogy involves students' intellectual, social, emotional, and political development by connecting their' life experiences and identities with their learning process. Furthermore, in this pedagogy, the use of cultural references to influence students' knowledge, skills and attitudes is highly relevant (Ladson-Billings, 1995; Howard, 2003; Gay, 2010; Coffey, 2019). Drawing on Ladson-Billings (1995), I underline two criteria that she proposed to implement her teaching theory in any classroom: 1) "students must develop and/or maintain cultural competence"; 2) "students must develop critical consciousness through which they challenge the status quo of the current social order" (p.160). Bearing in mind the EFL field, those aspects are essential because they promote students respectful interactions with other cultures, but also considering a critical awareness towards social problems that impact the coexistence among cultures. And to do that, the selection of resources that reflect different realities from the mainstream ones is essential.

Material selection is basic to connect culture and knowledge, yet also the learning texts should provide mentees' critical awareness of current social issues avoiding dominant behaviors present in society (Ladson-Billings, 1995; Howard, 2003; Gay, 2010). Therefore, well-selected authentic texts are considered to develop the purpose of a Culturally Responsive Teaching (Hollie, 2019; Heineke & Papola, 2022).

For the present research, texts as authentic consider the next aspect: "learners' perceptions of and attitudes to, the text and the activity pertaining to it" (Mishan, 2005, p.18).

Moreover, authentic materials are not created for educational purposes (Alirio, et al, 2017), for example, CRT used for the research were mostly obtained from social media, such as, Facebook and Instagram. Because this study meant to promote pupils' critical interculturality and productive skills, as shall be made clear in the pedagogical implementation proposed, I brought to the English class materials with their respective activity, which displayed cultural stereotypes content, transforming then, the texts into learning material. Mainly, the intention was to nurture students' critical interculturality and productive skills through a critical analysis of cultural prejudices as Heineke & Papola put it: "teachers disrupt stereotypes through text selection" (2022, p.22).

To make it clearer, CRT are authentic resources, not designed for educational grounds, that were selected to promote students' significant thoughts respecting cultural stereotypes in the EFL classroom. In such manner, the students' relation with resources and their activities were considered rather than the text itself. Also, it was expected that participants thrived their productive abilities when they used the texts' content as inspiration to generate ideas. It is also important to mention that the term of CRT was created for the selection of literary books to motivate students to reflect themselves in the different Bishop's concepts (1990).

Bishop proposed the metaphors of windows, mirrors and sliding glass doors in 1990 (Heineke, 2014). Windows provide perspectives of different realities; mirrors represent characteristics such as physical, cultural, or emotional that people reflect back through elements from a story; and sliding glass doors invite individuals to be part of the story (Bishop, 1990; Heineke,2014; Johnson; Koss; Martinez, 2018; Cahill, Ingram, Joo, 2021). In spite of Bishop's concepts were created for students' relation with literary books, different types of texts might also provide those kinds of experiences.

In this project, CRT included the selection of written and audio-visual texts, and also they were proposed for students to: mirror themselves, have a window into different realities, and participate in the issues present in the material. Therewith, through the materials, students' critical interculturality was fostered from participants reflecting themselves through some contents' features, learning in deep about cultural stereotypes, and contributing to a social

problem. In the same line, this kind of material was used to encourage students to express their perspectives using the English oral and written codes.

Now, it is necessary to define the concepts of critical interculturality and cultural stereotypes in subordination to the CRT concept as, on the one side, cultural biases were the resources' content, and on the other side, the development of 10th graders' critical interculturality was constructed from the awareness and analysis of the situations presented in the texts.

Cultural Stereotypes. Before understating what cultural stereotypes are, it is essential to acknowledge the concept of culture and its relationship with the field of second language learning.

Culture is a complex concept since it can be defined depending on different theoretical currents (Yassine, 2006; Byram & Grundy, 2003). The term of culture might be considered as a set of experiences, a shared way of life or people's behavior and beliefs according to what it is acceptable in the social group where they live (Rose, 2004; Yassine, 2006; Byram, Gribkova & Starkey, 2002). From the view of philosophy and sociology, culture is a natural structure that changes over time, so it is feasible to recognize it at the temporal moment in which people live (Wendt, 2003). Furthermore, Kramsch (1998) highlights that culture is the idea of societies following a common pattern to understand and examine the world because it is just not seen as a set of features but also as means to construct perceptions towards different realities.

Having in mind the culture conceptualizations presented by the authors, in this project, culture is understood as a set of common experiences, beliefs, attitudes and behaviors constructed by specific social groups which are dynamic and used as criterion to analyze the world.

In spite of the fact that culture tends to be superficially approached in the EFL (Gomez, 2015), it is undeniably a relevant aspect in the learning of a foreign language (Pennycook, 1990; Kramsh, 2013). People use language to communicate their culture, so they might acquire a foreign language understanding the "other" (Yassine, 2006; Kramsh, 2013, Pourkalhor & Esfandiari, 2017). However, people might construct prejudices towards the foreign culture as their own culture provides standards to evaluate diverse environments, thusly, it is essential to critically address culture topics in the EFL classroom (Gomez, 2015; Yassine, 2006; Holme,

2003, Byram & Grundy, 2003). Additionally, Holme (2003) and Yassine (2006) point out that cultural content may construct learners' attitudes that the foreign language' institutions attempt to instill in them through implicit and explicit texts' messages. These possible manipulations or attitudes can be related to the construction of cultural stereotypes.

Cultural stereotypes are defined as shared set of images, beliefs or behaviors that are assigned to a group of people, which can be consensual or individual (Nikitina, 2019; Spencer-Rogers, 2001), namely, it is expected that people act identically depending on the label attributed to their social group. Also, for Vargas (2010), cultural biases "repeated false generalization of partial features of those people who shape a hegemonized ideology, considering no other possibility than the values fostered by the people with power in society" (p.6). Drawing on the previous statement, intercultural relationships are influenced by cultural stereotypes as people tend to assume that there are superior and inferior social groups than them, consequently, maintaining and reinforcing uneven social positions.

Respecting the EFL field, cultural stereotypes can be positive and negative (Nikitina, 2019; Byram, et al, 2002; Bonilla, Cruz & Solano, forthcoming). Nikitina study (2019) displayed how cultural stereotypes motivated EFL students since they had an idealized representation of the foreign culture contributing to their learning of the target language as well; nevertheless, most of the times, cultural stereotypes have negative connotations (Spencer-Rodgers, 2001; Byram et al, 2002). According to Byram et al "Stereotypes can undermine our sense of who we are by suggesting that how we look or speak determines how we act"(2002, p.21), ergo, people will tend to judge the 'other' depending on surface features spread of them. Clearly, cultural stereotypes negatively affect the coexistence among communities, and this problematic seems to be impossible to nullify. Whereby, EFL teachers might use them as a pedagogical tool to challenge students to critically analyze the different realities displayed in the media that they consume, (Byram et al, 2002; Bonilla, Cruz & Solano, forthcoming), for instance, in this project study, participants examined different situations where cultural stereotypes led to discriminatory, xenophobic, and racist attitudes, mainly affecting marginalized or minority cultural groups.

Critical Interculturality. Since English language has become in the main resource to communicate in the globalization process, EFL students are required to deal with cultural differences (Walsh, 2010; Tubino, 2005; Byram, et al, 2002); therefore, language teachers must

develop learners' intercultural abilities (Gomez, 2015; Byram, et al, 2002). The intercultural competence is defined as the ability to interact, recognize, and accept the differences between cultures, still interculturality should not be addressed as simple as that, on the contrary, it should be involved from a critical perspective in the second language education (Tubino, 2005; Walsh, 2010; García-Leon & García-Leon, 2014; Nuñez,2018; Lara, 2015; Granados, 2016).

According to Walsh (2010), interculturality can be taught as relational, functional, and critical. A relational interculturality refers to an exchange between two cultures without questioning the power relations that exist in bilingual education, similarly, functional interculturality works in order to fulfill necessities of power institutions (Tubino, 2005, Walsh, 2010; García-Leon & García-Leon, 2014; Granados, 2016). Consequently, those interculturality perspectives generate issues such as racism and discrimination towards minority societies seeing that social aspects are leaving behind in the intercultural competence taught in the EFL field (Walsh, 2010; Garcia-Leon & Garcia Leon, 2014; Lara, 2015; Nuñez, 2018).

On the other hand, critical interculturality:

challenges the role of educational settings continue to play in a colonial society in which only Western knowledge, values, and cosmogonies have a place. Furthermore, it allows students and teachers to reflect on the hierarchical relations among languages, the ways such relations have been naturalized, and the unequal relations among speakers of different languages (Gutierrez, 2022, p.3)

In this context, critical interculturality was considered as a pedagogical tool that students used to analyze the role of cultural stereotypes in the existing power relations in society questioning issues such as discrimination, racism, and xenophobia. (Tubino, 2005; Walsh, 2010; García-Leon & García-Leon, 2014; Nuñez,2018; Lara, 2015; Granados, 2016). Thusly, pupils just not learned to properly interact with other cultures, but also they questioned the function of cultural stereotypes in society in order to develop conditions where the differences of the "other" are understood through dialogues of respect, dignity, and equality (Walsh, 2010; Kramsh, 2013).

Further, although the concept of interculturality comes from an indigenous context, it does not mean that other subordinate environments cannot have a process of decolonization (Walsh,2010; Granados, 2016). Decolonization process may be connected with being aware

towards the consequences of cultural biases as critical interculturality is wielded to re structure behaviors that racialize, subordinate, and dehumanize (Walsh, 2010, p.4) ; as sample, behaviors generated by stereotypes. In such wise, critical interculturality assists EFL learners to transform their perspective towards cultural stereotypes that are created from perceiving people with a single identity (Byram et al, 2002).

Productive Skills

Writing and speaking are known as active or productive skills. These language abilities let people to produce the information obtained from receptive or passive skills, which are listening and reading (Masduqui, 2016). In the EFL, the development of receptive and productive abilities is indispensable as learners need to recognize aspects such as grammar structures and phonetic sounds to properly communicate in the foreign language (Golkova & Hubackova, 2014). Nonetheless, taking into consideration the current research proposal, pupils 'productive skills were the main focus because it was their principal weakness found. Therefore, this study meant to transform students' receptive knowledge into written and oral outcomes.

Writing. From a communicative perspective, EFL writing “allow individuals to convey their ideas, sentiments, and opinions” (Teferi & Ahmed, 2023, p.3). This perception allows learners to construct their own style and thoughts rather than focus on the writing of grammatical structures only (Kamal, 2015). At the same time, teachers' feedback considers learners' opinions first to then correct their grammar mistakes generating confidence in them.

Also, writing is considered one of the most difficult EFL skill to learn because several criteria are involved (Widiati & Yudi, 2006; Salma,2015). For example, a written text should contain elements, such as, coherence, cohesion, and vocabulary, complicating then, learners' writing process. Hence, a communicative position might generate mentees' reliance as they communicate their insights chiefly instead of centering their attention in grammar and academic aspects. And so forth, the writing improvement can happen if mentees reckon it as a manner to convey their thoughts towards a particular topic while they receive feedback of their writing proficiency.

Speaking. Speaking is used to transmit thoughts, feelings, and attitudes through an oral speech (Krebt, 2017; Bouzar, 2019). The oral communication is naturally acquired in human

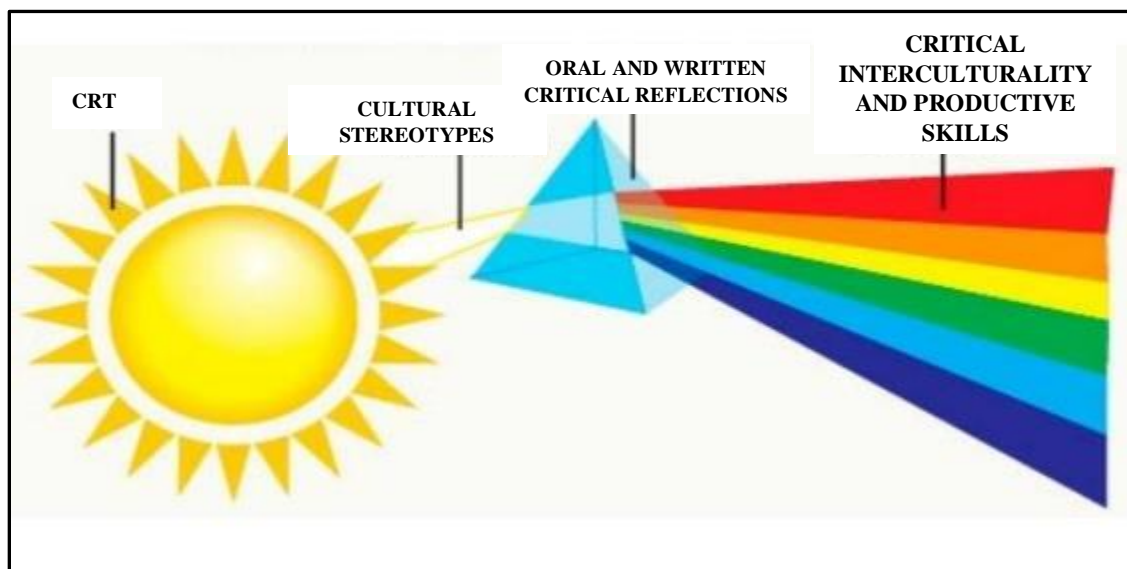
beings owing to the language exposition from early ages; however, respecting the EFL field, this ability requires the students' commitment.

Similar to writing, speaking is also considered as a difficult competence to acquire in the English learning (Hosni, 2014). Most of the times, apprentices do not have the opportunity to practice English in contexts different from the class time, actually; sometimes, they even do not use the foreign language during the English sessions (Wu-Yuin, Yueh-Min, Shadiey, Sheng-yi & Shu-lin, 2014). Additionally, speaking is an activity that puts in practice all the EFL learners' knowledge such as phonetic, grammatical, spelling, and semantic structures making difficult a fluent use of it. Whereby, learners tend to avoid speaking generating several shortcomings in the progress of this language competence.

Additionally, according to Nazara (2011) "Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains, and modifies social identity, and involves interpersonal skills" (p.3), that is to say, besides the linguistic elements, speaking integrates the speakers' background to satisfactorily carry out a conversation. Taking into account that English is essential in the modern world, speaking is an important skill that must be developed to understand and be understood in intercultural interactions (Akhter, Haidov, Rana & Hussain, 2020), to wit, through speaking, people transmit their insights, beliefs, feelings, ideologies, etc., in intercultural settings, thus, creating understandable dialogues.

All in all, writing and speaking are productive skills that fill the "critical need of the people to communicate clearly and effectively" (Sharma, 2015, p.3); thus, both language abilities contribute to peoples' interchange of ideas. Regarding EFL field, these abilities are the most complex since they integrate several language knowledge, but their development is indispensable to manage the foreign language. For this project, productive skills were considered from a communicative perspective, ergo, they were instruments for mentees to express their insights regarding a particular topic rather than focus on linguistic aspects narrowly. Naturally, CRT were used as a source of inventiveness for students' production of oral and writing ideas.

Graphic 1. Visual representation of the constructs' relation



The graphic presents the relation between the constructs making a metaphor with the phenomenon of the rainbow. The sun represents the CRT since they were the input to foster participants' critical interculturality and productive skills. Then, the sun's light is considered as the cultural stereotypes because they were the topic that the material displayed. Through the material and its content, students needed to critically analyze the role of cultural prejudices in society; hence, the prism works as the oral and written critical reflections. That is how, it was encouraged mentees' critical interculturality and productive abilities, which is equivalent to the appearance of the rainbow.

CHAPTER III

RESEARCH DESIGN

This chapter presents and characterizes fundamental elements for the design of the current research proposal, which include the research paradigm, the type of study, the instruments for data collection and procedures, and the ethical considerations.

Research Paradigm

This research study was in nature qualitative since the participants' positions regarding a social issue were recognized rather than providing statistical information. According to Merriam & Tisdell (2016), qualitative investigators "are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p.6). In those terms, this type of study was the most appropriated for conducting the present investigation.

