

**Multicultural Literature: A Strategy to Enhance Some 21st Century Skills Through
A Communicative Approach**

Cristian Yesid Castellanos Cárdenas

Universidad Pedagógica Nacional De Colombia

Facultad De Humanidades

Bogotá D.C., Colombia

2024

**Multicultural Literature: A Strategy To Enhance Some 21st Century Skills
Through A Communicative Approach**

Cristian Yesid Castellanos Cárdenas

Diana Martínez Cifuentes

Asesora del Proyecto

**Trabajo de Grado Presentado Como Requisito Para Optar Por el Título de
Licenciado en Español e Inglés**

Universidad Pedagógica Nacional De Colombia

Facultad De Humanidades

Bogotá D.C., Colombia

2024

Abstract

One of the key issues that Colombian schools face is that learners do not interact actively using the foreign language for social and multicultural purposes. This is based on the lack of a multicultural view of the language as a tool to improve learners' communicative abilities in the use of a foreign language. Thus, there is a key value in including multicultural literature in education to foster learners' some 21st century skills (Social Skills, Communicative Abilities and Critical Thinking) in the foreign language through a communicative approach. Therefore, the concept of multicultural literature is perceived as pieces of work that integrate cultural features using the language to maintain and express them. So, using a communicative approach is suitable for using the language in cultural and social contexts to understand its richness in learning. As a result, there could be a significant improvement in students' some 21st century skills by applying multicultural short stories through a communicative approach.

Key words: Multicultural Literature, Social Skills, Communicative competences, Critical Thinking, Communicative Approach, 21st skills.

Resumen

Uno de los problemas clave que enfrentan las escuelas colombianas es que los estudiantes no interactúan activamente utilizando la lengua extranjera con fines sociales y multiculturales. Esto se basa en la falta de una visión multicultural de la lengua como herramienta para mejorar las habilidades comunicativas de los estudiantes en el uso de una lengua extranjera. Por lo tanto, existe un valor clave en incluir literatura multicultural en la educación para fomentar algunas habilidades del siglo XXI (habilidades sociales, habilidades comunicativas y pensamiento crítico) de los estudiantes en la lengua extranjera a través de un enfoque comunicativo. Por tanto, el concepto de literatura multicultural se percibe como obras que integran rasgos culturales utilizando el lenguaje para mantenerlos y expresarlos. Entonces, utilizar un enfoque comunicativo es adecuado para utilizar la lengua en contextos culturales y sociales para comprender su riqueza en el aprendizaje. Como resultado, podría haber una mejora significativa en algunas habilidades de los estudiantes del siglo XXI al aplicar cuentos multiculturales a través de un enfoque comunicativo.

Palabras clave: Literatura Multicultural, Habilidades Sociales, Competencias comunicativas, Pensamiento Crítico, Enfoque Comunicativo, Habilidades XXI.

Contents

Chapter 1: Contextualization and Problem Statement	7
Local Context:	7
Institutional Context:	8
Description of the population:	10
Problem statement:	16
Research question:	17
General Research objectives.....	17
Specific objectives.....	18
Rationale.....	18
Chapter II: Literature Review and Theoretical Framework	21
Literature Review:	21
Theoretical Framework	31
21st Century Skills:	31
Communicative Approach:	37
Multicultural Literature:	41
Chapter III: Methodological Design	43
Type Of Research	43
Research Paradigm: Qualitative	45
Data Collection:	46
Ethical Issues:	48
Chapter IV: Pedagogical Intervention.....	49
Approach:	49
Pedagogical intervention:	52
First Week: Diagnostic Test.....	54
Third Week: Communication Construction Skill.	55
Fourth Week: Critical thinking	56
Last intervention: Post-test	58
Chapter V: Data Analysis.....	58
Social Skill:	59
Communication construction:.....	65
Critical Thinking:	70
Conclusions.....	75
References.....	78
Annexes.....	84

Index

F

<i>Figure 1 Action Research Phases.....</i>	<i>41</i>
---	-----------

T

<i>Table 1 Three Different Kinds of Practice</i>	<i>48</i>
<i>Table 2 Pedagogical Intervention Chronogram.....</i>	<i>50</i>
<i>Table 3 Podcast #1</i>	<i>64</i>
<i>Table 4 Podcast #2</i>	<i>65</i>
<i>Table 5 Learners' decision-making result and final appreciation.....</i>	<i>70</i>

Chapter 1: Contextualization and Problem Statement

In this chapter, there is a general characterization of the school history, objectives, local context, and population in which the research takes place. Therefore, here is a brief description of the local place, common areas around the institution, the campus and buildings in which students take classes. Then, a description of the institution PEI, programs that are applied in there, main view and purpose of those programs in the institution, and the strategies of the schools to achieve those goals. Finally, there is a characterization of the target population for this project according to a diagnostic test applied to students. This diagnostic test was made to have a suitable approach on English level, learners' preferences, communicative and social skills, and critical thinking.

Local Context

The institution Liceo Femenino Mercedes Nariño is a public school in the south of Colombia's capital, in town number 18 called Rafael Uribe Uribe. More specifically, it is in the address Avda Caracas 23 54Sur of Bogotá city, San Jose neighborhood. Next to the schools, there are two main roads for transport movement, so there is easy access to institutions for scholars and parents. Besides that, around the institution there are other types of institutions or communities such as a church, a local victim assistance center and Antonio Nariño University. As a result, it does not keep the school isolated from the local reality or in an academic environment at all.

Additionally, the local space faces a security problem regarding the number of homeless people and gangs. The most referential space of the area is the commercial center *El Restrepo*, which is a communal area for people to go around and buy stuff, clothes, technical support etc. Since this school is in one of Bogotá's commercial centers, the area seems more like a business environment and the streets are commonly

used by outcast people to stay in there. So, the local context of the institution is not a residential environment, but a commercial neighborhood in which there are different institutions or communities in an affordable place.

Moreover, since the main campus of the institution is not enough to supply students' amount, there is an extra building. This building is located two streets away from the main campus and it has five floors and three classrooms per floor. Thus, it is assigned to take *Media Fortalecida* classes. It means, learners from afternoon shift go to this building at 6:15 am and take classes until noon, then they must move to the main campus and take regular classes.

Institutional Context

Liceo Femenino Mercedes Nariño is an educational institution created with the purpose of promoting the comprehensive education of its scholars through teaching values to transform contexts. This school was created in October the 5th in 1916 by the parish priest Diego Garzon, based on the idea of teaching women about housework. However, this educational purpose changed according to new world's challenges and nowadays this institution pretends to educate girls for the construction of their life project, oriented to the transformation of the contexts in which they coexist. Thus, the institutional PEI consists in promoting critical, reflective, and autonomous learners to transform contexts for coexistence in the society. Hence, the educational community has the purpose of helping learners to develop an active learning process to face the new world challenges in society.

Therefore, the school has the International *Baccalaureate Diploma Programme* (IBDP) as part of the institutional program in favor of promoting critical learners to transform context. This IBDP is an international high school diploma whose purpose aims to prepare students and enhance their skills for English colleges and universities.

Thus, IBDP is linked to institutional PEI regarding fostering the overwatching abilities for independent learning and critical thinking, fundamental for social skills, meaningful interactions, and coexistence in society. Hence, the main institutional purpose is to establish a coherent relationship with applied programs such as IBDP and the view to promote meaningful learning for critical learners in real context.

Apart from that, the institution implements the program of *Aulas de Inmersión*, which is a program created in 2013 by SED to foster learners' domain of English and French languages beyond academic purposes. According to Londoño (2016) "foreign language learning does not focus on the learning of instructed academic contents, but to the learning of said contents through the actual use of the language in certain situations and mediated by the activities to be carried out." (p. 5) Therefore, the use of immersion pretends to enhance learners' effective communication through use the language with realia. Therefore, learners in English classes use those spaces for developing communicative skills in the target language apart from the CLIC/regular classroom.

As a result, it is also linked to the institutional purpose of the school which intends to raise the quality of learning. This purpose can be achieved since "Immersion Classrooms is a project that aims to raise the quality and interest in education in the minds of children and young people who benefit from official schools, by strengthening communication competences in a second language, English or French" (Forero & Felipe. 2015, P. 18). Thus, Aulas de immersion program plays a meaningful role in institutional curriculum to enhance learners' communications skills.

Moreover, the institution also applies *Media Fortalecida* program for students from 9th grade to 11th grade according to *Proyecto 891* as another strategy to promote scholars' suitable learning process. This program was developed as part of *Bogota Humana's* mayor office in 2012, whose purpose is to transform and strengthen

education. Then, this program improves students' learning quality and is linked to school's PEI based on helping learners to develop active, critical, reflective, and autonomous quality learning. So, the main goal of this project is to "transform and strengthen district secondary education, through the consolidation of a diverse, elective and comparable offer with higher education that promotes the continuity of them at this educational level, to generate greater opportunities for learners in the socio-productive world" (Ministerio De Educación, 2012, p. 1). Thus, implementation *Media Fortalecida* program is suitable to cover school PEI, arise quality learning and foster learners' learning skills. Because of that, English classes have a higher demand of time for them, and they must attend to the *Media Fortalecida* classes four hours per week.

Description of the population

This institution is a female college in which the capacity of 11th grade has an average of thirty students per group and three groups, so the total is around ninety. The group assigned for this research project is 11-B whose regular classes are in the afternoon and *Media Fortalecida* classes are in the morning. Hence, from this grade group have selected English as the subject to take their *Media Fortalecida* classes Tuesdays and Thursdays mornings in the building located two streets away from the main institutional campus.

There are around 26 students, and the average age is 15 to 18 years old. According to Piaget's cognitive theory, beyond 11 years old, children are in a cognitive stage of development called *Formal Operational* in which "Learners' thinking and understanding develop significantly (...) adolescents in this stage could think logically and deal with abstracts such as math" (Babakr et al., 2019, p. 5). Thus, this cognitive stage is linked to foreign language classes since learners can introduce grammar in their

learning process. Then, 11- B learners in Liceo Femenino Mercedes Nariño are crossing a cognitive stage in which they develop logical thinking.

According to the Colombia DBA, it is expected that 11th grade scholars are developing an English level of B1. Therefore, communication skills by exchanging information about general text and topics is one of the main objectives that they must achieve across the year. Thus, they can “Exchange information on environmental issues school and general interest in a conversation” (MEN, 2016, p. 9). Besides that, students are taking specific exams to practice for the ICFES test at the middle of the year, so the demand to achieve the proper English level increase in this 11.B group. Consequently, there are a lot of goals expected in this group regarding their domain of the Language and development of communicative skills.

However, the diagnostic test applied at the beginning of the research has showed up some key details regarding English level, learners’ communicative skills and preferences in learning foreign language. Some of the questions were quantitative to have an average of students according to certain levels, but also there are some qualitative questions to analyze in their deep personal views and opinions in learning process (Annex 1).

According to diagnostic test’s first section, 65% of the students have a low English level in terms of grammar. This first section was composed by nine English questions divides in three questions per grammar topic considering CEFR for 11th grade learners’ English level. Thus, the three main topics of this section were *Connecting words*, *comparative and present perfect*, which according to CEFR these are proper topics for high school learners’ B1 English level. However, the results from the diagnostic test showed up that most of them are in a low English level with three or less correct answers in this first section. Then, 35% are at a medium level with four or six correct

answers in this section. Consequently, none of them could achieve a prominent level in this section, which means that 0% did not answer more than six questions correctly.

Based on that, the target population is not achieving the expected English level goal according to Institutional purpose and according to the DBA expectations. Thus, this approach to students' skills to understand and comprehend properly English topics shows some gaps that may be filled. Moreover, according to the results of this first approach scholars show difficulties understanding English topics for 11th grade high school and a low quality in grammar understanding. Thus, the expectations of the curriculum purposed them to achieve meaningful competences in English language show weakness.