Also, from an epistemological perspective, the philosophy that permeates qualitative research is based on being critical. Qualitative investigation is thought as a way to transform and empower a situation, in this case, respecting an educational context (Merriam, Tisdell, 2016). This philosophy of a critical qualitative research is coherent with the current study seeing that students challenged cultural stereotypes through texts that encouraged them to be critical rather than focusing on the acquisition of English language skills barely as Pennycook underlined:

If we view ourselves as educators whose principal aim is the empowerment of our students and whose transformative project is to go beyond helping students simply to "make it", then clearly, we must do more than teach functional language skills within a competency-based curriculum (1999, p.9)

Similar to Pennycook's perspective, the UPN educational project of the Spanish and English program (2018) aims to form pre-service teachers from a critical emancipatory perspective (p.15). It means that language teachers promote self-awareness of social issues, and their role is not just enhancing students' language skills, but also they should guide students to construct a more equitable society to live.

Bearing in mind the pedagogical principles of UPN language program, qualitative research helped me to conduct the present study underpinned by a critical emancipatory length. Qualitative research guided me in terms of following a process interested in studying the impact of CRT with cultural overgeneralizations content in the participants' intercultural and productive competences. In such manner, the research proposal was not focused solely on students' language skills improvement, but rather on the students' emancipation of dynamics that conditions their social development.

Type of study

Qualitative research works as an umbrella term to refer to the several types of investigations that focus on the inner meaning and understanding of people's experiences or forms in which they construct their world (Merriam, Tisdell, 2016). So, for the present project, the approach of action-research was selected to conduct the process.

According to Burns (2010), Merriam & Tisdell (2016), action-research centerers on carrying out a study that implements strategies to fill the gaps found in specific contexts. Also, Burns (2019) mentions how researchers are the ones who identify and decide the relevant aspects to be studied.

Furthermore, action-research sights to empower teachers and students (Burns, 2010, p.10), specifically, it is conducted with the intention of transforming teacher's practice connecting knowledge and students' context. In those terms, action-research is connected with the critical emancipatory perspective of this pedagogical proposal since there was an interest in regard to learners' academic and social success. Exactly, for the investigation, there was an interest of bridging students' awareness towards cultural issues with their writing and speaking performance; thus, pedagogical strategies were designed going beyond of merely teaching language structures.

Additionally, in order to conduct the present investigation as an action-research, it was important to consider certain steps to gather information. According to Burns (2010), an action-research is developed through a cycle process. The cycle research is made up four stages, including planning, action, observation, and reflection, and each of them is carried out in a cycle

spiral; that is to say, the researchers repeat the four stages until they obtain enough findings (Burns,2010, p.7).

Data collection instruments and procedures

Qualitative action-research involves the researcher as primary instrument to data collection (Merriam & Tisdell, 2016). The investigator is in charge of gathering information from what is observed in the context and participants' experiences, thoughts, forms of seeing the world, etc. The researcher, then, needs to use instruments to collect data that evidences the investigation results through a specific method, and for this project, a triangulation process was executed. According to Burns (2010), triangulation allows researchers to reckon different positions, and so generating objective conclusions about the issue studied. In other words, triangulation implements more than one type of instrument to collect data, hence, providing accurate information regarding the object in study.

Succeeding, it is displayed the visual representation of the plan thought to develop the triangulation process.

Table 1. Triangulation plan

RESEARCH SPECIFIC OBJECTIVES	DATA SOURCE #1	DATA SOURCE #2	DATA SOURCE #3	DATA SOURCE #4	DATA SOURCE #5	DATA SOURCE #6
1. Roles of CRT with cultural stereotypes content in the fostering of students' critical interculturality and productive skills	Field notes	Artifacts	Recordings	Reflective Journals	Second questionnaire	Third questionnaire
2.Participants' responses to the use of CRT with cultural stereotypes to foster their critical interculturality and productive skills	Reflective journals	Second questionnaire	Third questionnaire	Field notes	Recordings	Artifacts

Field Notes. They are written reports that the investigator is supposed to do after an observation of the setting studied (Merriam & Tisdell, 2016). Regarding the present

investigation, field notes were proposed to describe events related to the participants' interactions with the learning material and the dynamics of the English class along the implementations, clearly, field notes were conducted in each class session (see annex 5).

Tests. A test is a method of non-observation for action research; besides, it is part of classroom documents that reflect the students' knowledge towards a specific issue (Burns, 2010). In this case, a test was designed by the school institution (see annex 3) and for this project, it was used to know participants' English proficiency.

Questionnaires. This kind of instrument is used to easily collect information when there is a considerable population. Furthermore, it allows researchers to know about "factual or demographic (who the interviewees are and their background/experiences); behavioral (what they do or did in the past); attitudinal (attitudes, opinions, beliefs, interests and values)" (Burns, 2010, p.92). The initial questionnaire (see annex 1) was applied to identify those aspects regarding students' context and the English class. Also, two more questionnaires were conducted in order to examine the project's evolution; one at the end of the second cycle (see annex 7), and another at the end of the third cycle (see annex 8).

Interview. Even though observation provides meaningful information to the study, it is not an activity that let investigators to know about the topic studied in deep. Thereby, interviews are conducted to identify elements that cannot be observed, such as, personal experiences, feelings, or inner thoughts of the participants as Patton (2015) features: "The purpose of interviewing, then, is to allow us to enter into the other person's perspective" (Patton, 2015 cited in Merriam & Tisdell, 2016, p.108).

For this project, an interview was used to know the teacher's perspective regarding: the English class, learning materials, students' behavior, and pupils' language abilities and weaknesses. The interview's design was semi structured, so it was possible to change the questions order, to do follow-up questions, and asking for more details to gather rich information for the study buildout (see annex 2).

Recordings. Audio recording is implemented to gather information accurately. Whilst it is not possible to record physical gestures or body language through audio recording, this type of instrument provides data of what has been said during the application of the study (Burns, 2010).

Regarding the current research proposal, recordings were the mean to collect students' oral reflections made in the different lesson plans (see annex 10).

Artifacts. According to Merriam & Tisdell (2016) research-generated documents and artifacts refer to “documents prepared by the researcher or for the researcher by participants after the study has begun” (p.174). For the present investigation, artifacts were tangible tasks developed by the students either designed by the pre-service teacher or them, for instance, workshops created by the preservice teacher and completed by the participants as well. That is how, the students' reflections done in class were collected (see annex 9).

Students' reflective journal. The reflective journals are writing recordings that display participants' reactions towards the lessons or events present in the study application (Burns,2010). For the current study, templates were designed (see annex 6) for students to write their impressions at the end of each cycle, namely, through this instrument I was able to know apprentices' perspective respecting the material, activities, and topics addressed in the English class. As a result, it was recorded mentees' thoughts, feelings, and learning process concerning the dynamics carried out in the cycles of implementation.

Data collection procedures

Firstly, the observation period began on March 1st of 2023-1, and six sessions were observed before began the implementation of the project. During this time, students carried out a diagnostic test (see annex 3) that reflected their level in the foreign language . Then, a questionnaire (see annex 1) was implemented with the participants, which contained questions related to students' characterization including personal data and facts about their English learning process. Afterwards, the teacher's interview was conducted (see annex 2) to identify deep information about students and the class methodology.

After gathering initial information, the first lesson plan was implemented. For each lesson plan, the aspects observed were kept in field notes formats; naturally, the field notes were used from the observation period as well (see annex 5). Moreover, at the end of each cycle, the reflective journal was implemented (see annex 6). Further, two more questionnaires were applied: one to recollected information at the end of the second cycle (see annex 7); and other at the end of the third one (see annex 8). In addition, artifacts (see annex 9) were gathered when pupils

conducted physical tasks designed by the pre-service teacher or them. Finally, the recording method was applied during speaking activities that reflected students' insights about the topic discussed during the lessons (see annex 10). Lastly, the lesson plans (see annex 11) were executed from March 22nd to September 13th of the present year.

Ethical considerations

An informed consent was applied before starting the application of the study. As the participants selected for the study were minors, it was highly relevant to have the permission of the person (s) responsible of them through the informed consent (see annex 4). Chiefly, this informed consent allowed participants' tutors to be aware of the conditions of the study where students' personal data were intended to be use for academic purposes exclusively; as well, the document displayed the possibility of the students' withdrawal from the study whenever they craved. Additionally, the informed consent presented the confidentiality and privacy of the mentees' information collected along the investigation in order to provide them a secure and confident research environment.

CHAPTER IV

PEDAGOGICAL INSTRUCTION

This chapter displays the theory that supports the pedagogical strategies that were selected to be used in the current pedagogical proposal. Whereby, the visions of learning, language, curricular, and classroom are described to recognize the pedagogical elements that the project entails. Further, the instructional design is characterized and explained.

Vision of learning

For the current project, learning was underpinned by the principles of an emancipatory pedagogy. According to Freire, learning encompasses aspects such as social, political, cultural, and economic to authentically perceive reality (Nouri & Sajadi, 2014). Also, teachers and students are active participants for learning to happen as Marker (2000) states: “Learning is based on a true dialogue between teachers and students which instead of a passive confrontation with the world, takes humanistic transformation into account” (Marker cited in Nouri et al., p.6-7, 2014).

For the ongoing investigation, learning was considered under an emancipatory pedagogy as real issues were integrated with knowledge. Specifically, it was expected that students critically reflect on cultural stereotypes to improve their productive skills through material that fostered their insights about that social problematic. Ergo, pupils analyzed social issues integrating their speaking and writing skills, thusly, conceivably acquiring knowledge respecting the foreign language. Moreover, this project pointed to develop students critical interculturality, so learning was not solely related to the language goals, but also it attempted to influence participants’ lives.

Vision of language

From a cultural standpoint, language is the main method that people use to written and orally communicate their cultural and social contexts (Carvaja,n.d); hence, through language, people reflect their cultural reality. Furthermore, language conditions how humans interpret their experiences and their social role (Pomorska cited in Metare & Silva, 1991). Similarly, Kramsh (2013) points out that there are insiders and outsiders when people recognize their role in a

community; however, as language is the expression of culture, there might be barriers to the outsiders: “culture, as a process that both includes and excludes, always entails the exercise of power and control” (Carvaja, p.3). Drawing on the previous affirmation, language also implies the historical backgrounds of cultural groups to identify their social position in society, and clearly, there are marginalized cultures that have suffered because of the control of power entities.

That is how, in this investigation, language was an instrument for participants to identify the dynamics of intercultural contexts. As apprentices are outsiders of the foreign language, thus the culture, they need to deal with cultural differences and inequalities due to political, economic, and social power that English language implicitly has. In those terms, cultural stereotypes were presented as samples that promote and maintain the same power relations. Besides, language was the means where mentees expressed their world’s interpretation, so it was proposed that they communicated their insights towards the topic using the written and spoken codes in English, considering then, language as a cultural construction and communication tool.

Curricular vision

According to the emancipatory pedagogy, “curriculum is understood as a contextualized social and political process” (Nouri et al., p.7,2014). From this perspective, educators should design educational contents that reflect students’ contexts and academic necessities. As Grundy (1994) stated, the influence of society is essential to construct each individuality even though an emancipatory curriculum encourages pupils to separate their individuality of social contexts (Agray,2007). Therewith, teachers must be aware of current problematics that surround students’ lives as they shape apprentices’ educational process. Bishop (2014) points out that “education should illuminate the relationship among knowledge, authority, and power” (p.55); that being so, real issues should be included within the curriculum contents. At the same time, it demands to provide students with tools that help them to be more critical towards dynamics that generate uneven conditions in society.

The current project contemplated the curriculum as a structure which integrates the students’ environment and academic aims. At the beginning of the investigation, it was decided to promote learners’ productive skills and interculturality considering the problematics found related to the EFL. Thusly, students situated their oral and writing production in a topic that

influences the current power relations as well as they could satisfactorily internalize the English language structures through the critical awareness of a significant issue as Bishop spotlighted “only serious ideas are going to stand up” (2014, p.51). Namely, a study plan was thought bearing in mind mentees’ academic and social necessities that influence their role as speakers of a foreign language and social individuals.

Vision of classroom

Continuing with an emancipatory pedagogy perspective, teachers and students are active and transformative entities in the classroom. Besides, classrooms are considered as transgressive settings since they attempt to abolish structures that benefit dominant social classes only (Firth, 1996). In the same line, from a Culturally Responsive Teaching length, classrooms are defined as environments to study and recognize students strengths and weaknesses, specifically, they work “to build an inclusive and welcoming classroom and school environments that can create culturally appropriate approaches to raising academic expectations for all students” (Vaurus,2008, p.50).

This research study aimed to develop 10th graders critical interculturality and productive skills through CRT with cultural stereotypes content. Consequently, it was essential that the classroom environment provided students with opportunities to know and analyze actions that might cause inequalities in intercultural contexts. Although participants were not part of a multicultural classroom setting, social inequalities also influence their contexts, in such manner, in the EFL classroom mentees’ social success was raised as well as their academic achievements through their active competences enhancement.

Instructional design

In order to reach the investigation aims, a pedagogical plan was designed. In general terms, this instructional design contains pedagogical strategies that were used to foster participants’ critical interculturality and productive skills. Essentially, there were selected culturally responsive texts with cultural stereotypes content for the development of the lesson plans (annex 11); and also, complementary activities were outlined to place pupils’ writing and oral outcomes integrating their awareness and analysis of the texts’ content, which was related to cultural overgeneralizations.

Three cycles of intervention were sketched to study the implications of CRT with cultural stereotypes content in students' critical interculturality and the productive skills. The first cycle was named as *My country's cultural representations*, and it was composed of three lesson plans. In this cycle, students had a first attempt to cultural stereotypes and their effects on society through the recognition of Colombia's cultural representations and their own ideas of being Colombian. The second cycle was titled as *A window to the world: learning more about cultural stereotypes*. This cycle was made up of three lesson plans that provided students with examples of different cultures that face discrimination, racism, and xenophobia owing to cultural stereotypes. Finally, a third cycle was designed, which was: *Taking actions!: what should I do to transform this situation?* In this cycle, students conducted three lesson plans where they reckoned the role of cultural stereotypes in the social order. It is important to mention that the CRT were selected and implemented considering Bishop's metaphors (1990) of windows, mirrors and sliding glass doors.

Table 2. Cycles of study.

Cycle	Culturally Responsive Texts	Lessons	Objectives	Suggested language
<p><i>Cycle I</i> <i>My country's cultural representations</i></p> <p>Duration: 6 sessions of 60 minutes</p>	<ul style="list-style-type: none"> ❖ Images of Colombian's features and stereotypes . ❖ Video about foreigners expressing their perspective of Colombia. 	<ol style="list-style-type: none"> 1. Cultural features of people from my country. 2. What do foreigners think of us? 3. Surface and deep aspects of my culture. 	<p>General: To acquire knowledge about cultural stereotypes considering my country's cultural representations.</p> <p>Specifics:</p> <ul style="list-style-type: none"> • To orally and in writing compare my perspective of being a Colombian with other representations. • To identify how surface culture influences Colombians' intercultural interactions. • To approach to an intercultural situation writing the first fan letter. 	<ul style="list-style-type: none"> • More... than... • The most... • As...as • I agree/disagree with... because... • I think/ I consider • I feel identified with this because.../ I don't feel identified with this because... • Adjectives <p>Vocabulary:</p> <ul style="list-style-type: none"> • Foreigners • Cultural stereotypes / overgeneralizations • Surface and deep culture • Positive and negative aspects.
Data collection instruments: Field notes, Artifacts, Reflective Journal, and Recordings.				
<p><i>Cycle II</i> <i>A window to the world: learning more about cultural stereotypes</i></p>	<ul style="list-style-type: none"> ❖ Testimonies of Latins in the USA. 	<ol style="list-style-type: none"> 1. Racism, discrimination, and xenophobia. 2. Passive-aggressive situations. 	<p>General: To learn in deep about cultural stereotypes' consequences in society.</p> <p>Specifics:</p>	<ul style="list-style-type: none"> • I think/ I consider/ In my opinion • It is a racist/discriminatory/xenophobic attitude because.... • Towards her/him/them/us

<p>Duration: 6 sessions of 60 minutes</p>	<ul style="list-style-type: none"> ❖ Video: Struggles of being Chinese American. ❖ Chart with 4 controversial situations. ❖ Satirical video about immigrants in legal processes. 	<p>3. Sharing what I have learned!</p>	<ul style="list-style-type: none"> • To orally and in writing express my understandings and perspectives towards racism, discrimination, and xenophobia. • To recognize passive-aggressive situations where harmful attitudes are normalized. • To connect cultural stereotypes with the social issues addressed in class. • To convey my learnings acquired in class writing the second fan letter. 	<ul style="list-style-type: none"> • I agree with you 100 percent/I couldn't agree with you more/I agree • I disagree/ I don't think so/ I totally disagree • I Take/took the time to look for... • I have learned in the English class... <p>Vocabulary:</p> <ul style="list-style-type: none"> • Cultural stereotypes / overgeneralizations • Racism, discrimination, and xenophobic attitudes • Non-native speakers/Accent • Latin people • Deep culture • Tequila • Translator • White people • Consequences
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Data collection instruments: Field notes, Artifacts, Reflective Journal, Recordings, and Questionnaire.

<p>Cycle III: Taking actions!: What should I do to transform this situation?</p> <p>Duration: 6 sessions of 60 minutes</p>	<ul style="list-style-type: none"> ❖ Memes about Muslims, Chinese, White and Black people. ❖ Four audio-videos: <ul style="list-style-type: none"> -A Japanese singer who looks "different". - Someone that is not Japanese but he sounds as one. -Indian's accent stereotypes -Struggles of being Latin and Chinese ❖ Video of black men holding a Starbuck cup. ❖ Two videos about racism in a satirical manner. ❖ Video of a white girl being racist. 	<ol style="list-style-type: none"> 1. Identifying implicit messages. 2. Respect, dignity, and equality. 3. Taking actions! 	<p>General: To transform the role of cultural stereotypes in society.</p> <p>Specifics:</p> <ul style="list-style-type: none"> • To explore what cultural biases do I have unconsciously. • To recognize how cultural stereotypes affect more some specific social groups. • To write the last fan letter which reflects my transformative actions towards the social issues addresses in class. • To orally express my most meaningful insights after being aware of the effects that cultural biases have on my context and other ones. 	<ul style="list-style-type: none"> • For me, respect/dignity/equality is • They have in common... • People/I should... <p>Vocabulary:</p> <ul style="list-style-type: none"> • Cultural stereotypes / biases • Black humor • Implicit messages • Unconsciously • Harmless/Inoffensive • Marginalized cultures • Nigga • Abolish • Respect, dignity, and equality • Intercultural exchanges • Power relations • Transform
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Data collection instruments: Artifacts, Field notes, Reflective journal, Recordings, and Questionnaire.

Cycle I. My country's cultural representations.

The first cycle was designed to provide students with CRT that let them to mirror themselves, but also to compare their own perceptions of being Colombian with Colombians' representations spread around the world. In such wise, mentees had a first attempt to what cultural stereotypes are, and they expressed orally and in writing their standpoints about the topic. It is important to highlight that some videos selected for the classes had subtitles and some

parts in Spanish because of the titular teacher's recommendation. At the same time, it helped students to learn vocabulary about cultural stereotypes and to better understand the CRT content for this first part of the process.

Cultural features of people from my country was the first lesson plan. Here, students used adjectives to describe Colombians' features, therefore, they acquired some vocabulary to express their own ideas. The second lesson was titled as *What do foreigners think of us?* During this lesson, students compared their perspectives regarding Colombians' cultural aspects with the ones displayed in the resources. Also, students shared how they felt in regard to foreigners having similar images of Colombians. The last lesson plan was *Surface and deep aspects of my culture*. Through this lesson, participants spotted the positive and negative outcomes of cultural stereotypes considering superficial and deep aspects of Colombia's culture, acquiring then, knowledge about cultural biases. In this first cycle, the first fan letter was introduced and created as well.

Fan letter. According to the Merriam Webster dictionary, a fan letter is "a letter sent to a public figure by an admirer". This activity was selected to materialize students' learning and insights of the issues discussed along the sessions; at the same time, the dynamic allowed me to spot students' writing performance to plan future activities that enhance the flaws found in their writings. Furthermore, students needed to choose a foreign artist to write the letter; thus, they felt motivated to perform a task related to their tastes. In addition, through the fan letter exercise, participants approached to an intercultural situation as they conveyed their thoughts to foreign people using the English language. For this first cycle, students shared with their artist how they considered their culture really is.

Cycle II. A window to the world: learning more about cultural stereotypes

The second cycle was titled as *A window to the world: learning more about cultural stereotypes* because the idea was that students expanded more their knowledge about cultural biases and their implications in society. Thus, CRT were selected to work as windows that presented students the impacts of cultural stereotypes in intercultural settings. Additionally, before working with the CRT, warm-up activities with questions were conducted to provide students with language tools to better understand the texts' content.

Three lesson plans were created for this cycle, which were: *racism, discrimination, and xenophobia; passive-aggressive situations; and sharing what I have learned!* In general terms, participants defined with their own words what racism, discrimination, and xenophobia are after reading about immigrants' experiences that clearly displayed those actions. Afterwards, through the materials' content, apprentices were able to connect the concepts with cultural stereotypes. Then, they analyzed and decided if some situations reflected discrimination, racism, and/or xenophobia. For that, mentees learned vocabulary to express and defend their positions in a debate activity. Additionally, in the third lesson plan, the main task was writing the second fan letter that should contain participants' new learnings, thoughts, and feelings towards the problematics discussed in the previous sessions.

Cycle III. Taking Action!: What should I do to transform this situation?

This cycle was designed considering the critical emancipatory pedagogy when CRT allowed students to be aware of the cultural stereotypes' role in power relations and intercultural dialogues.

For the third cycle, the first lesson plan was *Identifying implicit messages*. Here, students explored their own cultural biases analyzing how media spread simplified images of specific social groups, hence, influencing their perspectives too, besides, participants identified how stereotypes affect more to marginalized cultures. Secondly, the lesson plan of *respect, dignity, and equality* was created to reflect on the actions that might help marginalized cultures to improve their quality of life. Lastly, the third lesson was named as *Taking actions!* As its name suggests, this lesson involved students' cathartic attitudes towards the issues aboard in the three cycles. Through this lesson, students embodied their transformative actions towards attitudes that affect different realities writing the last fan letter. In closing, participants orally expressed their most significant learnings and the influence that this topic may have in their way of seeing the world as well.

CHAPTER V

DATA ANALYSIS AND FINDINGS

The ensuing chapter presents the data analysis' procedures that were conducted to determine the role of the information gathered along the research project. In the same line, the categories of analysis that emerged from the findings of the current study are deeply described and illustrated.

Procedures for data analysis

Before all else, it is essential to introduce the grounded theory (1967) as this methodology was selected for the data analysis. According to Merriam and Tisdell (2016), the grounded theory is characterized for considering the researcher as the principal instrument to gather data and conducted the analysis. Specifically, the grounded approach for data analysis attempts to construct the categories of analysis from the information gathered along the study implementation. In such manner, a core category is determined after conducting the investigation rather than established a specific categorization before identifying the study findings (Merriam, Tisdell, 2016). Namely, the categories of analysis emerge from the information gathered where there are principal categories, which also displayed subcategories that are directly connected to them. Bearing in mind the current research study, through the grounded method, I was the one who studied several times the facts found in the data collection instruments in order to determine the categories of analysis in view of the aims proposed at the beginning of the investigation.

Having said that, naturally, the data analysis was managed in an inductive manner. The inductive coding means that as investigators “we scan the data carefully, usually several times over, to see what categories suggest themselves, or ‘emerge’, from the data” (Burns, 2010, p. 107). Also, an insider approach was considered, and as Burns (2010) states, through the insider method, investigators study and analyze the participants' insights and opinions found in the data collection instruments.

In order to analyze the data under an inductive and insider approach, I organized the information in different folders considering each cycle of implementation. I created three folders each one named as *Cycle 1*, *Cycle 2*, and *Cycle 3*. At the same time, each cycle's folder was divided into five that corresponded to the instruments enforced to collect the proofs: artifacts,

reflective journals, questionnaires, recordings, and field notes. In that way, I examined the information multiple times considering which aspects were repeated the most, and which ones were related with the goals planned for the research development, such as, participants' relation with the materials, and their critical intercultural and productive competences advance.

Additionally, coloring was also fundamental to facilitate the data analysis process. In qualitative research, coloring might help investigators to discriminate the different data found, and so forth, determining the categories derived from the analysis (Bianco, Gasparine & Schettini, 2014). In this case, I used the color strategy to highlight relevant data found, actually, the coloring exercise was executed in the following manner: purple and blue colors to underscore participants' feelings, opinions, and insights towards the CRT with cultural stereotypes content; at the same time, both colors indicated information related to the progress of participants' critical interculturality and productive skills, and also to their learning process in general. Further, the pink color underlined meaningful reflections and behaviors of the participants towards the topics addressed along the implementation cycles found in the field notes, recordings, and also artifacts, but this time, considering the 10th graders' fan letters only.

That is how, putting together the grounded theory, the inductive and insider approach, and the coloring strategy, I was able to determine the core categories and subcategories of analysis that will be introduced as follows.

Categories of analysis

The categories of analysis were established keeping in mind that this pedagogical proposal mainly meant to analyze how CRT with cultural stereotypes content might help students to foster their critical interculturality and productive skills. Therefore, for the data analysis, it was essential to have present the specific objectives that were proposed to reach the principal goal, naturally, to answer the former research question made at the beginning of the study as well.

In order to better understand the categories of analysis, succeeding, there is a graphic representation of the relation of the research objectives with the categories found through the data analysis. Further, each category of analysis is explained.

Table 3. Visual representation of the categories of study.

CATEGORIES OF THE STUDY

Research Question: How might critical interculturality and productive skills be fostered in 10th graders when using CRT with cultural stereotypes content?

General Objective: Analyze how 10th graders' critical interculturality and productive skills might be fostered when using CRT with cultural stereotypes content.

1st Specific Objective: Examine the roles of CRT with cultural stereotypes content in the fostering of 10th graders critical interculturality and productive skills

2nd Specific Objective: Identify the students' responses to the use of CRT with cultural stereotypes content to promote their critical interculturality and productive skills

CATEGORY 1: CRT as a pedagogical tool to develop critical interculturality

CATEGORY 2: Supportive role of the CRT for the productive skills' development

CATEGORY 3: Feeling motivated due to the material's content and activities

Subcategory 1:

Acknowledging knowledge about cultural stereotypes

Subcategory 1: Learning new vocabulary

Subcategory 1: Considering the material enjoyable, didactic, useful, and easy to understand

Subcategory 2: Recognizing the implications of cultural stereotypes

Subcategory 2: Using the language to write and speak

Subcategory 2: Identifying aspects of interest

Subcategory 3:

Transforming the cultural stereotypes' role in society

Subcategory 3: Integrating the receptive skills

Subcategory 3: Finding connections between English learning and social issues

Category 1: CRT as a pedagogical tool to develop critical interculturality.

To begin with, this category refers to the role of CRT in the development of participants' critical interculturality constructed from their critical awareness towards cultural stereotypes. As it was mentioned in chapter 2, in the EFL, interculturality should be addressed critically in order to help learners to recognize, analyze, and question dynamics which generate inequalities in cultural exchanges (Tubino, 2005; Walsh, 2010). Through CRT with cultural stereotypes' content, it was expected that students identify the power relations existing among cultures since cultural biases tend to maintain a social order where powerless communities are subordinated by powerful ones (Holme, 2003; Yassine, 2006). Specifically, cultural stereotypes were used as examples of behaviors that racialize, subordinate, and dehumanize, and as Walsh (2010) considers, they must be reconstructed to aboard interculturality from a critical length. That is how, different CRT were enacted with 10th graders to generate critical awareness regarding the implications that cultural biases have on different realities.

Not unexpectedly, learners approached to CRT that worked for them as windows, mirrors, and sliding glass doors, the Bishop's metaphors explained beforehand. Thence,

participants acquired knowledge about cultural stereotypes, but also they were able to analyze and transform their role in society. As an outcome, the data analysis displayed participants being aware and transformative regarding social issues and unequal situations generated by stereotypes among cultures; thus, fostering a critical interculturality. In order to support that statement, three subcategories deriving from the principal, will be developed as follows: *Acknowledging knowledge about cultural stereotypes, recognizing the implications of cultural stereotypes, and transforming the cultural stereotypes' role in society.*

Acknowledging knowledge about cultural stereotypes. Considering the data gathered, it was disclosed that CRT worked for mentees as a source of knowledge regarding cultural stereotypes. A responsible selection of material is indispensable to foster critical interculturality as some learning aids contain messages which benefit power social groups (Vargas, 2010). Therewith, critical intercultural education points to enforce learning resources that let learners to know about current social issues that influence their contexts. In such manner, CRT illustrated situations related with cultural stereotypes either in satirical, implicit, or explicit ways in order to provide students with accurate data about cultural biases.

Initially, the data analysis showed that CRT were for students as windows. Bishop (1990) explains how CRT are windows when learners get closer to unfamiliar or new contexts, and for the current research study, mentees approached to unknown information regarding cultural stereotypes and issues related to them. For instance, I selected materials where students could identify Colombians' cultural representations that are spread by media.

1. The teacher will show you three different videos. Then, you'll need to complete the following chart with Colombia's cultural aspects that you consider are superficial and deep for each situation.		
Situation	Surface aspects	Deep aspects
1. Sofia Vergara's struggles in her actress career	funny accent ✓	xenophobia ✓
2. What does "bichola" mean? By Karoll G	empowered women ✓	drug dealer ✓
3. The way Colombians take the bus	funny behaviors ✓	superstitions ✓

[Artifact #9. First cycle: April 17th, 2023. Student #9]

The sample above illustrates how participants recognized Colombia's surface and deep cultural aspects that were presented through the CRT. Therefore, they acquired information about some Colombia's cultural portrayals that are spread abroad, and so forth, better understanding the concept of cultural stereotypes. Furthermore, they approached to people's experiences related to cultural stereotypes as the following excerpts evidence.

Use the chart to write similarities and differences of the Latino's testimonies.

SIMILARITIES	DIFFERENCES
<ul style="list-style-type: none"> *The majority suffer from discrimination, racism, Xenophobia, etc. *Everyone receives violent comments regarding their culture. *They take advantage of the vulnerability and lack of opportunity of immigrants and exploit them at work. *Young children are bullied. 	<ul style="list-style-type: none"> *Are attacked in different places or situations. <p style="text-align: center; color: purple;">Excellent L.C</p>

Artifact #6. Second cycle: May 8th, 2023. Student #6 & Student #7]

(...) After watching the video, most of the students let me know that they did not know those stereotypes, and also they did not know about the discrimination that Chinese people face in the United States. [Field notes #9. Second cycle: May 15th, 2023. Lines 20 to 30]

Both samples evidence that students began to acquire knowledge about different cultural stereotypes, and also their outcomes in society such as racism, discrimination, and xenophobia. Besides, in order to internalize the knowledge acquired from the CRT, students carried out different tasks to express their understandings towards the new concepts as the next samples of the fan letter and artifact support.

THE BEST

Hey Selena, How are you, I hope you are well.

I want to talk about something I learned this week about the discriminations, racism and xenophobia.

I learned that discrimination is a mistreatment that receives many people for their ideologies, tastes, sexual orientation and for many more things. I also learned that racism is something that affects many people and takes away opportunities to people who have a darker skin tone and I learned what xenophobia is, and it is the exclusion and discrimination of a person just for being a foreigner and being from a different country and culture.

[Artifact #18, 2nd fan letter. Second cycle, May 29th, 2023. Student #18]

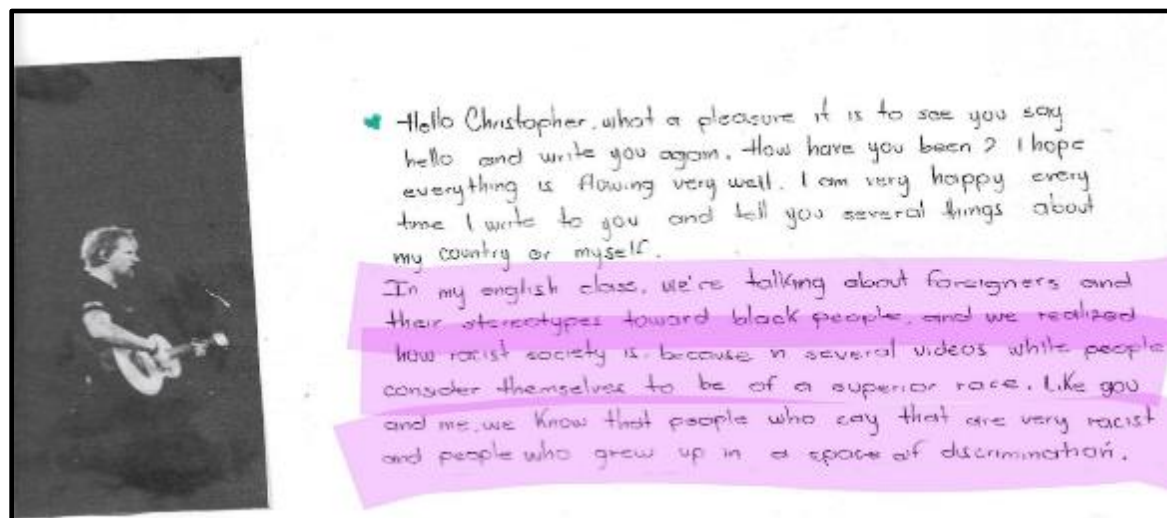
ACTIVITY

Define the terms of racism, discrimination, and xenophobia with your own words. Then, answer the question below the chart.