Nevertheless, students also showed up some extra difficulties in English classes, autonomous work and how important they consider fostering their skills in the foreign language. First, on a scale of importance about reading stories in English to improve those abilities, 58% of them evaluated that it is very important, 42% rated that it is important and 0% of them pointed that is less important or not important at all. Hence, the whole class agrees about the importance of reading in English as a strategy to foster their competences and understanding of the foreign language. Besides that, learners are able to understand the importance of improving their competences to express their ideas in the foreign language, 38% establishes that they need improvement in their communicative skills and 27% of them recognize a regular level in those to communicate ideas in the foreign language. As a result, students show evidence of their own knowledge about the importance of reading in English for their academic process and how they recognize the need to improve their communicative skills.

However, 35% of them never read in English, 61% sometimes, 4% frequently and 0% always, which is not expected for 11th high schools' grade since in the institutional

program and BDA it is important that learners have more interaction with readings in English. Hence, it is evidence about the lack of English stories as part of the learning process in which they can have a better interaction with the language and with the cultural value of this, which is part of the English development skills according to DBA. Based on that, students are also able to express how this affect their development in the foreign language abilities by rating how difficult is for them to express their opinions about texts in English. 54% of them find it neither easy nor hard, but at a neutral level, 23% of them find it hard to express their ideas using the target language and only 11% of them point out that it is easy to do. As a result, it is evident that the lack of applying English texts and reading consequently has an impact in students' communicative skills.

Apart from that, learners are also into learning about other cultures as part of their learning process and according to their interests. This can be exposed in the diagnostic test, where 85% of them answered that they like to learn about other cultures, 15% answered that they like to learn about other cultures sometimes and 0% answered that they are not into that. Thus, there is suitable evidence to include multicultural material in English classes as a means of foster students' interest.

Furthermore, an overview of scholars' critical thinking skills shows an elevated level of autonomous work when reading stories and texts. They can inquire more about texts and readings, and they construct their own ideas. Thus, they are clearly aware of the importance of working autonomously as part of their learning process. This can be analyzed in the diagnostic test's results in which 38% of them agree that they are always able to construct their own ideas based on reading autonomous work, 38% almost always do it and the other 31% do it sometimes. It means, 0% never construct their own critical ideas when reading and never inquire more about one topic for autonomous

work. Hence, there is evidence about students' awareness of critical thinking skills importance in their learning process and considering autonomous work as part of that.

Consequently, scholars can express their own critical thinking through using some of their social skills to construct their own knowledge based on texts and readings. In other words, they show how often they connect those abilities with reading activities to create a deep comprehension of the topic and ideas. This is reflected in the percentage of students who said they apply empathy with characters and situations when they read stories, 52% pointed out they sometimes do it, 36% of them said they almost always apply empathy and 12% said they always do it. Based on that, most of them are able to have a meaningful interaction when reading in order to construct critical ideas and knowledge.

However, students find some difficulties applying their social and communicative skills working in the classroom with their classmates. According to the diagnostic test's results, most of them prefer to keep their opinions and ideas and do not share them during the class. So, when they have an idea or opinion only 3% of them prefer to share those ideas and opinions with the whole class. On the other hand, 32% prefer to keep those ideas and opinions to themselves, and 49% of them like to share them just with a few classmates. Hence, one of the most significant difficulties for 11.B learners is to create a proper class space in which they can exchange their ideas and opinions to improve their communicative and social skills.

Furthermore, this issue is also reflected in English classes when they write or want to share an idea using the target language. Thus, 59% of students in 11-B pointed out that they share those ideas and writings with some classmates, and 22% of them feel more comfortable keeping those productions with the target language for themselves. By contrast, only 3% of the class are able express their ideas and productions in the

target language with all classmates. As a result, the issue of developing communicative skills can be found in English classes, where there is evidence of their lack of active participation using the target language as the means to communicate.

Nevertheless, social skills such as listening actively classmates' participation are quite visible in 11-B students' English classes. It means, they can listen to others' participation, pay attention to their classmates' opinions, and have an active understanding of others. According to their answers in the diagnostic test, 42% of them recognize that they always have an active listening in other classmates' participations when they share opinions or ideas using the target language. Thus, 39% of them establish that almost always have that active listening when others talk in English classes, and 19% only do it sometimes. Therefore, most of 11-B learners can recognize the importance of active listening in English classes as part of social skills development for their learning process.

To sum up, *Liceo Femenino Mercedes Nariño* 11-B grade students in *Media fortalecida* classes present difficulties in developing some competences with the foreign language. Thus, they are not developing the expected English level goal from the neither from institution nor the CEFR. Thus, there are some issues in promoting active and meaningful participation using the target language. Besides that, communicative skills are not getting enough role in their classes since some of them prefer to not participate or share ideas using the foreign language and most of them keep their ideas for themselves. However, learners can understand the importance of English as an important part of their learning process, and they are aware of the need of improving their skills in the foreign language.

Problem statement

To promote students' effective communication as part of 21st century skills has been one of the main purposes of system education. Thus, in Colombian system education there is a high interest in developing English communicative abilities since this is the foreign language implemented in most of schools' curriculums. So, different approaches, methods and programs have been implemented along the time in some Colombian public schools to foster learners' communication construction in the foreign language and to have a high domain of this, such as *Programa Nacional de Bilinguismo* (PNB), which was a Colombian program based on "the improvement of the communicative competence in English of a society or population entails the emergence of opportunities for its citizens, the recognition of other cultures and individual and collective growth." (Parra et al. p. 4. 2012) Hence, the main purpose of Colombian system education has been the improvement of this ability for social and multicultural interaction in the foreign language.

However, the key issues that Colombian schools face is that learners do not interact actively using the foreign language for social and multicultural purposes. According to *MEN*, what is evaluated in *ICFES* is "Students' ability to communicate effectively in this language at the level of reading and use of the language" (p.12. 2021) However, this test does not allow them to improve their social skills since the main purpose is to evaluate reading competence without considering the social and cultural aspect of the language. As a result, Colombian schools prepare scholars to have a passive role in English learning process in which they recognize, understand, and identify the use of language, but they do not have the opportunity to develop their knowledge in the target language for social purposes. Thus, 21st century skills are not

developed in learning foreign languages and learners are not able to construct effective communication for social purposes.

As a result, students' construction of effective communications, social skills and critical thinking are not as suitable as it is expected. According to the *Common European Framework of Reference for Languages*, it is expected that 11th grade scholars have an English level of B1 in which they "can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life." (p. 26). However, 11th EFL learners face in Liceo Femenino Mercedes Nariño are not able to handle conversations in the foreign language and they do not develop for some 21st century skills. Hence, learners have low communication and interaction in the classroom using the foreign language. Since they are not able to construct clear and complete messages using it, they do not have a proper connection with these competences to promote learners' effective communication and have the expected level of English.

According to the previous analysis of the diagnostic test, the information provided supports enough evidence about the importance of applying multicultural short stories and activities to enhance students' domain of the foreign language. Consequently, learners can improve their communicative competences by working in activities related to learning about other cultures and exchanging knowledge. Thus, this project attempts to improve both aspects across the use of multicultural material.

Research question:

How to foster EFL 11th learners' development of some 21st century skills in the foreign language using multicultural literature with a communicative approach?

General Research objectives:

To foster 11th grade learners' 21st century skills in the foreign language by integrating multicultural literature through communicative approach.

Specific objectives:

- To promote EFL learners' social skills interactions in the foreign language through recognizing other cultures in some short histories.
- To enhance EFL learners' communication construction in the foreign language by creating spaces to read and discuss some short tales.
- To foster learners' critical thinking by identifying social problems in some literary works and proposing solutions to problems.

Rationale

Nowadays, society goes through some latest changes that demand people more collaborative, rational, and have critical roles to be more actively involved in society development. Since repetitive, memory and mechanical activities can be carried out for modern technologies, humanistic and social behaviors are the main principle for people to learn to contribute to the knowledge society. According to Ananiadou and Claro (2009), 21st century skills in education help to cover “the needs of the emerging models of economic and social development than with those of the past century, which were suited to an industrial mode of production.” (p. 5). So, mechanical learning is no longer needed nowadays in education, but implementation of more collaborative skills for social development.

Besides that, the use of cultural and multicultural material must be a key aspect when teaching foreign languages in the classroom. According to *Estandares Básicos de Competencias en Lenguas Extranjeras (2006)*, when students are crossing the 11th grade in high school, they must already be able to “demonstrate that they recognize elements of the foreign culture and relate them to their own” (p. 25). So, to develop effective

communication, critical thinking, and social skills as part of the 21st century group are a learning process that must be linked to multicultural education. In other words, to enhance students' effective communication, critical thinking and social skills in their learning process must be done by integrating multiculturalism as part of social development.

One of the most relevant issues that Colombia educational system tries to fix is regarding to critical thinking. Hincapié (2020) points out that:

Critical thinking serves as a foundation so that at each of the levels of basic primary, secondary and secondary education, the teaching of Social Sciences provides the student with the formative scenario so that he achieves coherence between what he thinks, feels, says, and does. (p. 168)

Thus, the main objective of developing critical thinking in education is to foster learners' communicative skills and the ability to apply them in social interactions. As a result, it is needed to use educational material that allows students to develop their critical thinking for they to achieve coherence between what they learn and think. So, using multicultural literature as a source in the EFL classes is going to let them connect other cultures realities and what they can learn about them. Based on that, they will be able to develop their critical thinking through improving communicative skills using multicultural material. Consequently, since the main objective of developing critical thinking in education is to foster learners' thoughts about reality, they can do it by recognizing their own culture features with other cultures through multicultural literature.

Besides that, critical thinking is a skill needed not only for academic purposes but also for life. According to Norris (2019) "Learning to think critically is vital for the development of literacy and language skills. Learners need to be taught how to think, not what to think" (p. 2). Hence, how to think is an essential part of social life that must

be developed from incredibly young to apply it properly in real contexts. So, the role of education in fostering critical thinking is key since learning is not a mechanical process that teaches what to think. As a result, people with critical thinking in society do not just play a mechanical role, but also can transform context in order to improve society.

Communication skills are an essential part of human's daily life developments, that is why enhancing these competences since the schools is key during the learning process. This is a suitable aspect in education since “High school students who develop strong communication skills early go on to nail that interview, negotiate that pay raise, or make a great case for that promotion.” (Zook, 2022, p. 1). Thus, this is a learning process that students can apply in their future life and a strategy to develop themselves in the changing world. It is necessary to implement educational strategies and methods that let them enhance these abilities for their social and interpersonal development. So, creating spaces in the classroom for them to talk and interact is needed to achieve learners’ communication.

Developing social skills in Colombian schools allows students to explore and expand their abilities to interact with others for social and intercultural purposes. In other words, developing it in school is part of integral education in which they interact with others. Hence, peer relationships play a critical role in the development of this and personal feelings which are suitable for personal growth and life-long adjustment. Therefore, it is important to apply learning strategies that foster students’ social skills to develop personal growth and interpersonal relationships in the world.

According to the mentioned above, it is suitable to consider the importance of developing effective communication, critical thinking, and social skills as part of the 21st century group of competences through multicultural education. Since learning process in Colombia schools demands a role actively involved in new world abilities

and society development, using multicultural methods help to foster learners' comprehension of foreign and own social environments. As a result, learners can improve those skills for social interactions that the new globalized world demands. So, it is important to adjust current teaching methods with the purpose of fostering new lifelong learning competences using multiculturalism that enrich students' learning process in proper and meaningful social knowledge.

Summarizing, the use of English in the changing and globalized world demands a higher level of development in Colombia EFL classes. Based on that, the implementation of multicultural strategies that allow learners to improve some 21st skills using the English language as the main is proper. Therefore, applying these strategies in 11th learners from the Liceo Femenino Mercedes Nariño is suitable since the PEI of the schools is to transform contexts for coexistence in the society. It means, the institution has the purpose of helping learners to develop their competences to transform the context by fostering some 21st century skills.

Chapter II: Literature Review and Theoretical Framework

Literature Review

Across this section, there is a collection of some relevant research related to this project's objective and the findings that support the suitability of this. Therefore, here is a brief description of the research's proposal, what the author concluded and the researcher interpretation of the most relevant findings that are related to the intention of this research project.