CONCEPT	DEFINITION
Racism	judging people by their skin color, their nationality, their language, their beliefs etc.
Discrimination	put aside verbally and physically mistreat a person because of their taste, their sexual orientation, their nationality, etc.
Xenophobia	Contempt, discrimination, hatred towards a foreign person or culture.

[Artifact # 28. Second cycle: May 10th, 2023. Student #28]

In fact, the data proved that the fan letter was a great exercise to portray the participants' new understandings because a lot of them used as examples the situations displayed through the CRT to expound the concepts covered in class. Ahead, such statement may be appreciated.



[Artifact #31, 3rd fan letter. Third cycle: September 11th, 2023. Student #31]

Lastly, although not all students referred to their learnings related to cultural stereotypes, the majority indicated their acknowledging concerning that topic. As the CRT were the source that disposed the content of cultural stereotypes and their effects on society, it was possible to conclude that participants obtained such knowledge due the material. The ensuing sample displays a student answer related to her learnings obtained in the English class.

1. So far, what have you learned in the English class? I have learned about cultural stereotypes, xenophobia, racism discrimination and how this is applied in real life.

[2nd Reflective journal #3. Second cycle: May 24th, 2023. Students #3]

Recognizing the implications of cultural stereotypes. The data analysis also set forth the participants' awareness of cultural stereotypes' effects in society due to the CRT's content, which contributed to their critical interculturality construction. According to Tubino (2005) and Walsh (2010), besides respecting the owns and others' cultural differences, critical interculturality puts in discussion behaviors that maintain an unequal society. In order to create such discussions, participants worked with CRT connecting cultural stereotypes with social issues.

In a first place, respecting the information mustered, CRT helped most of the participants to recognize the implications of cultural stereotypes in society taking as a reference their own culture. Bearing in mind the metaphors proposed by Bishop (1999), CRT should permit pupils to reflect themselves either with the characters or experiences presented in the resources. In the current study, through CRT with Colombians' cultural stereotypes, participants mirrored themselves, but also questioning if they followed the same behaviors illustrated in the resources as might be seen in the following excerpt:

1. I just feel identified with the number 3 because I love music, but I don't feel identified with the other numbers because I don't act like the magans

2. For me, being Colombian is being proud for feeling Colombian!

- Lovely	- Dancers	- Happy	- Wonderful
- Kind	- Smarts	- Hard worked	- Expresive
- Brave	- Funny	- Beautiful	- Talented

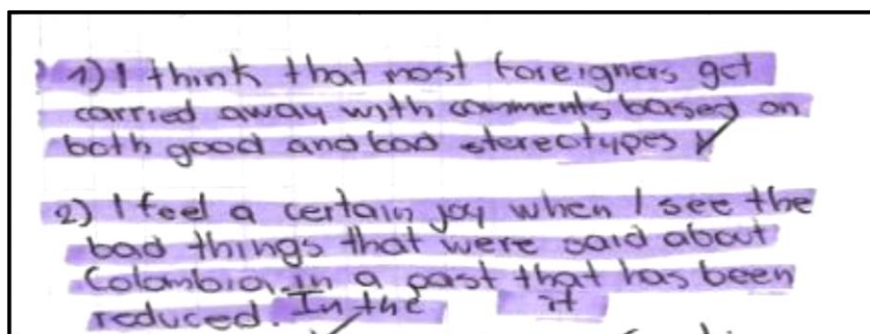
[Artifact #6. First cycle: March 27th, 2023. Student #6]

In deeper reflections, some mentees expressed their opinions and feelings regarding the concept that foreigners have towards Colombians owing to cultural stereotypes of them:

They don't meet Colombia but everyone say that is a beautiful country, and I think that is something dumb that someone think about the drugs and try to "repair" that with "In my opinion is beautiful and I want to go there."

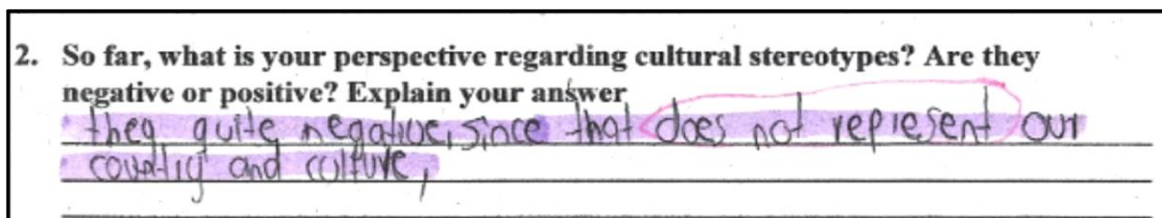
I don't know how I should feel to cope!

[Artifact #10. First cycle: April 4th,2023. Student #10]

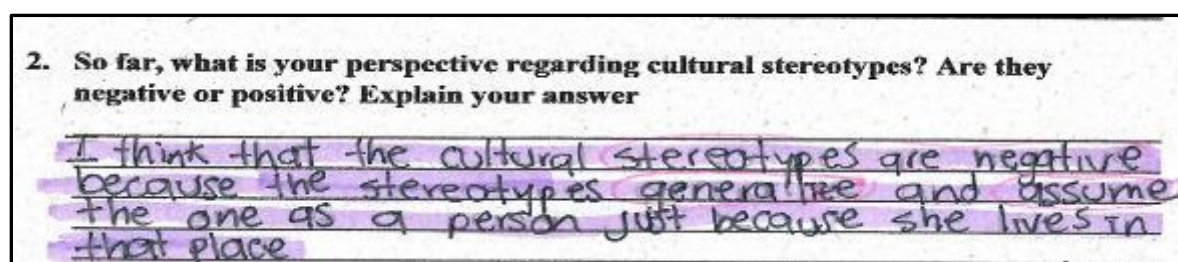


[Artifact #15. First cycle: April 4th, 2023. Student #15]

The samples above illustrate that, through the Colombia's cultural representations showed in the CRT, participants identified aspects of their own culture and experienced the feelings of being represented inaccurately. As a result, they began to question the information that is spread through media, which generated reflections about the effects of cultural stereotypes in society as the excerpts beneath show.



[1st Reflective Journal #9. First cycle: April 19th. Student #9]



[1st Reflective Journal #3. First cycle: April 24th. Student #3]

From those participants' insights, it is recognized how some mentees realized that cultural stereotypes have negative effects on society since they ignored people's identities and reflect inexact cultural depictions of their culture. Thus, they were aware of the outcomes of cultural stereotypes putting behind a superficial concept of them.

In a second place, the data evidenced that the majority of participants were able to connect cultural stereotypes with social issues, but this time considering their influence on the harmony between social groups as the next excerpts support.

2. How can cultural stereotypes affect marginalized cultures?
 cultural stereotypes can lead to discrimination
 and social exclusion of people remaining in
 the marginalized cultural

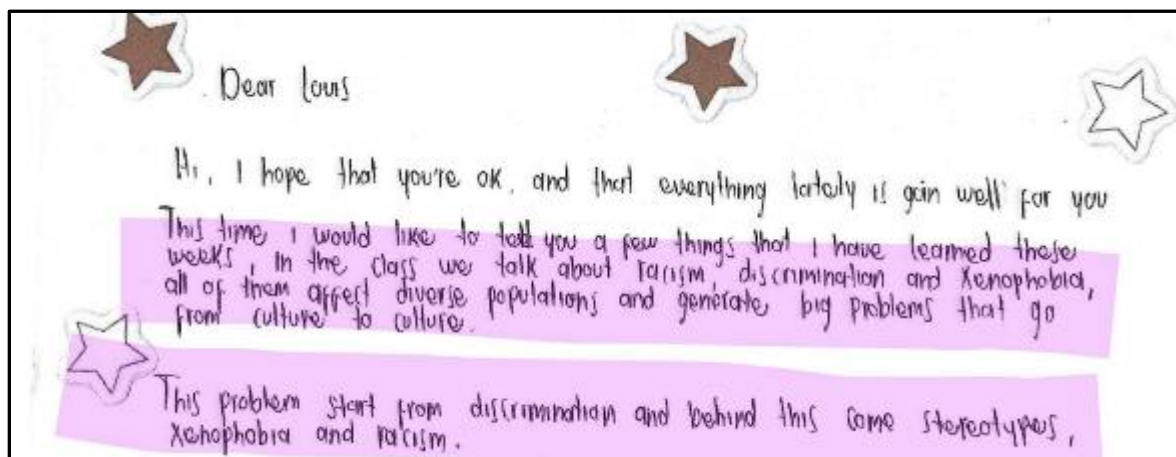
[Artifact #23. Third cycle: September 6th, 2023. Student #23]

S#1: In my opinion, hair color does not define nationality not necessarily. Do you Samantha (referring to a classmate) are not Latino because you are blonde?
S#2: Yes, but this imagen is so commercial with Hollywood and the movies and these things.
S#1: I see your point but I disagree since our physical characteristics do not define our native origin.

[Recording #5. Second cycle: May 15th, 2023. Lines 40 to 45]

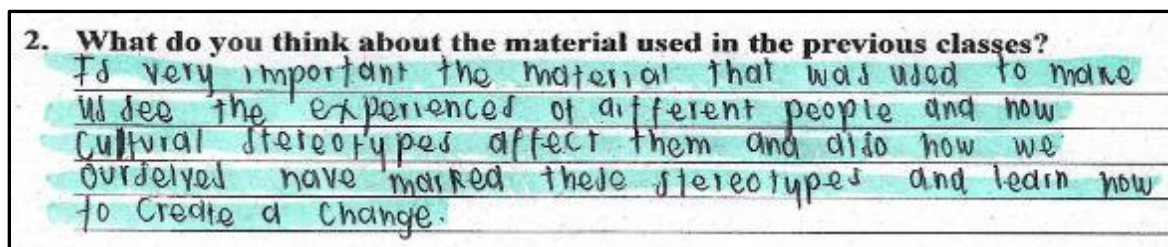
Here, students' answers supported their awareness towards the implications that cultural stereotypes have in the coexistence among cultures. On the one hand, they were able to connect cultural stereotypes with marginalized cultures. This aspect was strongly relevant as cultural biases label marginalized social groups with negative behaviors, keeping them in social exclusion. On the other hand, from the recording sample, students were debating about the following statement: "*A Latin actress can't be natural blonde*". During the talk, besides questioning the accuracy of the statement using as example a classmate, learners questioned a stereotype that pigeonholes people just because of their physical appearance, limiting then, the existing diversity surround by cultures.

Further, as in the first subcategory, the fan letter was an excellent tool for participants in order to write their acknowledgements. In this case, it is spotlighted that some participants did not discuss about cultural stereotypes and their implications individually, yet also they associated cultural prejudices with existing conflicts between communities. A fan letter sample will be shown to exemplify the already said.



[Artifact #7, 2nd fan letter. Second cycle: May 29th, 2023. Student #7]

Finally, the data analysis proved that a considerable number of participants were able to recognize the implications of cultural stereotypes in society due to the resources used in class. Below, it is possible to appreciate a sample of that fact.



[3rd Reflective Journal #20. Third Cycle: September 13th, 2023. Student #20]

Transforming the cultural stereotypes' role in society. Ultimately, the proofs evidenced the transformative steps that participants took towards cultural stereotypes owing to the use of CRT. In chapter 2, it is discussed on how cultural stereotypes might be negative respecting the EFL as they condition the intercultural exchanges; however, they are a social phenomenon almost impossible to abolish. Therefore, working on the existing cultural biases can be a pedagogical strategy because students can challenge and transform them in a critical way (Byram et al, 2002; Bonilla, Cruz & Solano forthcoming). Such consideration is connected with a critical intercultural and emancipatory pedagogy as students should transform their contexts considering the tools obtained through their learning process (Marker, 2000; Walsh, 2010; Kramsh, 2013). In this case, the data analysis tested that even if not all participants reflected transformative behaviors towards the social issue, most of them were transformative towards the influence that cultural biases have on different realities due to the use of CRT.

Bearing in mind the already said, CRT worked for participants as sliding glass doors seeing as they were able to be part and transform the reality present in the material (Bishop,1999). In order to achieve that, students conducted different tasks where they identified manners to improve the negative outcomes generated by cultural stereotypes presented in the CRT. For example, the follow excerpt illustrates apprentices reshaping the negative image that foreigners have of the country.

S#1: Hi, have you seen the video in the class?

S#2: Which video?

S#3: Ahh, yes, the one that talk about the perspectives of the foreigners.

S#1: Yes, yes. I did not like how they generalized us and the drug trafficking issue.

S#2: So, what could we change?

S#3: We should point out our cultural diversity, so that they have the knowledge about our country.

S#1: Yes, it seems to me be the right solution.

S#2: Yes, I agree.

[Recording #3, dialogue activity. First cycle: April 12th, 2023. Lines 31 to 44]

Further, CRT were the means for pupils to examine their own cultural biases, identifying and transmuting then, their own prejudices. For example, mentees listened some audios, and they portrayed and described the people from the recordings involving aspects, such as, nationality and socio-economic status. As a result, participants realized that they displayed cultural stereotypes unconsciously, in such manner, they also questioned the cause of that phenomenon as the next sample illustrates.

- What are your impressions after realizing the real physical appearance of the people from the audios?

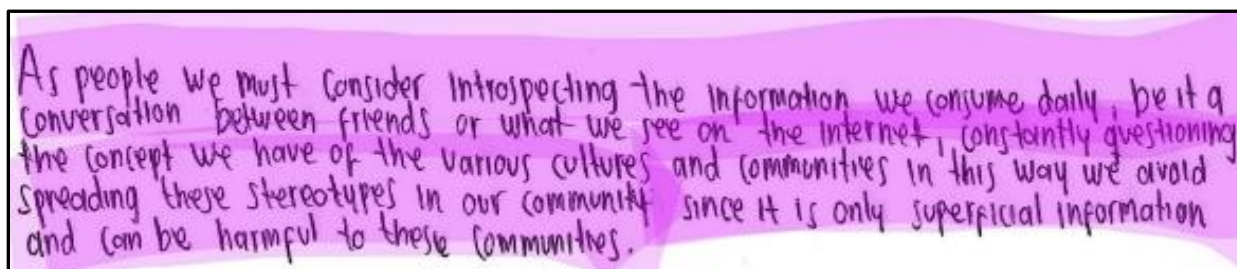
I feel that we still have as society a lot of stereotypes and we need to open our minds to acquire knowledge about the different countries, cultures and religions.

- Why do you think you imagined the people from the audios with certain characteristics?

I judge people for their voices and the typical stereotypes about that.

[Artifact #5. Third cycle: August 30th,2023. Student #5]

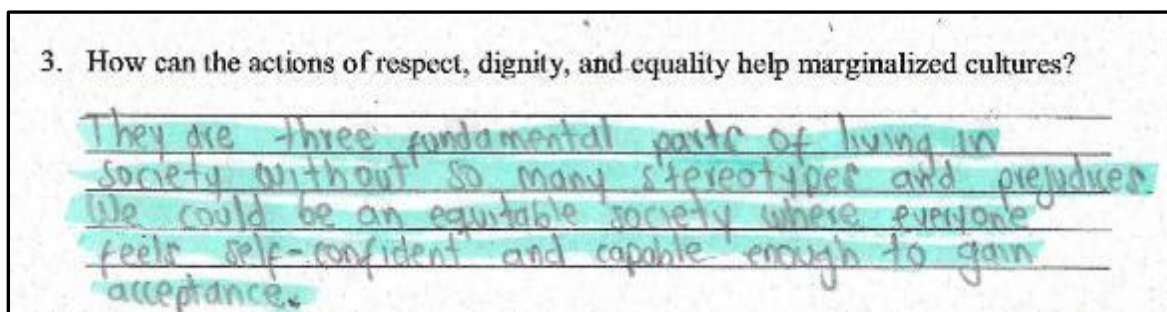
The data also set forth learners reflecting on the impact that inaccurate cultural representations have on their contexts, as a matter of course, allowing them to transmute their perspectives regarding the media content that they consume as the follow fan letter sample reveals.



As people we must consider introspecting the information we consume daily, be it a conversation between friends or what we see on the internet, constantly questioning the concept we have of the various cultures and communities in this way we avoid spreading these stereotypes in our community since it is only superficial information and can be harmful to these communities.

[Artifact #26: 3rd Fan letter. Third cycle: September 11th,2023. Student# 26]

Moreover, in order to transform the unequal situations identified in the material, mentees were asked to reflect on how respect, dignity, and equality are actions to understand the existing differences among cultures (Walsh, 2010; Kramsh, 2013). Therefore, participants approached to behaviors that they might put in practice to transform the dissimilar outcomes caused by cultural stereotypes. The next excerpt illustrates such fact.



3. How can the actions of respect, dignity, and equality help marginalized cultures?

They are three fundamental parts of living in society without so many stereotypes and prejudices. We could be an equitable society where everyone feels self-confident and capable enough to gain acceptance.

[Artifact #29. Third cycle: September 8th, 2023. Student #29]

Additionally, concerning the information gathered, some participants transformed their contexts as an outcome of the material used in the English class. Ahead, two learners' answers are exposed in regard to the impact that the CRT had on their daily lives.

S#1: Yes, because with the material I have learned about the cultural stereotypes which affect the various communities and generate problems that maybe are present in us. Making me more aware of the problems that are outside of my social circle and avoiding repeating certain behaviors that feed these stereotypes and discrimination in these communities.

S#2: Yes, it is much creative and interactive, the teacher is very funny, and the material help me to delete the stereotypes of the society. We are equal, the respect is very important to improve relationship with others.

[Recording #9. Third cycle: September 13th,2023. Lines 80 to 120]

Actually, a significant finding was spotted since a participant, which is part of the Afrocolombian community, expressed that she realized that everyone is equal regardless of their race; thus, she began to feel included and not inferior than others. Below such fact is presented.

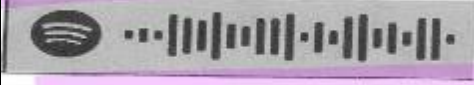
4. ¿Consideras que los temas abordados en la clase de inglés influyen en tu diario vivir?
 SI
 NO
 ¿Por qué?
 Me ayuda a no sentirme inferior la preferencia
 Lorena nos hizo ver que un color no define lo que
 eres por dentro y que todas tenemos las mismas
 oportunidades.

5. ¿Ha cambiado en algo tu perspectiva después de abordar ciertos temas en la clase de inglés?
 SI
 NO
 ¿Por qué?
 a sentirme incluida y no sentir que los demás
 son superiores a mí y que todas somos iguales
 y merecemos lo mismo no importa estemos
 o forma de ser, raza, etc.

[3rd questionnaire #9. Third cycle: September 20th,2023. Student #9]

At last, according to the information collected, a considerable number of students situated their learnings acquired through the CRT in intercultural settings, demonstrating then, a critical cultural awareness. As examples, the excerpts below show: 1) a student referring to her learnings as a manner to better approach to the culture of her favorite artist writing the fan letter; 2) a student expressing how the material helped her to develop an intercultural awareness.

Thanks to this class, I was getting a lot of information about the deep aspects of your country, such as that people are very strict and focused on what they do or that they should have a lot of respect for older people and



inform me so as not to offend you, or bother with any of the words I said.

[Artifact #14, 2nd Fan letter. Second cycle: May 29th,2023. Student #14]

2. What do you think about the material used in the previous classes?
 It is useful since through these you can appreciate cultural diversity, promote inclusion and respect for all cultures, as well as develop empathy and intercultural sensitivity.

[3rd Reflective Journal #18. Third cycle: September 13th,2023. Student #18]

Category 2: Supportive role of the CRT for the productive skills' development.

Now, the second category has to do with the role of CRT with cultural stereotypes content in the participants' productive skills progress. Considering that the productive skills were defined from a communicative length, learners were fostered to write and speak in English from their reflections towards cultural biases. Therewith, the majority reflected an evolution regarding their productive performance as they could correct their flaws after sharing their ideas, feelings, or insights through the written and oral codes as a communicative perspective aims to do (Teferi & Ahmed, 2023; Krebt, 2017). Moreover, as it was mentioned beforehand, in order to successfully apply the productive abilities, students must have input tools to better internalize the language structures to put in practice then.

Taking into consideration the current investigation, the information evidenced that students recognized CRT as a tool to develop their productive skills through the acquisition of some language structures; further, the materials' content encouraged them to speak and write in English. In order to support the already stated, the subcategories that emerged from this main one will be described ahead.

Learning new vocabulary. Through the data analysis, it was found that participants acquired new vocabulary owing to the learning material, thriving their oral and writing performance subsequently. Taking as a reference the research study of Avan Kamal described in chapter 2, the investigator stated that pupils should work with learning resources that allow them to truly internalize new words. Moreover, it is highly important to recall that the CRT's authenticity was considered from the students' relation with the material, but also with the activities conducted as part of them (Misha, 2005). Considering the information mustered, it seemed that most of the students learned significant vocabulary due to the elements found in the resources and activities, obtaining language tools to put in practice their productive skills easier.

Firstly, the data tested that 10th graders learned new words from the materials' content related with cultural stereotypes to then conducted oral and writing activities. As example, participants defined the concepts of respect, dignity, and equality with their own words involving vocabulary displayed in the CRT:

RESPECT, DIGNITY, AND EQUALITY

1. Define with your own words the concepts of respect, dignity, and equality.

CONCEPTS	DEFINITION
RESPECT	We think that respect is don't put in danger the life of the other people and don't judges
DIGNITY	We think that dignity is the ethics and moral principles of each person
EQUALITY	We consider that equality is to have the same rights and opportunities.

[Artifact #28. Third cycle: September 8th, 2023. Student #14 & Student #15]

At the moment of defining the words of respect, dignity, and equality, students had great language tools as the CRT used for the class gave them a lot of vocabulary and examples to better understand the idea or intention of defining those words. Also, they seemed to be really interested and touched regarding the CRT's content. Actually, some of the students shared with the class their opinions and experiences related to the situations presented in the CRT. [Field notes #14. Third cycle: September 8th, 2023. Lines 31 to 52]

Here, some students defined those concepts because the materials' content was meaningful for them, and as Bishop (2014) considers, that is indispensable to truly incorporate the knowledge. Therewith, the majority of mentees were able to apply the new vocabulary through the productive skills' tasks proposed for the class, such as, debates, dialogues and the fan letter as the next excerpt exemplifies.

3. What do you think about the activities carried out in the previous classes?
 I consider that was really important talk about what happens in our society, and the extensive vocabulary that we can use in the future, all the activities were really effective for my process in the language.

[3rd Reflective journal #14. Third cycle: September 13th, 2023. Student #14]

Also, it is relevant to mention the reinforcing activities used for the understanding of the CRT. For instance, most of the times, I asked students to think in key words related to the CRT before introducing the material, consequently, they already had a context and necessary vocabulary to understand the texts. The following sample illustrates such dynamic when I asked participants to think about stereotypes of black and white people before introducing the visual resources.

material was directly connected with the learners' productive abilities' progress naturally. Following, it is illustrate such statement through two samples.

4. ¿Consideras que has mejorado en alguna habilidad(es) de inglés (listening, speaking, reading, and writing)? SI NO ¿Por qué?

My speaking y writing, he mejorado vocabulary, en cuanto a la pronuncian poco a poco la voy mejorando

[2nd Questionnaire #9. Second cycle: May 31st,2023. Student #9]

1. So far, what have you learned in the English class? I have learned a lot, I learned a lot more vocabulary and I have learned to let go more when writing and speaking English

[2nd Reflective journal #7. Second cycle: May 24th,2023. Student #7]

Using the language to write and speak. Now, the data analysis revealed that apprentices used the English language to write and speak due to the CRT's content. Taking into consideration that CRT entailed audio-visual resources, apprentices approached to material that let them to better comprehend the foreign language. At the same time, the data showed that they were encouraged by the texts in terms of using the English oral and spoken codes. Ergo, CRT worked for mentees as a source of language understandings and motivation to express orally and in writing their opinions, insights, and feelings regarding cultural stereotypes. Clearly, this aspect is underpinned by the productive skills' communicative length and the texts' authenticity because, through the CRT, participants found meaningful elements to put in practice their productive abilities (Mishan,2005; Sharma,2015).

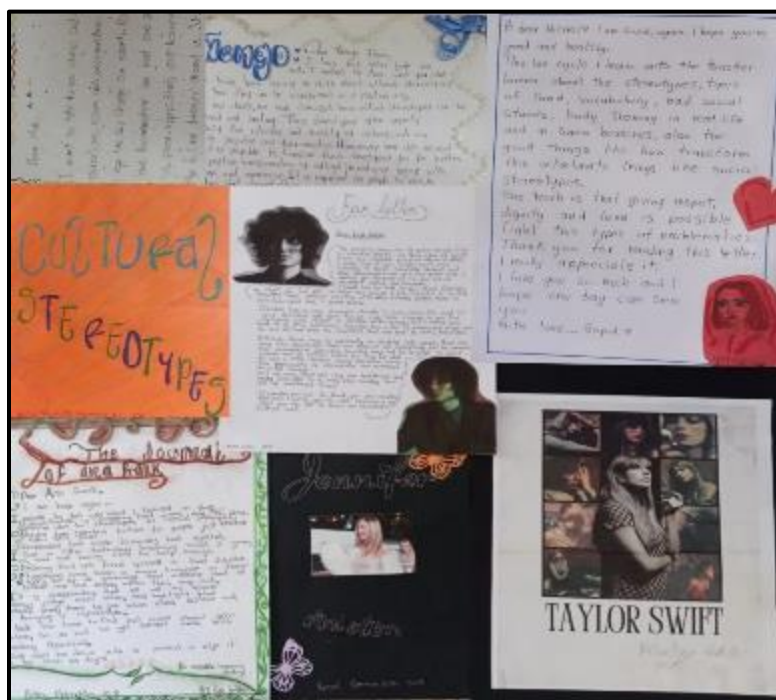
Firstly, the information proved that students spoke and wrote in English seeing that they understood the foreign language. Because writing and speaking are contemplated as the most difficult skills in the EFL (Widiati & Yudi, 2006; Hosni, 2014); the oral and written tasks were focused on communicative exercises where students conveyed their perspectives respecting cultural stereotypes. Nonetheless, it was also advantageous that participants approached to learning resources which exemplified structures of the language, acquiring then, elements to improve their writing and speaking performance as the extract below indicates.

3. How do you feel with the material use for the English class? Do you like it? Yes/No Why?

I feel great with the material because makes it easier to practice the english both written as spoken

[1st Reflective journal #12. First cycle: April 19th,2023. Student #12]

Actually, the data tested that the fan letter was an useful instrument for mentees to embody their insights, yet to put in practice the language tools observed through the CRT as well. The ensuing excerpts reflect a general picture of the students' work with the fan letter, and a field note sample which reveals the influence of CRT with cultural stereotypes content in the elaboration of the students' letters.



From this day, I highlight that most of the students were writing their fan letters actively. Also, a lot of them were making use of language structures obtained from the CRT with cultural biases content. For instance, one participant asked me to remind her the spelling of a word discovered from the video watched in the previous class. [Field notes #11. Second cycle: May 24th,2023 Lines 51 to 66]

Because participants were focused on sharing their thoughts through the fan letter, all of them reflected some mistakes in their writing, similarly, it happened in oral activities; as sample, the next excerpt illustrates students' speaking flaws such as the use of the verb to be.

Students' answering to the question: *Considering the stereotypes of black and white people, which are positive and negative? Why?*

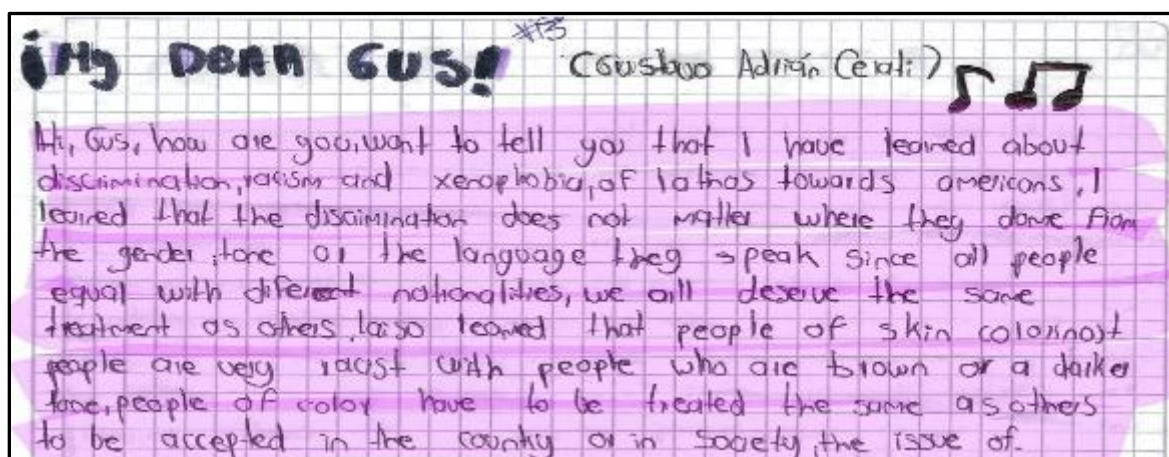
S#1: The stereotypes of black people is negative and white people positive because black people are represent like something negative or dangerous and white people are like persons with privileges.

S#2: The stereotypes for black people are negative because give them a bad reputation and take away the opportunities that white people have.

[Recording #7. Third cycle: September 4th,2023. Lines 50 to 56]

Nevertheless, it is spotlighted that the majority tried to apply the language tools provided during the English sessions, and they could correct themselves after knowing which were their productive skills' weaknesses. Therefore, most of the students reflected a speaking and writing progress.

On the contrary, some students did not consciously use the English language, and they constantly made use of the translator as the follow fan letter and field notes samples support.



[Artifact #3, 3rd Fan letter. Third cycle: September 11th, 2023. Student #3]

However, a couple of students were making use of the translator to write the whole letter, and I identified a lot of mistakes in their letters because of that fact. [Field notes #11. Second cycle: May 24th,2023. Lines 66 to 73]

The student's sample of the letter contains her insights regarding their acknowledgments obtained in the English class, however, multiple mistakes, such as, punctuation, coherence, use of pronouns, etc., were distinguished, making difficult its understanding consequently. As the field note sample evidences, those mistakes might be caused by the use of the translator giving that the participant focused more on sharing her ideas leaving aside the language component, thus, reflecting their writing production gaps.

[2nd Reflective journal #4. Second cycle: May 24th,2023. Student #4]

2. How are the topics and activities worked related with the English class? The related topics and activities help me improve my knowledge of different cultures and lose my fear of speaking and improve my pronunciation.

[2nd Reflective journal #13. Second cycle: May 24th,2023. Student #13]

Regarding the writing skill, students conducted diverse activities based on the situations displayed in the CRT with cultural stereotypes content; as a result, the certain mentees reckoned the material as a great tool to write in English as the ensuing excerpt shows.

2. ¿Te gusto el material usado en la clase de inglés?
SI
NO
¿Por qué?
Si porque los materiales en clase me ayudan a mejorar la capacidad de realizar un texto es una herramienta valiosa para mi desarrollo.

[3rd questionnaire #10. Third cycle: September 20th, 2023. Student #10]

Lastly, part of the learners' answers to questions related to the resources used in class reflected the influence of the CRT in their productive skills' progress. The sample beneath indicates such fact.

2. What do you think about the material used in the previous classes?
It's very important because we can use the material after for speak or write in English, or use the topics for create our own criteria

[3rd Reflective Journal #2. Third cycle: September 13th,2023. Student #8]

Integrating the receptive skills. The last subcategory denotes the CRT's supportive role for the development of the participants' productive skills when they transformed the receptive learning into productive outcomes owing to the resources. In chapter 2, the importance of integrating both receptive and productive skills in order to have a properly use of the English language was mentioned (Golkova & Hubackova, 2014). Because CRT were audio-visual

resources; as might be expected, students approached to listening and reading inputs, helping them to evolve their writing and oral skills.