As nowadays people are involved in a more globalized world, the demand for multicultural knowledge has exponentially increased as a key part in personal and professional lifestyle. This is inferred from Tomlinson (2013), whose research at The

State University of New Jersey focuses on multicultural training for world trade business. This research aims that “A continuing challenge for counselling professionals is to move beyond current levels of competence, and to confront attitudes and practices, both personally and professionally, that reflect cultural bias” (p. 3). It means, this article points out the importance of a complex understanding of different cultures and own culture in people development since currently the globalization brings diverse cultures, behaviors, attitudes, and practices into socio-political context.

As a result, it can be understood that educational system must implement multicultural training as a tool to develop communicative competences not only for global business purposes, but to foster personal competences to move beyond cultural levels. Therefore, the proposal exposed in this research allows learners to have suitable schooling for personal and interpersonal lifestyles in which they are culturally aware, sensitive and have specific cultural knowledge about others. In summary, there is a need of providing a multicultural training in schools classes to improve learners’ competences for personal and professional roles.

Furthermore, the necessity to implement multiculturalism to develop functional communicative skills is arising in current educational system. Since the use of CLT is to promote the development of language skills for communicative and meaningful purposes, applying cultural aspects is key as part of society, reality, and contexts from diverse cultures. An intercultural framework made by Li Song & Li Fu (2003) describes experiences of ELT (English Language Teachers) in China across different approaches to achieve intercultural communicative competences and concluded that:

The ultimate goal of ELT should be shifted to the development of learners’ intercultural communicative competence and learners should work towards intercultural speakership, by which learners will be able to enter the ‘intercultural space’ where they can enjoy the pleasure of transcending the barriers of language and culture and enter a new world of unity and diversity. (p. 40)

As a result, it is inflicted from author's conclusion that nowadays it is necessary to apply cultural and diverse material in different countries as a complement of CLT in order to go beyond learning a language. Then, this project attempts to apply and adapt those intercultural spaces and materials as a mean to achieve intercultural communicative competences in Colombian context.

Therefore, fostering multicultural awareness while using the communicative method in FLT ensure learners' meaningful and successful development in cultural and linguistic competences. This is argued in the theoretical paper made by Catana (2014) at Polytechnical University of Bucharest, in which she mentions that "By designing a motivating syllabus and applying the communicative method of teaching, the students will be motivated to learn, demonstrating their capacity to locate and acknowledge cross-cultural differences, knowing how to respond to them in a politically correct manner" (p. 6). In this paper, the author focuses on developing engineering students' cross-cultural awareness as a means of achieving success in the knowledge society.

Hence, the use of multicultural resources also applies in EFL programs as a strategy that promotes learners' abilities to communicate in the foreign language and expansion of cultural knowledge. Therefore, this research project argues to teach English across the use of multicultural and communicative approaches to high school students. So, they can improve their domain of the language by getting informed about intercultural knowledge.

Additionally, applying multicultural literature in education provides a positive impact in students' perspective of the world. In Lawson study (2013) at St. John Fisher University, she examined how multicultural literature influenced children's perceptions based on family structures. Such a study was applied to two students from the Learning Central School District, were the results pointed out that: "Through the use of

multicultural literature, students have the opportunity to explore other people's lives and begin to build a foundation of acceptance and understanding of others." (p. 57). Thus, the purpose of this application in learners can be focused on other aspects beyond family structures and include any structure with cultural values. Based on that, this research project will review the impact that the pedagogical intervention has in young learners using distinct cultural values in literature.

Furthermore, using multicultural literature is a suitable source for learners to understand other culture's issues and expand their intercultural communicative competences for their own cultural construct. Research made by a teacher from Universidad Pedagógica Nacional found that students "discussed critically deep elements of culture such as discrimination, marginalization, generation gaps, gender and social inequality, and imposed cultural constructs." (Gómez, 2013, p. 14). Indeed, this project was applied to *Universidad Pedagógica Nacional* seventh semester students to foster their critical intercultural communicative competences. Consequently, learners could have a better level of English while they developed their communicative and social skills. Hence, using this type of literature is an excellent method to introduce students to the diversity that surrounds them, but it is necessary to select quality material.

Thus, implementing multicultural literature in English classes allows students to improve their English learning experience while they construct own perspective of the world by recognizing other cultures. Moreover, multiculturalism is also a suitable tool for learners to enhance social and communicative skills in lower levels of the language. Then, adapting this authentic diversity strategy to high school students aims to create the bases for their critical competences and cultural construct to transform contexts.

In fact, by constructing their own perspective of the world through cultural understanding students break stereotypes and decolonize their knowledge construction. In general, nowadays education is searching to expand horizons and stay out of the colonized canons to get new cultural knowledge and views. This can be aimed from a qualitative case study made by Hoyos at Universidad de la Salle (2019), where she found out that “students are able to recognize other manners of living, which they level up with their own. This fosters respect for the difference, bearing in mind the interculturality as a horizontal dialogue.” (p. 35). In that research, 18 tenth graders from a public school in Bogotá were selected to develop storytelling to achieve students’ forms to decolonize their awareness. Thus, knowledge construction was based on cultural values from own and other cultures beyond the canon and with meaningful purposes.

Certainly, key aspects from multicultural literature such as storytelling, reading short stories, and writing about one's own culture are useful in English classes. Then, this research project purposes to use of diverse cultural short stories as a tool to achieve that knowledge construction. Due to the exchanging of cultural knowledge, students are able to have a better interaction and increase their cultural awareness.

Additionally, the use of multicultural literature as a tool for developing social and communicative skills has a positive impact in the learning process. This is pointed out in the theoretical framework published in the professional journal *Language Art* for educators in which one of the research focuses on literature to create multicultural classroom and “For children can also play a significant role in the decision-making and social action model. This level is marked by identifying, analyzing, and acting upon problems related to a multicultural society” (Rasinski and Padak, 1990, p. 3). Therefore,

students can connect ideas, features, and meanings from books with the social action of their own culture.

Based on that, the purpose of this research project is to put in practice that multicultural classroom in which students can develop their social skills to transform context. It means, adapting multicultural material and activities in the classroom allows students to have an active role that they may develop in society from their multicultural awareness. So, since learners can get familiar with a new culture, they can play an active role in which they look at the reality of other cultures and take actions to solve those problems.

Moreover, an experimental study made by Juraid & Ibrahim (2016) from Taibah University, Madina Munawrah, states the relationship between communication skills development in EFL for female English Majors students at Language and Translation Department at Taibah University. Therefore, the study divided the group of 46 students into two groups of 23 to compare the results and analyze the differences between them. As a result, they found that including storytelling activities in the classroom fosters communicative skills. They concluded that “The effect of storytelling clearly manifested in the overall accomplishments in the oral and interpersonal communication skills.” (p. 124). Based on that, students’ interaction in the classroom has a better development considering storytelling the main to contextualize the cultural and language content.

Consequently, the use of multicultural literature can be used not only to enhance oral performance in the foreign language, but also can improve 21st century skills since social interaction is improved. Thus, the state of this project is to use storytelling linked with multicultural literature to promote some 21st century skills. Then, the development

of students' interactions using the target language will be focused on oral and interpersonal communication from the texts.

Furthermore, interpersonal, and intrapersonal skills must be considered during the learning process as a key aspect to enrich meaningful knowledge. Research made in the University of Granada, where the authors worked multicultural folktales from distinct parts of the globe, states the importance of “considering our social reality from a multilayered cultural perspective because multiculturalism means richness and it should be maintained, preserved and even strengthened” (Ruiz-Cecilia & Guijarro-Ojeda. 2005. p. 75). In this paper, the objective was to develop students’ culture awareness in English classes using multicultural literature as a tool to interpretate reality.

Certainly, using other cultures stories as a tool to teach a foreign language extends learners recognition of other cultures values. Additionally, the domain of the language arises since this is put in a cultural context with more meaningful purposes for students. Then, the benefits of learning a foreign language while learning about other cultures for this project go from avoiding stereotypes to enriching knowledge about students’ own culture. So, from the state of this project they can learn how to handle diversity as an opportunity to improve social skills and they can grow multiculturally by recognizing their own culture and others.

Recently, there is an increased need to apply different methos in English classes to foster students’ active participation. Therefore, literature, films and Teather are a suitable strategy to foster performative interventions using a foreign language. Besides that, unifying this practice with critical social issues in EFL classes enables students to assume individual critical consciousness according to material that depicts social issues. All this is applied in Debal’s action research project to 11th grade students from *Nuestra Señora del Rosario* School (2018), in which she concluded that “Allowed them to

develop the creativity expressed in the production of the reflections, cartoons, writing and acting of the play, with critical characteristics that included social problems which highlighted students' concern about neglected children in Colombia.” (p. 88). Thus, nowadays the importance of including active practices for students' understanding critically social contexts has raised to achieve successful understanding of the world.

For this specific project, part of the students' production is based on the creation of characters, role plays and oral presentation considering own cultural values critically compared with others. It means, students perform an active role in which they produce significant reflections about their own cultural context in which they recognized relevant features. As a result, the interaction and participation in the classroom using the foreign language becomes useful since the output is related to learners' own experiences and views.

On the other hand, the possibilities for teachers to include multicultural literature allow them to create an inclusive classroom. Even though there is a lack of cultural literature training for educators, it is useful to include that knowledge when teaching in schools, Such idea is concluded in Valentin's research (2021), which was applied to 20 teachers participants and the author mentioned that “knowing the importance and impact multicultural literature has on students and their identity development and acceptance, teacher will be more willing to focus on helping their students to become more culturally aware.” (p. 37). Hence, suitable knowledge creates a meaningful environment for learners based on teachers' skills to include multicultural literature in class. Therefore, the proposal in this research is to use a variety of cultural stories from literature to promote students' development of skills and self-constructions in the classroom.

Considering the research described above, there is a suitable use of literature as an active practice to foster social and real context. Then, the multicultural approach of the texts enables students to not only focus on social issues but also on cultural and diverse values. It means, across multicultural literature, students can analyze, contrast, and identify key knowledge from other cultures with their own and create personal awareness of the real contexts. As a result, they improve their knowledge about the world regarding critical thinking as part of 21st century skills.

Furthermore, the use of literary short stories when teaching EFL has shown a positive impact in students' skills such as grammar and vocabulary. Thus, understanding the real use of language based on selected literature enables students to expand their knowledge to express ideas and opinions using the target language. Based on that, a qualitative case study made by Pineda (2017) was applied to a CRI (Centro de Recursos de Idiomas) to describe the effects and personal evocations from students when reading selected short stories in the English classroom.

Therefore, the participants formed a homogeneous group of 28 mixed young students in 11th grade of senior high school in the afternoon shift. In there, the results of the research pointed out that "the students had the chance to meaningfully use the target language to think, express their ideas and share their opinions." (p. 90). Hence, selected literature plays a meaningful role in learning a foreign language by providing vocabulary to express opinions and evocated thinking. However, by the objective of this project the use of literary stories can go beyond by providing multicultural values that allow students not only to express specific ideas or feelings from the texts, but to construct a meaningful thinking based on cultural and real values that they can find in literature.

Above all, using multicultural literature in the classroom opens meaningful opportunities for students to understand their own identity and to expand knowledge about others' identities. Thus, exploring the cultural values of literature ensures that understanding and knowledge is not focused only on the foreign language as the main but also on the diverse perspectives and cultures that exist. Therefore, the challenges and benefits that it provides were analyzed by Cade (2019), who presented an Honors Thesis for the Ball State University Muncie in which she found that multicultural literature "provides students with the opportunity to see their own stories reflected and learn about others." This can help students develop and strengthen their own identities and global Understandings." (p. 23). As a result, the cultural values in literature can provide a suitable understanding of identity and otherness by recognizing experiences and features from around the world. This challenge may be tough for educators to apply in the curriculum, classroom, and libraries, but it creates meaningful opportunities for learners to achieve their goals and achieve a better knowledge of diversity.

Hence, this research project searches for the application of multicultural literature not only to improve Second language domain, but also as a means to foster meaningful and successful learning of some 21st skills. The importance of multicultural literature in FLT is part of students own cultural learning and is not only in view of allowing students to be part of a globalized world. So, the impact of this research project can be shown in students' level of English, the improvement of their communicative skills in the target language and cultural knowledge enrichment. Then, students could have a proper development of some 21st century skills to apply their knowledge in real and own context. So, different from previous research's knowledge, to implement multicultural literature in 11-B students' English classes looks for students' meaningful skills development for real context. It means, multicultural literature in 11.B English

classes as a project to improve foreign language domain at the same time they develop communicative, Social, and critical thinking skills for meaningful interactions in real context.

Theoretical Framework

Through this section, there is a collection of some relevant definitions about the key concepts that will be used in this research project. Therefore, it will be relevant to contextualize the first mention of the concept, the author who claimed that, over which perspective can be interpreted and how it is relevant for the development of the research project.

21st Century Skills

Nowadays' demands to achieve a successful lifestyle in professional, global, and personal matters are pointing to another direction. Therefore, the educational system in recent years has been focused on different competences regarding a more meaningful and useful practice in real contexts. Thus, 21st century skills are a group of key aspects to achieve those meaningful matters that, according Trilling and Fadel (2009), "the core subjects and interdisciplinary 21st century themes are surrounded by the three sets of skills most in demand in the 21st century: • Learning and innovation skills • Information, media, and technology skills • Life and career skills" (p. 48). For the purpose of this research, it will be focused on Learning and Innovation Skills which refers to Critical Thinking, Problem Solving and Communication as the key features of them.

It is a reality that nowadays academic education and isolated learning purposes are not enough for students to develop an active role in society to transform context. Academic education has an indispensable role in the learning process for young

learners. However, if students are not able to adjust their knowledge and behaviors to the new world's challenges, they will not be able to have an active participation for social purposes and development of the society. This is explained by the Central Board of Secondary Education Delhi (2020), whose book pointed out that 21st century skills “are required by an individual for his/ her holistic development so that he/she can contribute to the progress and development of his society/ nation and world” (p.12). So, these skills are associated with those competences that nowadays are needed to develop an active role in society's progress.

In education, these skills are related to learners' ability to develop critical thinking, problem solving, communication, and teamwork. Thus, the purpose of such competences must be related to cognitive and collaborative aspects in which learners enhance their effective communication for social interactions. Fandiño (2013) claims “the modern 21st century school must bring together rigorous content and real-world relevance, by focusing on cognitive skills as well as those in affective and aesthetic domains” (p. 5). Therefore, Colombian attempts to implement them refers to set up learning environments capable of developing the essential abilities needed for effective communication in social interactions.

Additionally, the concept of this term aims for a new learning transformation to achieve new goals in future generations. Thus, re-thinking and re-planning how curriculum works in students learning process and what are the key factors for these new meaningful practices. Therefore, Dede (2010) mentions that:

Intellectual, emotional, and social support is essential for “unlearning” and for transformational relearning that can lead to deeper behavioral changes to create next-generation educational practices. Educators, business executives, politicians, and the general public have much to unlearn if 21st century understandings are to assume a central place in schooling. (p. 5)

It means, this is a set of specific and more relevant skills that search for substantial changes in curriculum to get the expected effect in learning process.

Finally, another key and useful definition for this project is provided by Griffin et al. (2011), who discuss how those skills were born as a new management about skills that learners must achieve for a significant learning proceeding. They mention the following:

New standards for what students should be able to do must replace the basic skills and knowledge expectations of the past. To meet this challenge, schools must be transformed in ways that will enable students to acquire the sophisticated thinking, flexible problem solving, and collaboration and communication skills they will need to be successful in work and life. (p.18)

To sum up, those skills are a main goal for nowadays schools that allow learners to a more relevant and not mechanical learning process that must be applied in real context and social interactions.

Communicative Skills

Effective communication requires students to convey ideas quickly and concisely for others to understand. This involves multiple facets of communication, including listening, verbal, written, and even social media. In education, a suitable definition of communicative skills is given by Sharifirad et al. (2012), who point out that communicative skill is “understanding and sharing thoughts between the teacher and student (s) which includes understanding and sharing at the level of knowledge, culture and the values governing the two people who are establishing a relationship” (p. 8). Hence, the importance of developing clear, meaningful, and understanding messages in a foreign language is required to provide effective communication. So, learning a language only for grammar and abstract purposes is not enough if the objective is to improve effective communication in learning a foreign language.

Besides, this is a skill of integration which is used to develop cooperative learning process. Therefore, even if it is verbal or written, the purpose is to complete a relevant interaction for learners to exchange knowledge with a purpose. So, the communication in education “can be integrated with the integrated language skills through the student-centered learning approach, particularly the cooperative learning or project-based learning, in which groups of learners work together to complete a task, solve a problem, or create a product” (Pardede, 2020, p. 74). Consequently, the process of this skill in education plays a key role in students learning that fosters cooperation and teamwork.

Furthermore, this skill is understood as a pillar in 21st century skills and its relevance as a during learning. Following Saleh’s (2019) asseveration, we can conclude that “Communication is the third skill of the 21st century and recently its integration in EFL classrooms becomes necessary not an option. It refers to any interactive mutual attempt of two interlocutors to negotiate a meaning in different communication situations.” (p. 66). As a result, the concept of these skills is linked with the new abilities and competences for today's school and society.

Social Skills:

Social interactions are needed for emotional and behavioral adjustment, and successful functioning at home, school, work, and social settings. Thus, it is assertive to point out that “Social skills are behaviors that must be taught, learned and performed, to develop a competent role on social task” (McFall 1982, as cited in Cook et al., 2008, p.132). Hence, the purpose of improving social skills refers to the need to interact effectively with others and perform common tasks properly. It means, social skills are taught in schools for peer-working activities and to deliver effective communication. Since social skills are a set of behaviors that allow people to perform suitable peer

working, this skill is key in learning process to perform effective communication by interacting with others properly.

Furthermore, referring to these competences' development, it is suitable to mention the real use in social situations. Therefore, Cavell (1990) points out that “The products of social functioning most often used to operationalize social competence include (a) social attainments, (b) global judgments of social competence, and (c) peer acceptance.” (p. 112). Based on that, the more appropriate definition to these skills is linked to social performance with the objective of social interaction.

Moreover, for the purpose of this project and its function on EFL classes, it demands a more complex understanding regarding the interaction and abilities that respond to a social performance. It means, the social skills involve the development of conduct in reciprocity and relationship between other people. Such interactivities could refer to teamwork, pair assessment, practicing a foreign language, presenting innovative ideas, taking a posture in a debate etc. According to Campbell et al. (2009) “social skills are developed and maintained through a series of interactions between an individual and the environment. Across such interactions, those social skills that elicit positive consequences are more likely to be repeated and become part of the individual’s interpersonal repertoire” (p. 13). In sum, the development of these skills drives learners’ practices to be part of a more complex action in real life.

As a result, this is a performative action in which learners are able to enhance suitable abilities for contextualized and useful situations. Following Campbell et al. (2009) “Social skills are the more molecular responses underlying a socially competent performance.” (p. 6) Then, it plays a critical role in people processing as an active participant in the world.

Critical Thinking

Critical thinking skill is understood as a set of abilities that allow people to analyze and evaluate the evidence of the facts under their own criteria. Hence, this skill is based on a mental process in which people's knowledge is used to evaluate facts and to reason about them. In a Journal made by Ghazivakili et al., (2004), they quoted that Watson and Glizer (1964) pointed out "The ability of critical thinking, processing and evaluation of previous information with new information result from inductive and deductive reasoning of solving problems". Indeed, the development of these skills in education aims to foster learners to not only keep knowledge, but also use it to have a supported decision for solving problems or facing challenging situations. As a result, critical thinking is seen as a skill used to recognize objectively the facts and perform suitably an evaluation to solve problems.

In other words, the concept of critical thinking means a true and deep engagement in the construction of new knowledge for learners construct knowledge. Thus, it is based on a cognitive process of analyzing, reflecting, and constructing knowledge. For the core of this project, I used the following categorization from Báez (2004) "Critical thinking involves the following cognitive skills or mental abilities: interpretation, analysis, evaluation, inference, explanation, and self-regulation." (P. 49). This assortment enables us to understand the reasonable set of competences in which students are involved to foster their critical thinking.

Therefore, critical thinking goes from a cognitive process to a productive and creative output such as questioning, commenting, and answering significantly to questions. Since this project is applied in EFL classes, this skill is found in learners' comments and decision making applied in communicative scenarios. Based on that, it is suitable to use Cundar-Ruano's assertion (2021): "Critical Thinking implies the

competence individuals possess to examine structures and elements of thought implicit in various purposes that involve logic, problem-solving, conceptualizing, analyzing consequences and implications, assessing points of view, and creating frames of reference” (P. 362). As a result, the definition of this skill involves a mental process of self-awareness in which learners deeply use their knowledge to foster and create new awareness. This may be seen in meaningful output for decision making in which there is evidence of analysis, reflection, and creation,

Communicative Approach

The communicative Language Teaching approach (CLT) has been discussed for many years as a strategy to teach a second language while promoting meaningful and useful skills according to learners' needs. Some of the main principles for a CLT are discussed by Canale & Swain (1980):

A communicative approach must be based on and respond to the learner's needs. These needs must be specified with respect to grammatical competence (e.g., the levels of grammatical accuracy that are required in oral and written communication), sociolinguistic competence (e.g. needs relating to setting, topic, communicative functions), and strategic competence (e.g., the compensatory communication strategies to be used when there is a breakdown in one of the other competencies). (p. 27)

Thus, this research project takes such principles as a core definition of what the approach means to ensure its purpose.

Moreover, one of the bases of this approach points out its relevant abilities that are related to settings and contexts, cultural knowledge is key when learning a foreign language for communicative purposes. Hence, Canale & Swain (1980) consider that:

The learners should be taught about the second language culture primarily (although not exclusively) through the social studies programme in order to provide them with the sociocultural knowledge of the second language group that is necessary in drawing inferences about the social meanings or values of utterances. (p. 28).

Therefore, cultural values are directly connected to second language to achieve goals and to follow the method of the approach. For this case, it also requires sociocultural knowledge as a key aspect for the development of the classes and in the curriculum.

Language teaching is a process that may be linked to many different approaches, strategies, methods, and theories, all of them with supported arguments to foster students' foreign language learning. Therefore, it is inferred that CLT is based on learning a foreign language by creating real meaning and useful content regarding the context, realia, or social environment. Following Canale & Swain's principles of the approach (1980), It may be understood that it "is organized on the basis of communicative functions that a given learner or group of learners needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately." (p. 2). Thus, CLT proposes a suitable strategy to enhance learners' knowledge about the language while they develop communicative and social skills for interaction with others. As a result, learners can have a proper connection between the learning of the foreign language and the real and useful content that gives them knowledge about the world.

Besides that, this method has a lot of applicable techniques based on promoting the relevance of learning a foreign language. Thus, it is necessary to apply it as a continuous process that creates a whole experience of immersion in the context and culture of the language. Therefore, the implementation of meaningful activities in the classroom and clear communicative objectives are key in the learning foreign language process. In other words, considering that "CLT methodology was centered around the learner's participatory experience in meaningful L2 interaction in (often simulated)

communicative situations” (Dörnyei Z, 2010, p. 34), this approach aims to foster the use and knowledge of the language for meaningful experiences.

Moreover, CLT brings up communicative competences which emphasize using the language appropriately in different social contexts. Hymes (1972) considered the fact that “a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where and in what manner” (p. 277). Hence, the implementation of this approach provides development not focused only on grammar aspects, but also considering integral development in attitudes, values, and significant knowledge. So, this approach aims to foster those competences regarding the social function of the language.

Above all, one of the most used structures of CLT used nowadays and the one that will be used in this research project refers to the three distinct kinds of practices: Mechanical, Meaningful and Communicative practice. According to Richard (2006), these practices in the approach aim that “Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language” (p.18). Such practices are taken as a proper development that reflects the principles of communicative methodology. Based on that, this research project takes Richard’s distinction to apply the activities in the classroom and ensure the use of the approach as the core of the classes.