Initially, the data displayed students receiving information through listening and reading resources, that was transformed into productive outcomes then. For example, participants used CRT where they needed to listen or read, and subsequently, they orally shared with the class their understandings or opinions towards the material's content as the follow samples evidence.

Regarding a video that displayed foreigners' perceptions of Colombia:

S# 1: Most of the people thought that we were a country with good gastronomy, with good coffee and they would like to come.

[Recording #3. First cycle: April 10th, 2023. Lines 11 to 16]

Regarding a meme of Colombia's drug trafficking.

S#1: I don't find it funny since not all Colombians are dedicated to drug trafficking and the vast majority are too hard-working.

[Recording #1. First cycle: March 22nd, 2023. Lines 8 to 11]

Also, students conducted different written tasks where they answered questions considering their understandings of the CRT's content. As example, the next excerpt illustrates how participants were able to express their points of view taking as a reference Colombia's deep and surface culture exposed in the CRT.

2. Bearing in mind the previous activity, how can surface culture influence Colombians' interaction with other cultures? Are the outcomes positive or negative? Explain your answer and give examples.

we believe that there are positive and negative aspects, because many times we can learn a lot from a culture and gain experiences, but at the same time we can have many cultural clashes, for example the personal cleanliness.

[Artifact #13. First cycle: April 17th, 2023. Student #13 & Student #14]

In like manner, the data unveiled the influence of the CRT in apprentices' productive skills when they reshaped the receptive knowledge into spoken and written ideas. For example, a

language. Succeeding, the excerpts evidence some participants' evolution of their listening, reading, writing, and speaking skills.

4. ¿Consideras que has mejorado en alguna habilidad(es) de inglés (listening, speaking, reading, and writing)? SI NO ¿Por qué?

No soy perfecta en todas pero sí he mejorado en listening, speaking y reading, el material realizado en clase me ayudo a comprender y tener un vocabulario más extenso.

[2nd Questionnaire #4. Second cycle: May 31st, 2023. Student #4]

4. ¿Consideras que has mejorado en alguna habilidad(es) de inglés (listening, speaking, reading, and writing)? SI NO ¿Por qué?

Speaking porque ahora se como decir algunas palabras que se complicaban antes reading porque logro entender más fácil y writing porque se mejorado al escribir en inglés.

[2nd Questionnaire #23. Second cycle: May 31st, 2023. Student #23]

Category 3: Feeling motivated due to the material's content and activities.

The last category described the data which unveiled students' motivation due to the CRT with cultural stereotypes' content and dynamics. For the current project, authentic materials were used to encourage students' critical interculturality and productive skills. The authenticity of CRT with cultural stereotypes' content was defined from the students' interaction with the materials, but also with the activities that accompanied each of them (Mishan, 2005). So, I brought to the English class CRT with their specific tasks in order to raise 10th graders' academic and social success. Also, considering that Liceo's 10th graders had access to different social networks, it was expected that students felt encouraged for the CRT's content and type of material. By that I mean that as CRT are not created for learning purposes, apprentices approached to material in form of memes, YouTube, Instagram, or Facebook videos that displayed topics of their interest as well.

According to the students' responses to the use of CRT with cultural stereotypes content, pupils felt motivated due to three factors which constitute the subcategories that emerged from the core category: *Considering the material enjoyable, didactic, useful, and easy to understand; identifying aspects of interest, and finding connections between English learning and social issues.*

Considering the material enjoyable, didactic, useful, and easy to understand. Firstly, participants' responses disclosed that the material was enjoyable, didactic, useful, and easy to understand for them, thusly, contributing to their motivation. Taking into consideration that CRT with cultural stereotypes are not created for learning aims; naturally, it was necessary to design different activities that complemented the intention of presenting each material as part of the English class. Therefore, the data showed that participants did not contemplate the CRT as enjoyable, didactic, useful, and easy to understand solely, but they also spotted as important the tasks conducted with the resources.

Having said that, firstly, it is relevant to present the evidence that illustrates some students expressing how the activities developed with the materials were essential to their enjoyment in the English class . Theoretically, this aspect reflects one of the features of the CRT with cultural stereotypes content since the students' interaction with the CRT and their tasks were considered more relevant rather than the material itself. For instance, the succeeding excerpt displays a student emphasizing that the texts were not the essential tool, yet the manner in which were applied.

1. Marca con una X el material(es) que más te haya gustado utilizar en la clase de inglés. Después, explica el porqué de tu respuesta.

a. Videos _____ c. Lecturas

b. Imágenes

Creo que no fue tanto el material o, no la manera tan acertada en la que es usado.

[2nd questionnaire #6. Second cycle: May 31st, 2023. Student #6]

Further, the next apprentice response proves that some of them considered the class environment as enjoyable due to the fact that the learning resources were used in a pleasant way.

2. What do you think about the material used in the previous classes?

Ha sido bastante agradable el material que maneja la profe ya que la manera en la que implementa hace que se pueda disfrutar mas el proceso

[3rd Reflective journal #19. Third cycle: September 13th, 2023. Student #19]

Similarly, a couple of students indicated that the CRT were didactic for them as the resources created an amusement learning process as the next sample displays.

3. How do you feel with the material and activities carried out in the previous classes? Do you like them? Yes/ No Why?

It is good material, it is really didactic, you can make learning fun and not so stressful, the material is quite good, the truth is something that I personally like

[2nd Reflective journal #24. Second cycle: May 29th, 2023. Student #24]

Additionally, for some Liceo's 10th graders, CRT were didactic, but this time because they felt motivated to learn English and conducted the activities proposed for the class as the follow extracts illustrate.

4. Do the resources use for the class influence your English learning? Yes / No Why?

Sí, por que siento que al tener una clase tan didáctica (gracias a los materiales y recursos) me da más gusto aprender y me siento más cómoda aprendiendo el idioma

[1st Reflective journal #26. First cycle: April 19th, 2023. Student #26]

2. ¿Te gusto el material usado en la clase de inglés?

SI

NO

¿Por qué?

Me parece que el material es didactico el cual nos motiva a hacer cada actividad y comprender mas los temas vistos.

[3rd Questionnaire #20. Third cycle: September 20th, 2023. Student #20]

Continuing with CRT as useful resources, some students mentioned that the materials and activities influenced their English learning process, similarly, it was useful for their daily lives as they discussed about social issues that alters their contexts; as a consequence, those aspects impacted their entertainment towards the English class. Succeeding, samples of that phenomenon are exposed.

2. What do you think about the material used in the previous classes?

I think it is recreational, fun different, interesting and every important for everyday life. It teaches us very use ful things.

[3rd Reflective journal #29. Third cycle: September 13th,2023. Student #29]

3. How do you feel with the material and activities carried out in the previous classes? Do you like them? Yes/ No Why?

I feel good with the material and I really like it very much because I think it really serves us to learn English, it is also dynamic and entertaining

[2nd Reflective journal #24. Second cycle: May 29th,2023. Student #24]

S#1: I consider that the material is useful for me because I learn how to write and how to express yourself better. Also, because it can help us to have a change and a good society that look for the better.

S# 2: The material is useful to learn about other cultures, learn to respect them no matter how different their believes are from mine. I think that we aboard the topic of cultural stereotypes in the English class because it is a very interesting and important topic and aboard all because it is a reality that we have been living for a long time in all parts of the world, and I believe that is very important.

[Recording #9. Third cycle: September 13th,2023. Lines 150 to 171]

In closing, some pupils considered that the CRT were easy to understand; hence, they had a great time working with that type of resources as the ensuing sample demonstrates.

3. How do you feel with the material use for the English class? Do you like it? Yes/No Why?

I feel good with the material proposed in class since they are fun and not difficult.

[1st Reflective journal #20. First cycle: April 19th,2023. Student #20]

Identifying aspects of interest. The proofs illustrated that participants were motivated in the English class once they recognized elements of interest in the material and activities. Through CRT, participants were outsiders of several situations related to cultural biases such as immigrants facing discrimination, or people talking about racism in a satirical manner. Consequently, a considerable number of students identified details of interest through the materials and their dynamics, in such wise, encouraging their English learning process.

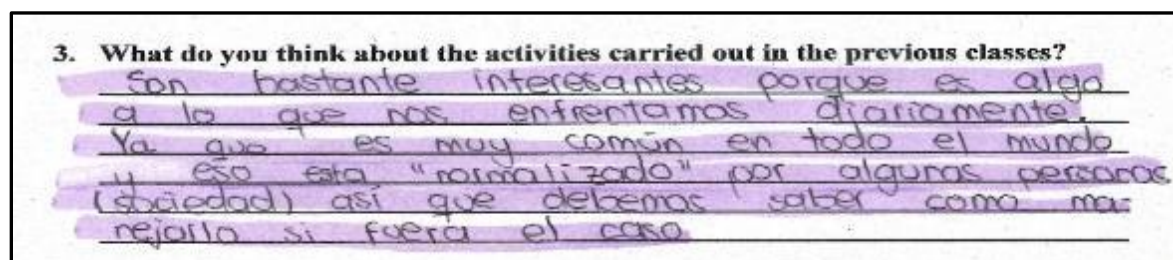
On the one hand, the information showed that the topics presented in the material were of the pupils' interest, for instance, the next participant response illustrates her taste towards the topics addressed in the class.

3. How do you feel with the material and activities carried out in the previous classes? Do you like them? Yes/ No Why?

Yes, I like the topics and the activities since they are related to things that each one of us likes and these make us express ourselves better.

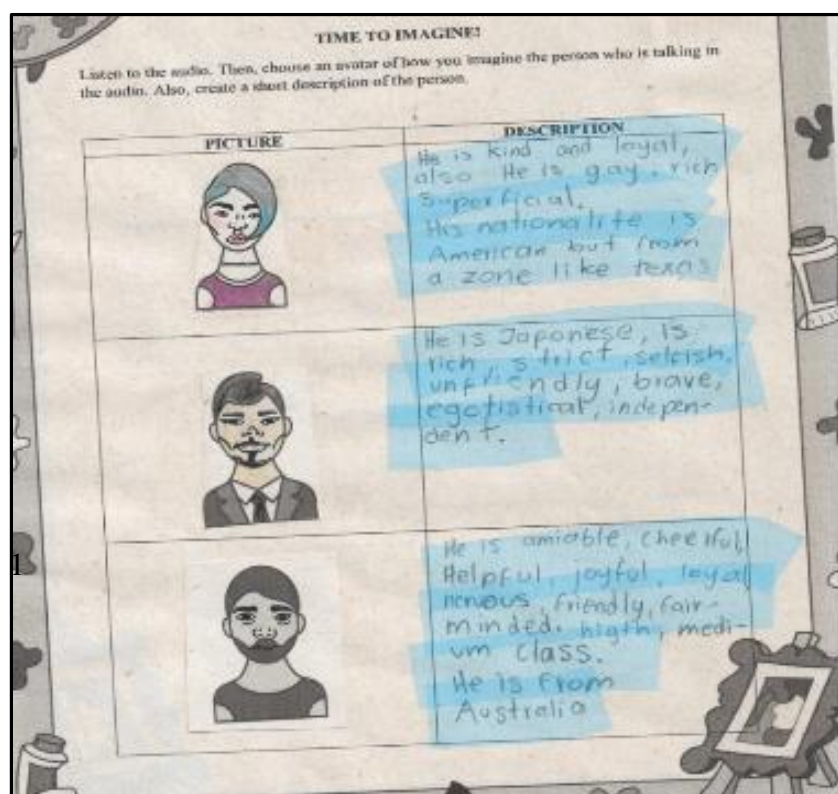
[2nd Reflective journal #12. Second cycle: May 31st, 2023. Student #12]

Moreover, some students considered that the CRT with cultural stereotypes' content and tasks were interesting for them since issues related to their daily lives were displayed in the material. Although the relevant topics for participants are not expressed specifically, it is possible to state that they referred to issues generated by cultural biases in society that were presented in the texts and discussed through the activities. Below it is displayed a sample of that fact.



[3rd Reflective journal #26. Third cycle: September 13th, 2023. Student #26]

On the contrary, other apprentices emphasized the activities which accompanied the materials because, for them, learning resources were interesting depending on the tasks conducted with the CRT. For instance, in the third cycle, students carried out an activity where they drew people from some recordings, keeping them motivated during the lesson. The follow excerpts describe the dynamic's outcomes.



[Artifact #26. Third cycle: August 28th, 2023. Student #26]

Students seemed to be excited about the activity. They were actively sharing how they thought that the people from the audios were. Also, most of them seemed to be motivated by the mystery environment that the activity created, and also seeing how accurate their descriptions had been. [Field notes #12. Third cycle: August 28th,2023. Lines 33 to 40]

To complement the data presented beforehand, the next reflective journal sample indicates that some mentees considered the material as interesting as they conducted tasks involving several actions, such as, drawing.

2. What do you think about the material used in the previous classes?
 There are interesting and interactive when cutting, pasting, drawing and doing activities with audiorisual material.

[3rd Reflective journal #2. Third cycle: September 13th,2023. Student #2]

Finally, the data displayed students feeling engaged to be in the English class due to the fact that the material used was of their interested. Beneath, the excerpt shows that statement.

3. How do you feel with the material and activities carried out in the previous classes? Do you like them? Yes/ No Why?
 I really liked the material used because it is very dynamic and I find it more interesting to be in English class with these activities and what is used.

[3rd reflective journal #11. Third cycle: September 13th,2023. Student #11]

Finding connections between English learning and social issues. The data analysis disclosed that students were inspired by the CRT's content and activities seeing that they connected knowledge with contexts. This last subcategory is mainly underpinned by the critical emancipatory pedagogy as the information demonstrated that most of the participants managed to relate both academic and social issues (Pennycook,1999); thus, generating significant transformations to their contexts as described in the second category of analysis. Considering that CRT were defined from a Culturally Responsive Teaching, it was essential that students reckoned knowledge as a significant and useful element through the materials and tasks conducted in the English class. In fact, participants' responses reflected their stimulation due to

[2nd Questionnaire #1. Second cycle: May 31st,2023. Student #1]

As in the majority of the previous categories, the fan letter had a meaningful impact on students' learning process. In this case, the fan letter played an important role when students felt motivated to express what they learned in class. As examples, following, some apprentices' insights regarding the fan letter exercise are displayed; as well, a field notes sample which described the students' attitude towards the fan letter dynamic.

2. ¿Qué actividades te ha gustado hacer? ¿Por qué?

me han gustado todas las actividades pero el que más me gusta fue el fan letter por que senti que me pude expresar bien y aprender mucho

[2nd Questionnaire #23. Second cycle: May 31st,2023. Student #23]

2. ¿Qué actividades te ha gustado hacer? ¿Por qué?

las cartas, la carta a nuestra cantante me parecia el mejor ejercicio como para entender y repasar lo que vimos en clase.

[2nd Questionnaire #29. Second cycle: May 31st,2023. Student #29]

(...) Students seemed to be motivated about conducting the first fan letter. One of the reasons was that they selected their favorite artist to write the letter; therefore, they truly personified the hypothetical action since they wanted to clearly express their feelings, learnings, and thoughts to the artist. In that way, most of the participants were using their learnings regarding the social issues and the language obtained during the previous lessons in order to embody their new acknowledgements in a understandable manner. [Field notes #6. First cycle: April 19th,2023. Lines 68 to 96]

The samples above indicate that students used the fan letter as mean to express the issues addressed in the English class involving the social problematics and the foreign language aids clearly. As a result, they were encouraged to write the letter due to the fact that they situated their learnings in a task that required their social and academic knowledge.

Ultimately, the proofs demonstrated that some participants considered the CRT as essential and pleasant as their learning process went beyond understanding the foreign language skills only. Ahead, the already mentioned might be appreciated.

4. Do the resources use for the class influence your English learning? Yes / No
Why?

basicamente, porque hacen parte de la enseñanza brindada por la profe, son reutilizables y eso me agrada, porque aparte de aportar en idiomas, con ensena más allá de lo esperado.

[1st Reflective journal #21. First cycle: April 19th,2023. Student #21]

2. What do you think about the material used in the previous classes?

I think that the material we have had in class has been fundamental and essential for our learning and our daily lives.