Furthermore, applying the communicative approach involves that learner also acquires the ability to infer the meaning and the purpose of the communication. This approach allows learners to go beyond formal and grammar knowledge and ensure a suitable understanding of useful meanings considering the social context and the intention. In fact, Widdowson (1978) aims that:

When a child learns a language, he learns at the same time how language (generally) works. He does not, quite obviously, just acquire a formal system and manifest it as usage. Inextricably bound up with his acquisition of the formal elements of his language is a development of awareness of how these elements are used in the normal business of social interaction. (p. 52)

Based on that, the CLT proposes a learning strategy in which there is a real use of the language to achieve the goal of successful communication as a co-operative effort.

Additionally, the communicative environment constructed in the classroom allows students to create significant interchanges without the teacher's command. It means, the role of teacher in CLT aims for teacher to guide the communicative process, but not to handle it. This feature of the approach is mentioned by Brown (2007b), when he says that "much more spontaneity is present in communicative classrooms: students are encouraged to deal with unrehearsed situations under the guidance, but no control of the teacher" (p. 242). As a result, using this approach to create communicative spaces improves authentic and meaningful use of language for real and useful learning. Thus, the role of teacher as a guide enables learners to face the nature of the language through a spontaneous process.

Finally, this research is based on four main characteristics of the CLT approach to provide a clearer and organized implementation of the project. To support proper development of the approach, I continue Brown's proposal (2007b) which points out some key elements that guide and define it. He offered the following:

1. Classroom goals are focused on all the components of CC and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p. 241)

In sum, this definition provided by Brown allows us to clarify the principle of the approach and its strategies implemented through this research project. The purpose of CLT is not to construct a rigid learning process based on grammar rules, but a more authentic process in which the language has a meaningful purpose for communication and real use.

Multicultural Literature

Literature is an art that cannot be apart from reality, context, and culture since this reflects human lifestyle, social interactions, and worldview. Therefore, multicultural literature refers to stories with a large branch of characteristics, customs, lifestyle, language features and behaviors from various contexts. Salas, Lucido & Canales (2002) quoting Yokoto (2001) mention that the definition of Multicultural Literature “Would include people from diverse cultural, linguistic, socioeconomic, and religious backgrounds” (p. 3). Hence, multicultural literature is composed of a set of characteristics which introduces learners to diversity, the role of language in building culture and expand learning about the implications of a new language meaning.

The main purpose of multicultural literature is to expand people’s perspective and understanding of the diversity around the world based on stories, novels, tales, and poems that content the cultural value. Hence, this literature reflects and exposes different values, beliefs, or any other meaningful features according to a specific culture. This key definition is given by Bishop (1990) when she mentions the importance of literature and highlights that “It is this capacity of literature to change us, to change our perspective on the world, that makes it a powerful vehicle for understanding cultures and experiences different from our own” (p. 16). Based on that,

multicultural literature is perceived as a window for the one who reads it and begins a learning process about others' features.

Moreover, referring to multicultural literature does not strictly involve aspects related to exotic behaviors or features, but also includes remarkable and relevant characteristics. As part of each culture, varieties are a significant reflection of the context and the real lifestyle of each social group. Not all literature is multicultural, but there are specific texts dedicated to exploring the range of characteristics that converge in certain societies. Cai (2002) explores this idea better pointing that:

When, in the definition of multicultural literature, culture is used as a broad concept and not in the strict anthropological sense of the term, it incorporates nationality, ethnicity, class, gender, religion, disability, age, sexual orientation, family status, geographic difference, linguistic variation, and any other possible differences from the mainstream culture. (p. 7)

In fact, the set of collective characteristics from a group of people can be understood as culture. However, this project searches for definition more related to values linked to the concept of identity and collectivity. That is why it must be very carefully defining and selecting the multicultural texts for the purpose of the research. Continuing with Cai's (2002) idea, this type of composition "involves diversity and inclusion, but, more importantly, it also involves power structure and struggle. Its goal is not just to understand, accept, and appreciate cultural differences, but also to ultimately transform the existing social order (...)" (p. 7). Then, we can appreciate the complexity of this concept in literature and the potential that it has as a tool to comprehend deeply diverse cultural values.

Finally, this concept brings cultural awareness because of the innovative ideas, interpretations, comparisons, and views acquired from the understanding of diverse texts. In fact, Soekarman y Bariyyah (2016) aim that "Awareness of multicultural is the ability of people to know, understand, and respect how the culture becomes a

characteristic of personality and also directly and influence the act of someone.” (p. 17). Thus, the result of learning with this type of literature includes the active development of interpersonal grow and social interaction using the new knowledge.

Chapter III: Methodological Design

Type Of Research

This is an action research project which tries to solve a determined problem found in EFL11th grade learners for the school *Liceo Femenino Mercedes Nariño*. Since the problem is regarding 21st century skills analyzing, and how students could improve the development on those skills, this project looks for using multicultural literature applied with a communicative approach to promote 21st century skills. Therefore, the implementation of this type of research is based on four stages process applied during 2023 first and second academic term of the institution. The four stages are: Planning, Acting, Observing, and Reflecting (Figure N° 1) and all of them are connected to fill the research problem.

Figure 1 Action Research Phases (Calder and Foletta, 2018)



Hence, the purpose of action research is based on exploration changes, behaviors and attitudes across an intervention or a project. So, this is pointed out by Burns (2015), who mentions that “researchers are simultaneously critical participants in the action and researchers of the action. AR is essentially an exploratory and decision-generating process invoking key questions, actions, and challenges.” (p. 4). As a result, this project aims for an intervention in which the researcher is another participant of the project and modify the action according to the process.

Moreover, the purpose of action research goes beyond the matter of collecting data to proof theory. In fact, it demands a more reflective and inferential process based on behaviors, attitudes and changing factors across the project. According to McNiff (2013) “It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.” (p. 16). Consequently, it supports this project’s development which was focused on observing and considering the changing features by interacting with the material and the selected activities.

To develop all the stages properly it is necessary to complete them sequentially. It means, firstly there is the planning stage in which the researcher identifies the problems; for this specific research project, a diagnosis was carried out. Then, the researcher investigates practical solutions to the problem; To implement multicultural literature to solve the lack of effective communication using the target language to develop some 21st century skills. After that, it comes the stages of acting, in which the plan is applied, and the data is collected to use in answering the research question; The project used different peer activities, workshops and communicative practices. Next, it is necessary to analyze data collection instruments and find patterns related to the objective of this

project; Field diary notes and surveys were considered to study different behaviors and attitudes where there is evidence about the possible changes and. Finally, there is the reflection stage in which the process concluded by deciding about the data analysis, concluding if the problem was solved and which would be the next possible action.

Research Paradigm: Qualitative

This research project is based on a qualitative paradigm in which the expected results of the application are uncountable but measurable. Since the main problem found was the lack development of some 21st century skills for relevant purposes using foreign languages, there is a qualitative view of them. These skills are put into practice as a set of behaviors, abilities, and understandings for interpersonal development. According to Ellis (2016), a “research that is situated in the qualitative paradigm is concerned not with proof and cause and effect, but with describing and seeking to understand the experiences of people who have undergone, or are going through, an experience (often termed a phenomenon) of interest.” (p. 119). Thus, it cannot be categorized by a number or a countable rank, but it can be viewed inductively in learners’ behaviors, experiences, and performances during the action research. As a result, the use of the qualitative paradigm allows us to identify the solution of the problem by data collection methods discussed later.

Besides, this project was able to use the information collected from the qualitative data to make changes in the process and find different developments. This idea is supported by Strauss y Corbin (1998) when they conclude that “As concepts and relationships emerge from data through qualitative analysis, the researcher can use that information to decide where and how to go about gathering additional data that will further evolution of the theory” (p. 33). It means, this research paradigm allows

researchers to use the data as a tool to modify the implementation according to the results and findings.

Moreover, the results obtained from the qualitative methods enabled the researcher to understand the effects of the project across its development in learners' behaviors. Referring to Kabir (2016), it is suitable to highlight that “Qualitative data collection methods play an important role in impact evaluation by providing information useful to understand the processes behind observed results and assess changes in people’s perceptions of their well-being.” (p. 204). Based on that, it may be inferred that this paradigm was useful for the purpose of this research project and allowed the researcher to analyze critically the obtained results of the actions.

Data Collection

Since the goals and the results of this research project aim for behaviors and qualities from communication, there was used qualitative data collections methods. Therefore, there is an interpretive intention that according to Rehman and Alharthi (2016) “Interpretive researchers employ methods that generate qualitative data, and although numerical data could be involved, they are not relied upon” (p. 56) Then, for the purpose of this research project I focused on observation, field diary notes, audio recording, survey, and portfolio. All of them played a qualitative role in terms of identifying significant contributions and evidence.

A key method used for the field notes is the observation of students' development and behaviors in the class. So, across this project this method was based on real interactions to identify qualitative details and document them in the fieldnotes. Hence, Kabir (2016) concluded that “An observation with a casual approach involves observing the right thing at the right place and also at the right time by a matter of chance or by luck” (p. 240). It means, to observe specific details in students’ actions and behaviors

allows the researcher to record meaningful results that can come at any time during the project. In this case, I particularly distinguished students' communication between them, interactions using the target language and capacity to produce critical thinking in speeches.

To carry out this, field notes as a method of data collection are suitable for qualitative research since the behaviors, comments, attitudes, and developments must be described gradually. Actually, for this project it provided an ethnography perspective that goes beyond describing actions on a piece of paper and that is all, it aimed for a remarkable view of the facts. According to Emerson et al. (2011) "To view writing fieldnotes simply as a matter of putting on paper what field researchers have heard and seen suggests that it is a transparent process (...). Writing a detailed entry, this view suggests, requires only a sharp memory and conscientious effort" (p. 210). Hence, the use of field notes was used in this research project to identify the gradual process of learners across the intervention and the realization of the activities in terms of their skills development. In fact, those notes described sequentially the progress of students, their abilities using the foreign language, their reactions to the stories and the workshops and some distinct oral interventions.

Some of the most notable features collected across this research project were coding electronically. Thus, audio recording allowed researchers to keep suitable elements found in the classes or presentations for a later analysis. In fact, Saldaña (2009) aims that "The software efficiently stores, organizes, manages, and reconfigures your data to enable human analytic reflection. Some specialty programs, like Transana, enable coding of digital audio and video documents stored in their files" (p. 28). In this case, the author mentions a specific platform to coding digital audio and keep the information for a later view. However, this project proposed a manual coding of some

audios based on students' presentations and interventions related to their interactions with the material.

Consequently, all the material, workshops, reflections, comments, and illustrations created based on the activities was collected in an evidence portfolio. This is made to evidence the process that learners followed across the learning process, and it also evidences the output from the books. As a result, this method includes several reports and steps in which there is evidence of the material and the students' productions.

Finally, a survey was applied at the end in which students had the opportunity to share their opinions, findings, and feedback after the pedagogical intervention. Thus, it pretended to collect data qualitatively regarding their perspectives and self-review with a more personal assessment of their own process and the activities applied. Based on that, Kabir (2016) supports that “one can compare the attitudes of different populations as well as look for changes in attitudes over time. A good sample selection is key as it allows one to generalize the findings from the sample to the population, which is the whole purpose of survey research.” (p. 244). So, qualitative data can also be obtained from their perspectives and interpretations through the research period. Then, this becomes a significant resource to analyze features in terms of what they produced, how they felt with the readings and process, which aspects they found significant and how they identify improvements in their 21st century skills during the classes.

Ethical Issues

There is a protection of the sensitive information, and the researcher must guarantee the private and academic use of the data. In fact, Thomas and O’Kane (1998) mention the importance of ethical issues when doing a research project for a specific population, they inform that:

Many ethical issues salient in doing social research with children are common to work with subjects of any age. The need to obtain informed consent is always relevant and can always be problematic. Questions of protection, and of the researcher's responsibility for the wellbeing of subjects, can always arise. (p. 3)

Anonymity and confidentiality are key aspects to consider across the developing of this research project. Since all the data collected during this project regards to minors, it is important to clarify the professionalism of this research project and that all the information collected were used for academic purposes. Therefore, parents must be aware about the process in which children were are going to be involved and it was delivered an authorization of processing of personal data and minors (Annex 2). Hence, there is a validation that there is an ethical treatment about the information and the learners' process.

In consequence, before beginning the pedagogical intervention, I provided each student with an *authorization for processing personal data and minors* that had to be signed by parents or legal representatives. It means, the informed consent allows researcher to keep classified information exclusively for professional purposes and enable the protection of learners' personal information for the development of this project. Thus, this authorization guarantees the legal support of this and allows to keep the research under the parents' authorization to collect students' data. This authorized information refers to ages, personal interactions, cultural beliefs, and preferences within the context of the class, the characterization of the population and the activities implemented.

Chapter IV: Pedagogical Intervention Approach

This research project aims to apply pedagogical intervention by using the Communicative Language Teaching approach (CLT). Thus, there will be a formative

and performative participation in which the teacher provides lectures, activities, and workshops and guides a proper procedure of them. However, the main productions and results of this intervention are given by students. Based on that, those actions were focused on communication and meaningful interactions across the development of this project. Since this approach implements significant material in which the language is used in context, it supports the analysis of students' interactions and relevant work for the purpose of this project.

Therefore, learning a language through communication is suitable to the development of 21st century skills, and its process represents a valid advance of the competences in the language. Thus, this approach is implemented in this research project using one of the main practices of CLT: Mechanical, Meaningful, and Communicative Practice (Table 1). Based on Richard (2006) distinction of these practices, he points out that “Functional communication activities require students to use their language resources to overcome an information gap or solve a problem” (p.18). Subsequently, implementing it leads to a significant and effective enhancement of the process supported by this method.

Table 1 Three Different Kinds of Practice (Richards, 2006)

Mechanical practice.	It refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice the use of grammatical or other items.
Meaningful practice.	It refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in various locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then must answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now meaningful because they must respond according to the location of places on the map.

Communicative practice.	refers to activities where practice in using language within a significant communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of separate places, such as the nearest bus stop, the nearest café, etc.
-------------------------	---

This practice aims to expose learners to the input, for this specific case multicultural books, and students can explore it to get familiar with the content and try to figure out what the material is about. This is implemented with reading aloud activities in round table, so students can read the book together mechanically to practice pronunciation inductively and identifying new vocabulary. As a result, the input is not taken as an extraordinary material that only teacher can interpret, but learners can explore it by themselves. The purpose of this mechanical part is for learners to feel free to interact with the readings in a group, so they can feel comfortable speaking, inferring, and commenting about the books. This part of CLT is applied every time that a book is introduced at the beginning of the class.

Then, the meaningful part consists in putting into practice specific activities with more clear concepts of the input. It means, the next step after exploring the material is to connect it with real, contextualized, and clear situations/material that clarifies the meaning of the story. Thus, after getting familiar with the selected readings for the classes, comes meaningful activities in which some details and characteristics are taken from there to contextualize the content. This was applied in every activity that connected the principal objectives to achieve with the specific competences to promote following the practices.

Finally, the communicative practice comes in which students produce their own knowledge and exchange truthful information by comparing what they learnt from the book and their experiences in real contexts.

Hence, the process of using CLT practices with multicultural literature aims to promote a connection between learning a language and acquiring 21st century skills. Since the material has contextualized content, learners can make interrelations and expand their knowledge about other cultures and their own. It means, by applying this practice with multicultural literature, the class activities become more meaningful and are focused in promoting learners' interaction and motivation. Thus, as the content is meaningful and is applied gradually with the proposed approach, the command of the foreign language and the development of 21st skills arise.

Pedagogical intervention

The action research project was done with a time laps of four weeks in which the pedagogical intervention was applied. Therefore, the researcher created six lesson plans, each one with an objective associated with a 21st century skill. Thus, selected material regarding the texts and the activities was used during the classes, specifically three multicultural short stories and workshops across the four weeks. Then, the process of this pedagogical intervention was gradually implemented using an elaborate action plan to achieve the objectives of the project. Therefore, the implementation was divided in stages per week, each one contains selected skills to develop and a reading that supports the development oof those.

Table 2 Pedagogical Intervention Chronogram (Cristian Castellanos, 2023)

Date / Session	21 st century skill	Objective	Activity	Readings
14/03/2023		- To apply the diagnostic test for 11^o learners. - To introduce the teacher to students and vice versa. - To present the purpose and expectation of the course		
		To enhance learners' empathy by	Students create a Role play in which they express if they have faced a comparable	What's prettier than freckle:

16/03/2023	Social skill (Empathy, tolerance)	recognizing others' feelings in a short tale	situation like in the tale	First reading What is pettrier 1.docx
21/03/2023	Social skills (Management of emotion, assertive communication)	To improve learners' assertive communication by describing and recognizing one's own and other cultures.	Students must draw their own character, considering cultural characteristics from Colombia, and to write a brief description of the character.	What's prettier than freckle: First reading What is pettrier 1.docx
23/03/2023	Communication Construction (Understanding and sharing meaningful thoughts)	To promote students' effective communication by exchanging cultural and personal beliefs.	Students share between them what are they worries and what they do to face them. The rest of the groups must listen carefully and give some advice.	Ramón preocupón: https://www.hospitalaustral.edu.ar/wp-content/uploads/2017/01/ramon-preocupon.pdf
28/03/2023	Communication construction (Read, talk, and write to create a podcast)	To enhance learners' communication in the foreign language by planning, talking, and recording some advice in a podcast.	Students read the case of a fictional character, discuss which pieces of advice they would give her, plan the script to talk about it in a podcast and upload it in a platform.	Meet Nyla: Nyla.docx
11/04/2023	Critical thinking (Decision making to face a cultural issue expressed in a short story)	To enhance students' decision making skills by interacting with a multicultural short story construction.	Students read a short story about a Latin girl and her experiences living in the USA by the challenge of her name and last name. Based on that, they must critically analyze some complex scenarios and decide.	Names: Names By Julia.pdf
13/04/2023	Critical thinking (support and justify your choices)	To improve students critical thinking by justifying their decisions in some challenging situations.	Based on the previous complex scenarios, students must support their decision and write the resolution of the situation based on their deep analysis of the case.	Names: Names By Julia.pdf
18/04/23	To apply the post test			

- | | |
|--|--|
| | <ul style="list-style-type: none">• To share students the conclusion of the intervention |
|--|--|

First Week: Diagnostic Test

In the first class, the researcher was introduced to the class participants and the associated teacher to know about the coming classes and the expectations to achieve across the project. Therefore, the initial class was a brief presentation of the researcher in which he discussed the purpose of the intervention, the objectives that students could achieve and the material regarding some multicultural short stories. Besides that, there was a brief discussion about the students' questions, opinions about the current curriculum and about their most common skills that needed improvement. Later in the second class, the diagnostic test was applied to identify in deep the learners' abilities and preferences in EFL class. Thus, this week was an approach to characterize the participants of the project, their academic and personal characteristics, and their relationship with the target language.

Second Week: Social Skills

Firstly, I designated the initial stage after the diagnostic to implement the first story and to develop the first skill. The selected text for this week was adapted by me for students to understand the vocabulary, not too long to keep their attention and with distinct multicultural characteristics for the purpose of the project (Annex 3). This story was about a Jewish kid who suffered from ridicule about his clothing and how his grandma makes him feel comfortable with his cultural characteristics. With this text, learners developed activities associated with the skill of social interaction as part of the 21st century linked to empathy and recognition of cultural values. To carry out this, the purpose of the first class was to understand the concept of culture, read the story and compare the situation of character with students' experiences or views. Based on that,

they created a role play by pairs in which they performed a comparable situation in which cultural characteristics are discriminated against and how to avoid this.

For the next class, students read and analyzed the cultural values and characteristics of another different characters created by the teacher. Then, they compared those descriptions with the previous one on the multicultural story and identify similarities and differences between them. Besides, they used part of the class time to identify cultural values and features that Colombian culture have from their point of view. Based on that, learners had to create their own character just as the ones created by the researcher, using what they know about Colombian culture and the main qualities of this. Thus, students were able to produce significant material by making an interpersonal and social review of their own context in the country. As a result, learners were able to develop empathy as a social skill in which they understand the character's situations critically, put themselves in their shoes and create similar situations using their own context.

Third Week: Communication Construction Skill.

Consequently, another stage arrived in which the selected text for this week was the story “Ramon Preocupón” by the author Anthony Browne, and the skill assigned was effective communication to express and share meaningful ideas using the foreign language. Such story is about a tradition in Guatemala as part of their cultural beliefs and practices in which kids make some toy to say their worries and be free of them. Hence, students read and identified the values in the story and share between them what they do when they feel worried just as the character in the story. Consequently, in the first class learners had the opportunity to practice their communicative skills by talking about their worries and comparing what they do and what the character does.

For the next class, since students were already familiar with the story, they had to complete some sentences about some advice they would do to the character of the text. Thus, they constructed some meaningful pieces of advice and communicated to the rest of the class. In that class, students were challenging themselves to construct a message with sense and to provide some meaningful advice to the character of the story. By working in pairs and exchanging ideas using the foreign language, learners performed the development of the skill using the material and their interaction with this.

Finally, the main production for the stage was to create a podcast in which learners put in practice what they shared across the classes and communicate effectively. Therefore, the researcher created a new character that, just as the one in the story, was worried about things. In this case, the character was a girl who came from another country and another culture to study in the school participants were studying (Annex 4). Thus, the purpose of this was to create a conversation in which the learner gave some advice to this new girl by constructing meaningful messages and communicative practice. The podcast had to be uploaded on an online platform before the end of the week.

Fourth Week: Critical thinking

In the last stage, the development of the last skill was based on a more complex multicultural short story to achieve a more constructed production, communication, and interaction. Therefore, the story was “Names” by the author Julian Alvarez in which the character migrated to another country and faced some problems because of her name, last name, linguistic identity, and cultural dynamics. Thus, students had to critically analyze the issue presented in the story, talk, and write about their understanding, and justify their point of view and decision in some complex situations such as in the story.

Firstly, a warmup activity about writing pros and cons in some situations allowed students to awaken critical thinking and deep analysis. Then, students spent some time of the first session reading the whole story in groups to help each other understand and later paraphrase it to the rest of their classmates. Therefore, the reading was divided into 6 parts, each group had to read the assigned part and share what they understood to the class. Thus, the reading was not too complex for students since they did not have to read the whole story but read some parts and then shared deep reflection. This exercise was part of mechanical practice and provided good support for students comprehending the full story.

After that, students had to read some complex situations provided by the teacher and related to the story. Then, students had to critically analyze all the implications of that situation and create a list of pros and cons just as in the warmup activity. With this activity, learners were able to put into practice their communicative skills by talking and listening to others' perspectives in the groups and evaluate them. After that, each group had to share their results with classmates and comment about their critical reflection performed during the discussion. The main production of this class was to create a space for a critical discussion in which students were able to examine in depth some complex situation, share their points of view, create a list of pros and cons, and communicate them.

Based on that, the next class used the same complex situations and the list of pros and cons that they wrote to continue with the improvement of students' critical thinking. Therefore, the situation provided was rethought into a second conditional sentence as if it was a piece of advice that students would give for the character of the story. Then, learners had to take a decision and support it according to their last class reflection following the question "Would you give this advice to the character of the story? Why?"

After that, they had to answer the following questions: What is the resolution of that answer? In which Colombian context could this situation happen? With this class, the main production was to improve students' decision-making skills by considering the advantages and disadvantages of a complex situation, identify the consequences to write a resolution and compare the case with any Colombian context based on their knowledge as part of the meaningful practice.

Last intervention: Post-test

To conclude with the pedagogical intervention, the post-test was applied to collect students' self-perspectives about the impact of all the sessions, reading and meaningful considerations. Therefore, the post-test had 3 main sections, each one focused in a specific aspect to analyze: First section was to analyze students' English level as part of the communication construction. The next section was about to identify students' improvement of social skills. Finally, the last section was about 4 open answer questions in which students could share their critical view about the whole pedagogical intervention. The purpose of this survey was to get learners self-recognition and evaluation of their own process and class influence in their learning process.