[3rd Reflective journal #3. Third cycle: September 13th,2023. Student #3]

This chapter described and illustrated the categories of analysis related to the roles of CRT in the participants' critical interculturality and productive skills, and also their responses towards the texts used in the English class. In such manner, the conclusions and implications of the project were determined, which will be presented in the succeeding chapter .

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This last chapter displays first, the conclusions and implications that arose from the development of this research project as well as the limitations identified during the process, additionally, some recommendations for further investigations are presented.

Conclusions

In order to analyze how 10th graders' critical interculturality and productive abilities might be fostered as an outcome of applying CRT with cultural stereotypes content, a research question was made: How might critical interculturality and productive skills be encouraged in 10th graders when using CRT with cultural stereotypes content? With the aim of answering the former research questions, a general objective was stated: To analyze how 10th graders' critical interculturality and productive skills might be fostered when using CRT with cultural stereotypes content. Furthermore, the two specific objectives derived from the general one were:

1. Examine the roles of CRT with cultural stereotypes content in the fostering of 10th graders critical interculturality and productive skills.
2. Identify the students' responses to the use of CRT with cultural stereotypes content to promote their critical interculturality and productive skills.

After the analysis of the data collected, the responses to the specific objectives were identified, which clearly answered to the general aim and the research question proposed for this pedagogical proposal.

In regard to the first specific objective, the findings displayed two roles which were: CRT as a pedagogical tool to develop critical interculturality and supportive role of the CRT for the productive skills' development.

On the one hand, the information revealed that CRT with cultural stereotypes' content had an essential role in the participants' critical interculturality. Initially, it was found that CRT worked for mentees as windows and mirrors since Liceo's 10th graders approached to unknown facts concerning cultural stereotypes, but also they recognized the implications that this social issue has on society. Simultaneously, the materials were sliding glass doors for pupils because

they demonstrated their transformative actions towards cultural stereotypes' role on the different realities exposed through the material. In such manner, the data disclosed that most of the participants' critical interculturality was fostered by the CRT considering that, through the texts, mentees put in discussion and attempted to transform behaviors that negatively affect intercultural relationships and maintain an uneven society which has an impact on their contexts as well.

On the other hand, CRT with cultural stereotypes were a supportive role for the apprentices productive skills development. CRT were written and audio-visual aids, so naturally, students placed and learned different aspects of the foreign language. For instance, the data tested that a considerable number of participants acquired new vocabulary and better understood the English language due to the materials. In such manner, the majority put in practice their oral and writing abilities, and although the evidence reflected participants' mistakes in both language skills, their evolution was identified when they corrected their flaws after sharing their thoughts about cultural biases. Nonetheless, it was also found that some participants did not consciously used the language in the light of the fact that they made use of the translator; thus, demonstrating that CRT had not influence in all participants' active skills development. Additionally, the analysis disclosed that some students were encouraged to speak and write in English owing to the audio-visual texts. Specifically, the resources were a source of ideas for pupils in terms of their writing and speaking production without feeling pressed to make a mistake. Finally, according to the proofs, CRT provided students with reading and listening inputs, transforming then, the receptive knowledge into productive outcomes; in fact, the data revealed that some 10th graders felt an improvement in their integrated skills.

Now, considering the second specific objective, the data demonstrated that students felt motivated due to the CRT's content and activities mainly. Here, it was essential considering the activities developed with the CRT as, theoretically, the authenticity of the texts was defined from the impact that, materials and activities pertain to it, might have on learners. Therewith, the information illustrated students' encouragement just not by the CRT, yet also by the tasks that complemented the materials development, consequently, influencing learners' English learning and formation as social individuals.

In the first instance, concerning the data analysis, CRT were enjoyable for pupils seeing that they were implemented with different amusing dynamics. Besides, CRT were didactic for other 10th graders, thus, motivating them to learn English. In the same line, some mentees expressed that the resources were useful for them considering two main aspects: learning tools for their learning process and their daily lives. Also, some students felt encouraged given that they easily comprehended the material's content, and so forth, impacting their entertainment in the English class.

Moreover, the data presented students' interest to be in the English class caused by the CRT and its dynamics. For example, certain participants expressed their like in topics addressed through the resources, and for other apprentices, because they were able to know and discussed about social problematics, CRT were interesting for them. On the contrary, for some Liceo's 10th graders the material was absorbing when it was complemented with amusing tasks such as drawing.

In addition, Liceo's 10th graders' responses reflected their stimulation towards English learning as they were able to connect English learning with social issues. Along the research implementation, several activities were conducted involving the foreign language and social problems caused by cultural stereotypes presented in the texts selected for the lesson plans. Therefore, a considerable number of participants expressed that they learned aspects of English and social issues at the same time. Also, the information proved that learners enjoyed developing some activities when they situated their learnings in motivating tasks integrating knowledge about social problematics and the target language; as example, the fan letter exercise where students bridged their grasp regarding the foreign language and the social aspects discussed in the class sessions. Therewith, students were motivated by the materials and activities as they contributed to their learning process which went beyond of a mere learning of the English language.

In closing, it is pertinent to mention two more aspects. On one side, the fan letter activity had meaningful impact on the research study development. Through the analysis of the categories, it was found that the fan letter was a great tool for students in order to integrate their understandings about the foreign language and social issues addressed in class; thus, contributing to raise pupils' critical interculturality and writing skill. At the same time, the data showed that

most of the participants were motivated to convey their thoughts in writing as they felt inspired by the idea of communicating with their favorite artist. On the other side, as might be expected, the outcomes of this proposal were not perfect as not all participants were inspired by the CRT to develop their intercultural and productive competences, in fact, there is still a long path to go for pupils to construct and use those abilities suitably.

Implications

After the data analysis, several implications were recognized. Chiefly, these implications are related to the institution where the proposal was implemented, the English teachers' training, the participants, the learning material, and my role as a teacher and novice researcher.

Considering the Liceo Femenino Mercedes Nariño, place where I developed the project, it is important to design specific contents that promote students' critical interculturality. The MF program of the school displays in its curriculum the interest of promoting 10th graders interculturality. Nevertheless, as students need to promptly accomplish certain English level for the ICFES, a national academic exam, the English contents are more focused on improving their grammar and reading comprehension. After conducting the activities from this proposal, dynamics that involve both intercultural settings and language skills were reckoned as essential for mentees to better recognize and improve their flaws in the subject. Besides, students were motivated for the diversity of the topics and material, putting in practice the foreign language easier. Thus, this project might assist Liceo's MF program to create specific learning contents that integrate intercultural issues in order to achieve the academic aims proposed for the English learners.

In terms of the teachers' training, there are several implications to implement this pedagogical proposal. In the first place, teachers should be interested in providing students with learning tools that they can apply in their daily life. To wit, teachers are transformative actors since they go beyond academic needs and try to connect the learning contents with students' necessities. Furthermore, in order to enforce CRT with cultural stereotypes content within a EFL classroom, teachers should examine the students' interests and interactions with each resource constantly, therefore, they will know which material impacts apprentices' learning experiences meaningfully, and which one can be enhanced. Finally, as my research study promotes a critical interculturality competence, teachers must analyze and transform their own prejudices and

negative behaviors that contributes to the construction of an unequal society, guiding then, students in the process in an objective manner .

Regarding the Liceo's participants, they need to keep working on their confidence. My proposal requires that participants express their perspectives actively either in writing or orally, so mentees should not doubt about their language performance. Although improving language skills is a requirement in the EFL, it does not mean that learners must have a perfect performance of it. Besides, considering that my research study also fosters apprentices' critical reflections towards the role of cultural stereotypes in society, the content is contemplated as valuable as the form. That is how, students might not feel pressed about the use of the language as productive tasks are developed from a communicative length where pupils placed their productive outcomes in ideas based on encouraging social topics.

Conversely, there are two main implications regarding the learning material keeping in mind that my research proposal implements resources that are not created for learning purposes. To begin with, CRT with cultural stereotypes content require to be introduced with their respective vocabulary and background. As topics that need certain understanding are worked, students must be prepared with language tools before approaching to each resource. In the same line, even though the social issues addressed in the CRT might be known by the students, it is important that teachers design dynamics where learners acquire knowledge related to the materials' context. In such manner, students develop critical reflections consciously while they acquire receptive knowledge to put in practice their writing and oral skills then. Secondly, the school institution should count with inputs to display the material. CRT with cultural stereotypes content integrate audio-visual texts; thus, it is necessary that students access to them easily through technological or physical aids.

The last implications are related to my role as a teacher and novice researcher. Along the project, I spotted that it is essential to create safe learning environments for students. By this I mean that apprentices must feel comfortable participating in the English class by respecting the others' perspectives, participations, and mistakes. That is how, it might be avoided dynamics that generate students' insecurities, especially when they participate in oral activities. Secondly, as teachers, we should not underestimate or assumed students' knowledge. For instance, some texts' messages were implicit, and I thought that it would be a barrier for students; however, I

realized that a considerable number of the students had a great understanding materials without extra explanations. So, I found as important to not underestimate the apprentices' intertextual skills since they are able to connect the topics addressed with samples from their contexts, enriching then the class development; clearly, without putting behind the dynamics that provide essential information to the students.

In closing, I enforced a reflective journal at the end of each cycle, still I consider that it would be more advantageous to implement one per each session. Through the reflective journal students can keep their feelings, thoughts, and impressions towards the CRT with cultural stereotypes content. Thus, the information recollected would be more specific in terms of recognizing which material generates certain outcomes in the students' learning process.

Limitations of the Study

Now, the limitations of the study will be presented. Mainly, the limitations were concerning to time, the access to technological devices, and the participants.

Regarding the time, some limitations were recognized. This research proposal began in 2022-2 through the observations of 8th graders of the Liceo Femenino Mercedes Nariño; nonetheless, because of inner issues of the institution, it was not possible to continue with the same population. Afterwards, I observed a new class environment in 2023-1, which was a problem seeing as the time of implementation was limit, and it was essential to begin with it at the earliest opportunity. As a consequence, the observation period was too short generating some barriers in terms of determining accurate gaps in the students' EFL learning process. Furthermore, considering that the lesson plans were planned to be implemented on Monday and Wednesday, there were repeated events that affect the development of the research on those days. On the one side, there were several Monday holidays; and on the other side, students did not assist to assorted of classes on Wednesday as this day was dedicated to teachers' strikes and pedagogical issues.

Secondly, bearing in mind that CRT with cultural stereotypes' content were audio-visual resources, it was crucial to display them through technological devices; however, it was not possible due to the lack of these materials in the MF building. This aspect made difficult the project process due to the fact that it was necessary to use students' cellphones and internet data.

Even if it allowed students to work with the different resources, it was more complex to identify their impressions and relation with the materials' content. At the same time, not all students had a cellphone or access to internet, therewith, sometimes several students were observing the CRT through one device, hindering their understanding of the texts' content. Further, I sent the links of the CRT via WhatsApp, which negatively affected the lessons as some students took advantage of the situation using their social networks instead of analyzing the material sent for the class.

Lastly, respecting the participants, two limitations were found. Taking into consideration that pupils had low bases in their English performance, their foreign language level was a barrier to conduct some tasks. For instance, in the debate activity, students struggled when both understanding their classmates' ideas and expressing their own ones. Actually, it is possible to connect the use of the translator to this problematic given that some mentees did not have enough tools to create by themselves their English writing and oral outcomes. Similarly, sometimes, the information gathered in the recordings was laborious to understand as the pupils' pronunciation was not clear. Another limitation was respecting the variable number of participants along the project. As participants needed to be in the MF building on a different school day, they were studying from 6 am to 6 pm. Whereby, sometimes, a lot of participants did not come to the class in order to avoid the long day of study, as a result, affecting the research development because there was no continuity in terms of the participants' number stablished at the beginning of the investigation.

Further research

All in all, this research study displayed meaningful data regarding the role that CRT with cultural stereotypes might have in EFL learners' critical interculturality and productive skills development. However, after conducting the project, there were also found gaps that can be thrived in future studies.

Firstly, it would be interesting to implemented CRT with a different content that encourages students to develop critical intercultural awareness. As a critical interculturality means to disrupt attitudes that benefit social inequalities, it would be favorable to analyze different behaviors such as political, economic, or the foreign language itself. Also, considering

the investigation's findings, 10th graders reflected meaningful advances in both the passive and active abilities even though it was not proposed for the study aims. Consequently, future investigators might consider studying the impact of CRT on mentees' integrated skills as well. Finally, future investigations may study the outcomes of using the CRT, but also the set of activities that are designed to complement their development in a EFL classroom.

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ANNEXES

Annex 1. Students' entry questionnaire sample


UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO VENEZOLANO DE INVESTIGACIONES EDUCATIVAS

Encuesta para estudiantes de 10^o grado del colegio Liceo Femenino Mercedes Nariño

Apreciadas estudiantes, con la siguiente encuesta se pretende recolectar diferentes datos para la elaboración de un proyecto, que se espera pueda ser aplicado con ustedes prontamente. Para más comodidad, la encuesta será anónima. Por último, es muy importante ser honestas al momento de responder el documento, ya que eso proporcionará información precisa y generará un desarrollo del proyecto más satisfactorio.

Edad 15

- ¿Dónde nació? Por favor especificar ciudad de origen y departamento
Bogotá - Cundinamarca
- ¿Con qué persona/ cuáles personas vive?
Con mi mamá y mi hermana mayor
- Escriba el barrio en donde vive
La Ilanusa
- ¿Cuál es el método que usa para desplazarse hacia el colegio de ida y vuelta? Por ejemplo: en bus, en carro, en bicicleta, a pie, etc.
En SITP y en auto
- ¿Cuánto tiempo lleva estudiando en el colegio Liceo Femenino Mercedes Nariño?
11 años

A continuación, encontrará un cuadro con diferentes afirmaciones y dos opciones para seleccionar (SI/NO). Por favor marque con una X la opción que considere adecuada

	SI	NO
6. Posco una computadora en casa	X	
7. Tengo acceso a internet en casa	X	
8. Durante mi estadía en el colegio, tengo acceso a internet		X
9. Posco un "smartphone" (celular inteligente) y/o una Tablet	X	
10. Tengo cuenta en una o más redes sociales	X	

Ahora, marque con una X la opción que corresponda a su caso

11. Tengo acceso a internet:

Nunca	Casi nunca	Ocasionalmente	Casi todos los días	Todos los días
			X	

12. Teniendo en cuenta la pregunta #10, si marcó "SI" escriba la red social o las redes sociales en las cuales posee una cuenta.
Instagram, Tik tok, Spotify y Twitter

A partir de este momento encontrará preguntas enfocadas al área de inglés.

13. ¿Le gusta el inglés? SI NO Por qué
Porque es un idioma el cual se utiliza para todo, aunque se me es complejo la mayoría de veces

14. ¿Le gusta la clase de inglés? SI NO Por qué
Porque hay una explicación entendible y las clases son de formas didácticas

15. ¿Qué tipo de materiales encuentra en la clase de inglés?

Didacticos y creativos

16. ¿Qué tipo de actividades realiza en la clase de inglés?

Participación e intento el vocabulario

17. ¿En qué aspecto (s) se considera buena en inglés? ¿Por qué? Puede marcar más de una opción

Porque me guio por cosas que ya sé y puedo entender más facil, aunque sé que me falta mucho vocabulario, me cuesta recordar significados de algunas palabras.

a. Listening

b. Speaking

c. Reading

d. Writing

18. ¿En qué aspecto (s) considera que no es tan buena en inglés? ¿Por qué? Puede marcar más de una opción

Escuchando, a veces por la velocidad en que hablan no comprendo. Hablando, me cuesta un poco por los nervias y la pronunciación. Escribiendo, como dije anteriormente el significado de las palabras se me hace mucho más complejo escribirlas.

a. Listening

b. Speaking

c. Reading

d. Writing



¡Muchas gracias por su ayuda!

Annex 2. Teacher's interview transcription sample

Date: March 13th/2023	Place: Liceo Femenino Mercedes Nariño, Building B
Interviewer: Lorena Janeth Castillo Lopez	Interviewee: Luisa Viloría
Grade in charge: 10A	Length: 8 minutes/tape recorder
Question	Answer/Transcription
Por favor indíqueme su nombre completo y rol que tiene en el Liceo Femenino Mercedes Nariño	Ok. Yo soy Luisa Viloría, llevo aquí en el en El Liceo 9 años casi. ¿Y, cuál es mi función? Yo soy docente de inglés de media fortalecida.
A las estudiantes, ¿les gusta trabajar en grupo?	Aquí en media fortalecida, la mayoría debe ser trabajo en grupo ya que es una de las competencias del siglo 21 'team work', entonces lo hacemos, la mayoría, al azar. Empezamos con que ellas se hagan con sus amigas y eso, pero a veces no da resultados. Entonces después empezamos a intercalarlas hasta que ellas entiendan que ellas deben aportar y deben recibir aportes.
¿Cuál es la intensidad horaria que tienen las estudiantes semanalmente con respecto al área de inglés?	Ellas vienen dos días a la semana de 6 de la mañana a 11 y tienen 5 horas de inglés y 5 horas de francés en sólo media. La intensidad horaria en aula regular sí creo que son de a 2 horas.
Con respecto al área de inglés, ¿cuáles considera que son las fortalezas y debilidades de las estudiantes?	La verdad, podríamos hablar de que dominan ciertos aspectos gramaticales, pero en el momento de aplicar esas destrezas se ven colgadas en las habilidades productivas porque no tienen o han tenido como una continuidad en el programa de aula regular y cuando llegan a fortalecida que pensamos que recibimos estudiantes con el perfil de hasta noveno, vemos que hay muchas falencias, pero nos toca en estos 2 años que ya tienen media fortalecida solventarlos y seguir adelante. Que las fortalezas deben mejorar porque no hay una específica y las debilidades sería como, pues prácticamente con respecto al inglés, casi todas las áreas, todas las habilidades. Todas las habilidades están en falencia, pero se logran no tanto dominar, pero si el perder el miedo que ya es una gran ventaja porque ellas ya tienen cierta edad, aunque no son viejitas, pero si crean un temor al hablar. No se reconocen cuando ellas hablan en inglés, entonces ellas se sienten raras y además ellas no están habituadas, no les crearon, como decir el hábito, de estar en contacto continuo, en pleno siglo 21, que vean películas, que escuchen música o podcast, tanta en las mismas redes sociales que pueden utilizarlas para para beneficio de ellas, escuchando, aplicando, participando en inglés. Ellas no tienen esas costumbres.
Normalmente, ¿cuál es el comportamiento de las estudiantes en la clase de inglés?	Bueno, hasta el año pasado nosotros teníamos un objetivo que era clasificar las de acuerdo con el nivel de inglés que ellas venían, entonces ellas ahí se tenían que mezclar ósea de mezclar en el sentido de que no iban a hacer con las mismas compañeras de aula regular, sino que con otros

	<p>cursos de décimo. Ni conocían más gente aquí porque hay niñas que no lograron conocerse porque llevan menos tiempo en el Liceo. Pero eh.</p> <p>A este año por diferentes circunstancias no se hizo eso, entonces siguen en el grupo de la tarde y para mí ha sido algo negativo porque pues se pierde como la dinámica que venía con el programa debido a los cambios premeditados que han surgido.</p>
<p>¿Qué habilidades de la lengua extranjera se trabajan en la clase de inglés?</p>	<p>Bueno, hasta el año pasado teníamos dos profesores de inglés y uno tenía a cargo Reading y Speaking, el otro tenía el Listening y Writing. Pero este año por recorte de personal, me toca solventar todas las habilidades. Es duro en el sentido de que, a pesar de que son niñas estrato 3 muchas no cuentan con celular con datos, y no logran tener acceso a otros materiales. No hay equipos ni audios. Inclusive hasta ayer le entregaron a la nueva coordinadora los equipos y nos dimos cuenta de que son en cierta forma obsoletos, que hay mejores celulares que los equipos, pero entonces hay que tomar ventaja y darles el link a las niñas en su gran mayoría, si tienen internet y les gusta usar esa tecnología.</p>
<p>¿Qué tipo de actividades diseña para la clase de inglés?</p>	<p>Bueno, cuando yo estoy a cargo de la clase me enfocó más que todo en lectura porque fortalecida en uno de sus objetivos es la preparación para el ICFES y como vimos que tenían tantas falencias en el sentido de vocabulario, entonces me toca muchas veces preparar como estrategias del vocabulario que ellas van a ver en las lecturas y así ellas pueden después reconocer palabras al escuchar cosas y también para hablar. Sin embargo, en 2 años es bastante difícil lograr cubrir mucho de esto el año pasado, por ejemplo, con las de décimo, ellas son niñas postpandemia. Por lo tanto, prácticamente estábamos cubriendo el programa de octavo que es relacionado a la salud, el buen comer que no deberíamos estar cubriendo en este momento.</p>
<p>¿Qué materiales utiliza para el desarrollo de los contenidos de la clase de inglés?</p>	<p>Pues, equipos como le digo hay, pero están obsoletos, eh, no tenemos internet por consiguiente lo que traigan las niñas y los profesores, emmm, afortunadamente ellas tienen buenos, las que traen su equipo o celulares con datos y son buenas velocidades entonces estamos tomando ventaja de lo que ellas traen. En cuanto al programa como ya tiende a desaparecer el año entrante pues ya no le van a meter plata entonces pues nos toca con lo que no teníamos, ya no lo vamos a tener y ya sabemos que lo que traigan las niñas eso es para beneficio de ellas.</p>

Annex 4. Format for the authorization of processing minors' personal data provided by the UPN

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>REGULANDO EL CERCAMIENTO</small>	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
 Yo, _____, identificado con C.C. C.E. No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. NUJP No. _____

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Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: _____

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² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 5. Field notes format sample

FIELD NOTES		
School: Liceo Femenino Mercedes Nariño	Researcher: Lorena Janeth Castillo Lopez	
Grade: 10A	Date: 17 th April 2023	
Description	Students' relation with materials	Comments
At the beginning of the class, students developed an activity about Colombia's surface and deep culture. Here, they recognized the superficial aspects that are spreaded about Colombians. At the same time, participants wrote and thought about deep elements of Colombia's culture. Then, they watched 3 videos where they needed to identify superficial and deep culture. Additionally, they answered the following question: How can surface culture influence Colombians' interaction with other cultures? Are the outcomes positive or negative?	Students reflected interest for the materials of this class. Firstly, in the warm-up activity of the iceberg illusion, students were really excited writing about deep culture of Colombia. Also, in the second activity, they laughed and commented actively about their impressions of the 3 videos. However, the last video was confusing for some students because of the vocabulary. For this situation, I asked a student who had understood the video to explain to her class-mates who had not understood.	In general terms, it was a good class. Through this lesson, students reflected deeply towards the consequences of cultural stereotypes. Also, they started to write more about what they think of the different situations showed in the videos. Nonetheless, students still need a lot of work to orally express their perspective in English.

Annex 6. Reflective journal sample

MY THOUGHTS, FEELINGS AND LEARNING PROCESS

- So far, what have you learned in the English class? I have acquired more vocabulary, stereotypes from my country and other countries, culture, we have learned the difference between discrimination, racism and xenophobia. I have improved my writing and speaking.
- How are the topics and activities worked related with the English class? The related topics and activities help me improve my knowledge of different cultures and lose my fear of speaking and improve my pronunciation.
- How do you feel with the material and activities carried out in the previous classes? Do you like them? Yes/ No Why? Yes, I like it because the topics and activities are didactic, they attract attention and are practical to learn.

Annex 8. Third questionnaire sample



UNIVERSIDAD PEDAGÓGICA
NACIONAL

Encuesta para estudiantes de 10° grado del colegio Liceo Femenino Mercedes Nariño

Apreciadas estudiantes, con la siguiente encuesta se pretende recolectar diferentes datos que reflejen su percepción después de haber llevado a cabo diferentes actividades en la clase de inglés. Para más comodidad, la encuesta será anónima. Por último, es muy importante ser honestas al momento de responder el documento, ya que eso proporcionará información precisa.

1. ¿Consideras que aprendiste algo en la clase de inglés?

SI

NO

¿Por qué?

Aprendí más sobre mis país, como lugar turísticos, estereotipos, culturas, es importante recalcar que es muy interesante investigar y aprender más sobre nuestro país.

2. ¿Te gusto el material usado en la clase de inglés?

SI

NO

¿Por qué?

Fue útil ya que por medio de estos se puede llegar a aprender la diversidad cultural, a promover la inclusión y el respeto hacia todas las culturas, así como a desarrollar la empatía y la sensibilidad intercultural.

3. ¿Te gustaron las actividades realizadas en la clase de inglés?

SI

NO

¿Por qué?

Fueron muy dinámicas lo que hace que la mayoría de estudiantes participáramos en ellos.

4. ¿Consideras que los temas abordados en la clase de inglés influyen en tu diario vivir?

SI

NO

¿Por qué?

Nos ayudaron a comprender como se forman los ideas preconcebidos sobre diferentes culturas, nos ayudan a pensar de manera crítica, aprender sobre otras culturas y respetar la diversidad.

5. ¿Ha cambiado en algo tu perspectiva después de abordar ciertos temas en la clase de inglés?

SI

NO

¿Por qué?

Ya que no conocía estos temas y es importante conocer para no discriminar, tener empatía con los demás.

6. ¿Consideras que has mejorado en alguna habilidad(es) de inglés (listening, speaking, reading, and writing)? SI NO ¿Por qué?

speaking and writing ya que mi vocabulario aumenta y se me facilita armar frases, con las actividades de speaking mi pronunciación a mejorada.



¡Muchas gracias por tu ayuda!

Annex 9. Artifact samples

ICEBERG ILLUSION: ICEBERG CONCEPT OF CULTURE

The Iceberg concept of culture

Surface Culture
visible and learned
language, social interaction

Deep Culture
invisible and learned
values, beliefs, attitudes, norms, customs, traditions, etc.

Surface Culture
food + clothes + music
visual arts + cinema + crafts
dance + literature + language
celebrations + games

Deep Culture
courtesy + contextual communication patterns + language of tone
personal space + rules of civility + facial expressions
nonverbal communication + body language + touching + eye contact
patterns of handling emotions + notions of modesty + concepts of beauty
marriage practices + relationships to family + notions of leadership
tempo of work + concepts of time + ideal of education
theory of disease + social interaction into a notion of friendship
use of colors + attitudes toward elders + concept of discipline
notions of adolescence + patterns of group decision making
definition of intimacy + preferences for cooperation or competition
tolerance of physical pain + concept of self + concept of pain and future
definition of citizenship + attitudes toward dependence + problem solving
rules in relation to aggression, class, cooperation, friendship, and so forth

→ COR-ee, the roller, Karol Ochoaquina
→ Betty la fea, lady in veredada de
→ idem, Gaffty, hip hop, break dance,
→ Comba, reggaeton, boleros, salsa
→ migues, Rafael Amiba, nana Merdaga,
→ Chirloci Anita, Pirelma, papa gonorica,
→ aacoria, pana - feria de las flores
→ marcha 1st bar +
→ escondidos, jenny, pochados, oler
→ pcheos y ladinos

→ We say, si señores, give the chair
at the transileno, we look bad
at things that we don't like, and
we fight, good relationship with animals,
good seasoning when cooking, we do not have
much tolerance.. We adapt to all types
of work.

Use the iceberg to write Colombia's
surface and deep culture!

GAL GADOT

Dear Gal Gadot...

I want to tell you how my English classes have gone, so far we have seen problems about stereotypes which leads into discrimination, racism and xenophobia. I understood that discrimination is a differential treatment towards someone or a group of people because of their culture, gender, age or class. Racism I understood that those who do this feel superior to others in different ways. Xenophobia is a rejection of foreigners. Giving you examples of this, I would start with discrimination, in the United States they discriminate against Latinos for not having a good conversation, as for racism in South Korea, they take care of their because of their skin color or nationality. Ending xenophobia in Ecuador, they reject Venezuelan immigrants and push them to leave that country. I feel a little frustrated and sad about it since they leave aside people who like us, are human beings and a nationality, skin color or language do not define them a person, we all have the same capabilities.

I took the time to investigate a little about your culture in depth and I realized that in your country there is a law called "Kashrus" that allows eating and not eating ~~with~~ Jewish law. It establishes that meat should not be consumed at the same time. Time that prohibits Jews from eating pork in any of its forms.

Thank you very much for taking the time to read this letter again, I will always be your biggest fan.

TIME TO IMAGINE!

Listen to the audio. Then, choose an avatar of how you imagine the person who is talking in the audio. Also, create a short description of the person.

PICTURE	DESCRIPTION
	In my opinion this man is american, is amiable, friendly, kind, he is rich and tolerant.
	He is Japanese and loyal, sincere, brave, strict, and he is middle class.
	IS American, He is middle class, is optimistic; patient amicable.

	she is rich, 17. Dependent, envious, adaptable, bright is british.
---	--

- What are your impressions after realizing the real physical appearance of the people from the audios?

that many times we get carried away by false appearances and have stereotypes

- Why do you think you imagined the people from the audios with certain characteristics?

I put them on because I got carried away by the voices and thought they were similar to other people whose voices were similar.

Annex 10. Recording transcription sample

STUDENTS' RECORDING #1		
Grade: 10A	Date: 10th April/2023	Researcher: Lorena Janeth Castillo Lopez
Question	Students' answers	
<p>In the video, what Colombia's aspects were more repeated by foreigners? And why do you think that foreigners have in common those perspectives about Colombia?</p>	<p>S#1: For the foreigners, Colombia is a touristic place with so many mountains, nature... biodiversity, kind people, the food and coffee.</p> <p>S#2: mmmm, because... we think that foreigners have in common those perspectives of Colombia because the social media show this part of Colombia.</p> <p>S#3: The aspects more repeat by foreigners are the coffee, nature, and landscapes, as we talking about friendly people.</p> <p>S#4: I think that they have that perspective because they see the bad things.</p> <p>S#5: We think they relate a lot Colombia with drugs and famous artists.</p> <p>S#6: ehhh, they have these perspectives of Colombia due to cultural stereotypes, the media, and their interpersonal relationships.</p>	

Annex 11. Lesson plan sample

Cycle II/Lesson plan N° 3: Sharing what I have learned!

Grade: 10 th	Institution: Liceo Femenino Mercedes Nariño 10 am to 11:00 am & 7:15 am to 8:15 am
Date: 24 th May/2023 & 29 th May/2023	
English teacher: Luisa Viloría Pre-service teacher: Lorena Janeth Castillo Lopez	
<p>Suggested Language:</p> <ul style="list-style-type: none"> • I think/ I consider/ In my opinion • I Take/took the time to look for... • I have learned in the English class... <p>Vocabulary:</p> <ul style="list-style-type: none"> • Cultural stereotypes • Racism, discrimination, and xenophobic • Deep culture • Tequila • Translator • White people • Latin people • Consequences 	
<p>Objective:</p> <p>By the end of this lesson, students will convey their learnings and perspectives regarding the consequences of cultural stereotypes writing the second fan letter.</p>	

TIME	11 th & 12 th SESSIONS:PROCEDURES
5 minutes	Getting Ready! The teacher will roll call and attendance record. Students will use the attendance expressions that they already know and should be ready to start the English class.
15 minutes	Warm-up: Connecting words with cultural biases The teacher will write <i>tequila</i> , <i>translator</i> , <i>Latin people</i> , and <i>white people</i> on the board. Then, she will ask students to think and express what things are related to those words. Afterwards, students will watch a video that displays the relation of the words with cultural stereotypes [Annex 1] . Then, a small discussion will be conducted in order to reflect on the meanings that are attached to some words depending on cultural biases, which also generate racist, discriminatory, and xenophobic attitudes as the situation exposed in the video.
30 Minutes	Writing the second fan letter: Sharing what I have learned! Students will convey their learnings and perspectives about the outcomes of cultural stereotypes writing the second fan letter. First, they will have time to write the draft letter, and in the next session they will write the final version.
10 Minutes	2nd Reflective Journal: My thoughts, feelings and learning process: Students will respond questions from a reflective journal [Annex 2] . Thereby, it will be possible to identify their insights about the texts and activities implemented during the second cycle.

Annexes:

1. Annex 1: [Videoclip the Translator](#)



Annex 2: Reflective journal format

Name: _____ Date: _____

MY THOUGHTS, FEELINGS AND LEARNING PROCESS

1. So far, what have you learned in the English class? _____

2. How are the topics and activities worked related with the English class? _____

3. How do you feel with the material and activities carried out in the previous classes? Do you like them? Yes/ No Why? _____