Chapter V: Data Analysis

In the present chapter, I will discuss the findings, goals achieved and evidence from the data collected across this research project. Therefore, the different documents constructed by both the teacher and the students in the different pedagogical interventions were analyzed. Thus, it was pointed out some specific characteristics and features of those products that could show if the objectives were achieved. The first and second sessions were about developing learners' social skills by providing empathy for other cultures and management of emotions by adjusting behaviors in social

interactions. The third and fourth sessions were based on improving students' communication construction with cooperating activities and sharing beliefs. Finally, the last two classes focused on improving critical thinking, arguing about decision making, and supporting own ideas.

To carry out this data analysis, I focused on two main actions to follow and supplied a suitable order in taste the validity of the obtained information before making judgments. It means, differentiating data to evidence by assessing the information before giving a connotation. Therefore, I went from analyzing all the documents created through the pedagogical intervention considering my categories of study, to the process of assessing that information to assign it a sense for the purpose of this project. This was done according to McNiff & Whitehead (2009) “analysing involves identifying trends and instances with a view to describing the action under consideration, whereas interpreting involves giving meaning to those actions, i.e. explaining why they are important.” (p. 175). So, the following data analysis considered a first description of the evidence to later generate a meaning.

Social Skills

The first session had the purpose of applying the concept of empathy by recognizing the values from own and other cultures. Therefore, I bring a brief history in which the cultural values and features from a Jewish boy who was discriminated, and his grandmother gave him support. Then, students analyzed the situation, the reasons why he was discriminated against and if they had been felt identify with the character of the story. Therefore, I gave some time for a discussion about the tail and some of the students shared their impressions, comments, and questions about it using the target language most of the time. This was found in the field note N° 1 in the third paragraph:

“While the teacher was helping students to complete the transaction activity, some of them were talking about scenarios in which they witnessed

scenarios liked in the story. Some of the shared experiences in which their cultural characteristics (Accent, customs, beliefs, and traditions) were the base of some discriminatory situation and how they felt. Besides that, some of them asked about how to say some words (respeto, tolerancia and convivencia) in the foreign language. Additionally, some of them ask about the meaning of Kippah and Payot, which were the distinct element of the boy in the story. Thus, they were aware of the concept of empathy and the importance of being in others' shoes to give support and improve this skill with others. This was key evidence of how they connected the topic of empathy in the story with their personal experiences" (Field note N°1, third paragraph).

When students were discussing the plot of the story and identifying the reasons why the boy suffered discrimination, they started to feel empathy and share some similar cases in which they were in the boy's shoes. Firstly, they furnished some comments of support to the boy and attempted to find how to say those words in the foreign language to use them in their role plays. Besides that, when they understood that the kid's cultural characteristics were the basis of suffering discrimination, they compared his features with their own characteristics that had been base of intolerance such as accent or beliefs. Additionally, they were able to expand their knowledge by recognizing some distinctive elements of a Jewish boy such as the Kippah and Payot. As a result, this first approach to the development of empathy enables a genuine introduction to social skills improvement and how they recognize and compare other cultures with their own.

Later in the same pedagogical intervention, students worked in pairs and created a role play in which they performed a situation like the one in the short story. Therefore, one of them had to share the scenario and the other one had to express their empathy by providing some words of support and advice. In the audio recording N°5 & 3 we got the following transcript:

Role-play #3

A: Hi, how are you?

B: I feel very sad because I am from Pasto Colombia, and I come to Bogota for studies and many classmates make laugh of my accent.

A: They have to understand that you are from another site and culture, and it makes you different, but you deserve respect.

B: Ok, I will talk with them about it, thank you.

In this exercise, students were able to develop their social skills by actively providing empathy and sharing some real and useful comments for any circumstances they had faced before. In the role play N°3, the students use the context of people who come from Pasto and face a tough situation based on their culture expressed in their accent. They were able not only to understand the discriminatory case but also provided some support and created awareness about respect for others as evidence of their empathy. By simulating this scenario in which students share some of their experiences of discrimination for their context and knowledge, students were able to achieve a deeper understanding of empathy and the relevance of cultural sensitivity and improve their successful communication by creating meaningful and real support.

Role-play #5

A: Hi, my name is Ana Rosita, how are you?

B: Hi, my name is Teresita, I am fine, and you?

A: Me too, thank you

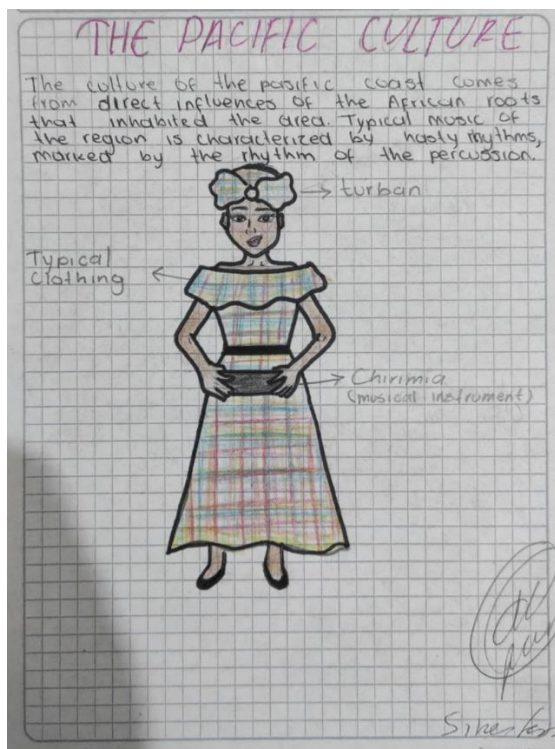
B: I am from Asian culture. I am going to tell you about my experience of living in this country. We often are very organized people and for us it is especially important to be educated, to be responsible for our future plans.

A: I think that your culture is very interesting because people are kind and the order in your country is important to achieve goals. I support you because in now days is so hard for you.

In comparison, role play #5 shows a perspective in which the circumstance demands a recognition the cultural richness, the importance of the diverse cultural behaviors and the values of this today. Student B shares some significant details about her culture and features regarding her experiences. Based on that, Student A was able to identify these key elements and communicate respectfully her impressions and the value of its culture as part of a unique perspective. In other words, Student A presents some

empathy by validating student's B cultural perspective and acknowledging the challenges that she may face in a distinct cultural environment.

Additionally, in the second session, they had to create their own character from Colombia adding cultural values just as the boy in the short story. Therefore, students draw different characters based on their previous knowledge and own experiences about various cultures. Some of them recognize specific details from several communities, their customs, some typical artifacts, and their roots. In the drawing N° 1, we can appreciate following:

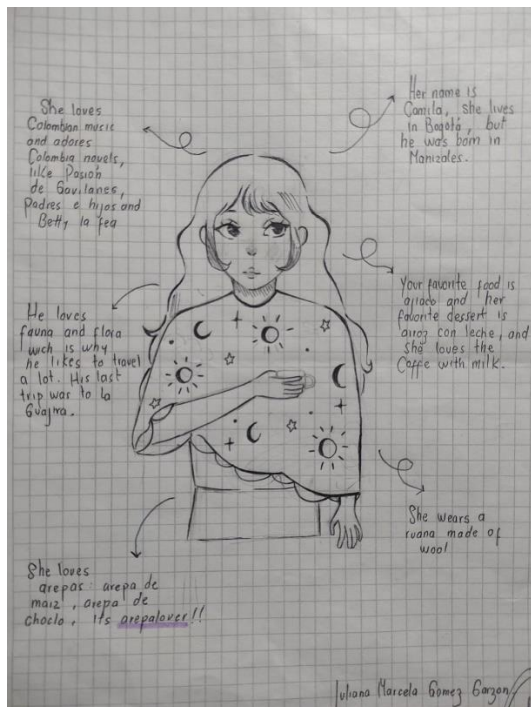


Transcript: “The culture of the pacific coast comes from direct influences of the African roots that inhabited the area. Typical music of the region is characterized by hasty rhythms marked by the rhythm of percussion. Turban, Typical clothing, Chirimia (Musical instrument)”

In this example, there is evidence of how the student recognized typical values from the culture in the coast of Colombia. In this drawing, the student briefly describes a part of the origin of the people located there and the influence of hasty rhythms from Africa as part of their identity and culture. Besides that, the drawing puts emphasis on woman's clothing full of color and her turban, showing how visible her culture is. In this activity, they could exchange knowledge and identify the most striking features from different communities that could be in the shoes of the character of the story.

Besides that, this exercise of drawing their own cultural character enables a variety of reference points from different students' culture to understand the diverse perspectives, values, and experiences between the classmates. Thus, learners improve their cultural self-awareness to develop empathy and respect toward others since they can understand significance values deeper and compare them with diverse backgrounds. In the following drawing, there is evidence about this cultural self-awareness

Transcript:



- Her name is Camila, she lives in Bogotá, but she was born in Manizales.
- She loves Colombian music and adores Colombia novels, like Pasión de Gavilanes, padres e hijos and Betty la fea.
- She loves fauna and flora which is why she likes to travel a lot. Her last trip was to La Guajira.
- Her favorite food is ajiaco and her favorite dessert is arroz con leche, and she loves coffee with milk.
- She wears a ruana made of wood.
- loves arepas: Apera de maiz, arepa de choclo, it is arepa lover!!

Significantly, this example shows how the student recognized some values and customs from her culture and shares her knowledge with the rest of the class. This drawing exemplifies how the activity enables learners to talk effectively across cultures with empathy and respect. It means, individuals were able to adapt their communicative strategies and knowledge to express different norms and preferences, improving mutual understanding and rapport in social interactions. As a result, students acknowledged and

appreciated the richness of cultural diversity by providing insight into their exchange of perspectives, experiences, and values and performed an assertive communication.

Moreover, students also recognized their improvement in some of the 21st century skills by enhancing their management of emotions and behavioral adjustments. In the survey applied at the end of the course, students found section C with some questions of open answer in which the students used their own words to describe their point of view about the aspects of the classes. One of the questions were regarding about if the cultural readings and activities had an important impact in their learning process, the student answered the following:

- “Sí, pues si viajo a otros países puedo comprender más sus culturas para no tener altercados. (en términos de discriminación)” Post test, Reflection N°3. Section C, question 4.

Analyzing this brief comment, we can identify how social interaction skill is present by behavioral adjustment. It means, the student is aware about how to handle a cultural interaction if they travel to another country and avoid discriminatory scenarios. According to the concept of social skills, it refers to the need to interact effectively with others, acquire knowledge and perform polite behavior.

Besides that, external interactions in which students might face cultural exchanges demand for a domain of emotions to avoid inconveniences. Another question in the last survey was about how students reacted to the material and the cultural stories for scenarios where others present cultural differences. They pointed out that it is important to know how to react in different situations to form a good relationship. One of the answers shows the following:

- “Aprendí a manejar mis emociones ante algunas situaciones en las que sea o no ajena a estas.” Post test, Reflection N°3. Section C, question 2.

The student was able to notice the importance of emotions in social interactions and learnt how to handle them. Thus, the purpose of enhancing the management of

emotions in the first and second sessions shows the result in students' knowledge about this social skill and how to perform them. Moreover, a suitable handling of emotions brings more social skills such as respect and tolerance for others. Another of the questions pointed out about if students could learn some relevant factors from the multicultural readings for their learning process. A student wrote the following:

- “Sí, porque aprendí sobre el respeto y la aceptación de otras culturas, conocer de ellas y más.” Post test, Reflection N°2. Section C, question 4.

Hence, the student realizes that the readings allowed her to improve her social skills by recognizing the importance of acceptance and respect for other cultures. Therefore, the results of these two sessions of class can be seen in the students' perception of social abilities implicit in their knowledge. As a result, the cultural material was key for students' improvement of social skills and understanding of the value of the otherness.

Communication construction

Then, the next session was about developing the learners' communicative skills by reading and discussing a short tale. Therefore, this exercise followed a gradual process from reading, going through writing and finally oral production. It means, using the three parts of the Communicative Approach students were able to read and comprehend the text meaningfully. Then, the space was allowed to talk about the story, listen to their diverse perspectives and plan about how to create the podcast. Finally, the output is the oral production of the podcast to perform successful connection that was based on a planning procedure.

I introduced the new cultural story which was about a kid from Guatemala who was taught how to use a cultural artifact called Quitapesares. According to his culture, this toy was able to set him free of his worries and students analyzed the value of this and how they would use it. After the reading, students orally share their thoughts and if

they had a Quitapesares which worries they would give it. This was found in the field note N°3:

“With this last activity of talking without structure, students had the opportunity of sharing their own answers by using the vocabulary provided at the beginning of the class, in the short story and from previous activities. Based on that, the teacher heard some of the discussions in which students used the structure of the example “I am worried about” to construct an effective conversation using the foreign language.” As a result, students were able to speak, answer and ask questions in order to express their opinions and thoughts as part of a suitable communication” Field note N°3, third paragraph.

Reviewing this analysis, we can identify how students were able to practice their speaking and listening skills by sharing some comments and thoughts in the foreign language. However, this was not only about using the foreign language focused on the grammar, but they were also able to identify the new vocabulary and connect it significantly according to what they wanted to express. It means, by talking about the reading and connecting their own worries to share them with classmates they produced actively and meaningfully messages using the target language to enhance their communication construction.

Using the reading and the previous vocabulary as a guide, the next class was about to meet Nyla, a fictional character who had a lot of worries just like the kid in the reading. Nyla was a new student in the school Liceo Femenino Mercedes Nariño because she came from a different culture and students had to read Nyla’s situation and write some words of support as if she were in her classroom. Then, using the pieces of advice that they wrote, they had to create a structure podcast in which they contextualized the circumstances of the new girls and orally shared their words of support and some more meaningful comments to help her. In the tables 3 and 4 we have a brief description from two of the podcasts created by students:

Table 3 Podcast #1

Time	Structure	Link
From 0:00 to 59 seconds	The student contextualizes the audience to Nyla's situation.	https://podcasters.spotify.com/pod/show/tatis-santamaria/episodes/Meet-Nyla-e22p4cm/a-a9n29ef .
From 1:00 to 1:33	The student shares the pieces of advice to Nyla.	
From 1:34 to 1:56	The student concludes by giving a meaningful message to Nyla's case.	

Table 4 Podcast #2

Time	Structure	Link
From 0:00 to 0:22	The student contextualizes the audience to Nyla's situation.	https://open.spotify.com/episode/0WJLkfYFPPwwtw65VoHRAY?si=9tOL5t5vRFioXmPWGfy5BA&nd=1&dlsi=fee300df2f3541a0
From 0:23 to 0:44	The student starts to share the tips for Nyla.	
From 0:45 to 1:19	The student provides a meaningful recommendation and concludes with a brief reflection.	

Firstly, we can identify how the interaction is very fluent since they understood and shared meaningful information regarding the topic, and their own thoughts. There is evidence of how students worked together speaking, listening, and using the new vocabulary to establish a meaningful message to the audience as the goal of communication. They listened, understood, formulated significant sentences, and finally connected the vocabulary in the target language for the podcast to follow a natural rhythm and structured.

Besides that, conform a successful conversation can be also at the level of media to expand the means in which students create and interact. By using the structured podcast, learners had to collaborate with pairs to brainstorm, write and follow the podcast script talking in the foreign language to record their voices. Therefore, students improved their

communication construction by negotiating, practicing, compromising, and working together all at the time they used the target language. These can be identified in the podcast itself, but also there is evidence of this skill's improvement in the field note N°4, which describes the class where students were developing the workshop to construct the digital product.

“By giving students that imaginary situation in the workshop, they had the base to construct and create interesting sentences to explore the use of the structure and discuss some of the answers of other classmates. All of them used the structure provided and the whole class could understand the meaning of their answers and use them in the workshop to later apply them in the podcast. I could notice that students were practicing their speaking and listening by sharing the pieces of advice that they would use in the podcast. Besides, students were actively talking, planning, and collecting information to construct the podcast all at the time they were using the target language.” (Field note N° 4, second paragraph).

As a result, the fourth class about Nyla's case had a significant impact in students communication construction and production by using the target language all the time to create an audiovisual product. They were able to be involved in a scenario which demands meaningful comments and thoughts to give some suitable advice to a girl who could be one of their classmates. Thus, using a familiar context as an example for students to share their words of support allowed to increase students' participation and speaking skills.

Moreover, students were able to analyze their own process in the self-assessment. At the end of third and fourth classes, there were some questions to conclude the sessions, identify meaningful details, and introspect about students' communicative skills. One of the questions was about students' feelings and self-recognition of their interactions with classmates using the target language. Another was about if they could successfully share ideas and opinions. Here we have two simple and brief answers in

which we can identify some essential key word regarding to the purpose of the classes to improve the target skill:

- “My communication was good because they could understand me.” Self-assessment N°1.
- “Yes, because we understand each other in our vocabulary” Self-assessment N°2.

Even though the student did not go deeper into the answer to the question, she was able to know that others were attending, listening, and actively paying attention to understand what she was saying. It means, across the class she felt her classmates were understanding each other by using the target language to complete the activity and have proper interaction.

Besides that, other of the questions tried to go deeper into students’ perspectives about their experiences using the foreign language to complete the workshop and construct a podcast. This question was about which was the easiest and hardest part when they were talking with classmates to create the podcast.

- “The communication was easy because all of us express the different emotions that we feel for the good way.” Self-assessment N°3.
- “The easiest is to express near the other person with confidence and the hardest is try to give advice” Self-assessment N°4.

In the first answer the student only focused on the easiest part by pointing out that communication was not a problem and classmates respected each other. Similarly, the other answer shows that expressing ideas with others was easy. It means, they mention that partners expressed their emotions properly and with respect. Thus, we can infer that there was a respectful connection of speaking and listening in which a successful conversation was achieved. Therefore, the growth of target skill during the session did not mean any problem for students since they were sharing emotions to complete the workshop.

Consequently, they were able to express an introspective assessment in the post test about how they saw their communicative skills' improvement after the whole pedagogical intervention. The following answer is taken from reflection N°4 in which the question was about which meaningful aspect they found in their learning process:

- “Pude encontrar que sé muchas más cosas solo que nunca las podía expresar bien, pero las clases me ayudaron a saber hablar y comprender.” Post test, Reflection N°4. Section C, question 1.
- “Pude hablar con más personas, aprendí nuevas palabras y aprendí cosas nuevas” Post test, Reflection N°5. Section C, question 1.

As a result, the student emphasizes how the classes helped her to talk and understand better not only to others, but also to herself. It means, at the end of the intervention the student achieved an improvement in her communication construction by expressing, talking, and understanding in the foreign language with a multicultural view. Hence, one of the most remarkable and meaningful results from the classes was the enhancement of learners' communicative abilities by providing material, spaces, and activities to practice the target language.

Critical Thinking

For the two last sessions, the main purpose was to improve the critical thinking based on a cultural story reading about linguistic identity, immigrant experiences and going through challenging situations. Thus, the main purpose was to guide students to a deep-thinking exercise in which they interpret the short story, analyze previous information with added information, and create a meaningful output for decision making. Therefore, the sessions followed a practice in which the first class was focused on a cognitive procedure of examining the explicit knowledge in the story and evaluating the implication and consequences of the complex scenario provided. Then, the next class was about assessing a critical point of view to conclude a resolution and

support it by comparing previous information with latest information result from inductive and reasoning of solving problems.

Thus, the first class started with the reading in group of the cultural short story “Names” by Julia Alvarez, then students had some time to interpret and understand the plot of the history and the issues of the character. Then, the teacher dispensed some complex cases that if were applied in the story, it would have changed all. Based on that, the groups wrote a list of pros and cons of those hypothetical scenarios to finally share with the rest of the class their reflections about the benefits and consequences they found. During this time of discussion this was found on field note N°5:

“Using simple examples for the pros and cons list at the beginning helps them to understand better the purpose of the class (To give reasons and deeply analyze situations to give a critical reflection). Thus, the groups started to discuss and share their critical points of view about the cases to conclude in the best decision and support their pros and cons found. So, they showed a reflective process by finding good support for their answers with deep analysis. As soon as they finished, they shared the list and commented about their reflections after evaluating the circumstances.” (Field note N° 5, first paragraph).

As a result, in this first intervention students produced good development of critical thinking competences since they examine complex scenarios and share their points of view based on a group analyzes of the consequences and implications. It means, learners were able to assess various thoughts as part of their cognitive operation to furnish an analytical reflection. The reading, space, activity, and hypothetical situations allowed to create talking and listening scenario to achieve a meaningful learning development in favor of their communicative competences.

Moreover, during the time of analyzing the reading and the scenarios, some students were curious about the plot of the story, and they found some individual experiences that matched with the story’s character. Thus, they were comparing personal information with information supplied by the short tale to infer the complexity of the problem (linguistic identity). The field note N°5 shows that:

“Although the reading was a little bit difficult at the beginning, as soon as the teacher interpretate the reading for the whole class, they started to find controversial patterns in the story. One of them asked the teacher why is so difficult to pronounce names for people that speak English. Moreover, they put examples of some words that are from their language that for people that speaks in English are hard to pronounce. Behaviors and comments like those, allowed the teacher to identify how students can understand the complex of the reading and how common is that social problem sometimes.” (Field note N° 5, last paragraph).

Since the story’s plot was based on a common cultural issue that is familiar for students, they performed inductive and deductive reasoning based on the involvement of the issue. What is more, they were merged into character’s problems and circumstances do adapt a significant point of view and conclude it in new knowledge. Thus, the selected reading brought a suitable cultural scenario to achieve meaningful inferences and interpretations as part of the critical thinking.

On the other hand, the next class took as principal tool students lists of pros and cons, and their last reflections to move into a more complex activity. The teacher gave them some pieces of advice based on complex plights, and each group had to analyze their conclusions and the consequences to decide if they would give that advice to the character or not. To exemplify, one of them: “If I were Julia, I would only stay with people who knows and speak Spanish.” Based on that, groups had to select their option following their previous considerations and conclusions and write a resolution to their decision according to the topic of the story. In the table 5 we have two reflections from two diverse groups:

Table 5 Learners’ decision-making result and final appreciation.

Reflection	Piece of advice	Answer	Resolution
N°1	If I were Julia, I would only stay with people who knows and speak Spanish.	No	Based on the nicknames that her classmates gave each other, Julia decided to start looking for her own when she became a writer.
N°2	If I tried to make friends in another country, I	No	She did not lie about her origin, and it allowed her to have more trust with classmates and later educate them to

	would lie about my origin to avoid bad comments.		change stereotypes and bad comments. Because we have to be proud of our country and our origin. Sooner or later the truth comes out.
--	--	--	--

In the first reflection we can identify how students proposed a resolution like the one in the story, but they decided to put a reasoned judgment and reaction from the character evaluating the situation. It means, students created an optimal and innovative conclusion following the plot of the tale based on their decision-making process. The second one shows how students went deeper into a more complete resolution pointing to the direct implications of their decision. They justified a proper reason to answer “No” to the piece of advice and gave suitable conclusion in which explains the benefits of their answer. Besides, the group points out a critical assumption according to what they wrote and reasoned. Thus, we can identify how students went through different cognitive abilities to achieve those answers using their critical competences.

Additionally, students also had to answer a second question in which they compare the added information acquired from the reading and the analysis with their previous information and experiences. The question was about in which Colombian context could character’s circumstances happen. In the second reflection, the group wrote the following:

- “Monserrate is visited by many people from other countries. For that Colombian people sometimes don’t understand clearly what the foreign say and don’t pronounce correct some names” Reflection N°2
- “Yes, when new student comes with different name or complicated pronounce. We have to ask her respectfully and be polite with her” Reflection N°3

In this case, the students used general knowledge from their experiences to evaluate the situation and compare it with the new awareness by reasoning its implications. Thus, critical thinking is fostered by the creation of meaningful

consciousness as a result from an evaluative action. On the second answer, students considered school as the common scenario where they face or have faced this case. So, we can conclude that students analyzed previous knowledge and associated it with the new one by comparing the common implications.

Finally, we can analyze the students' appreciations of their self-regulation in the post-test's answers as an integral component of the critical thinking. Hence, learners were able to assess their cognitive process and impart a critical view of their reasoning and outcomes improvement. Therefore, here we have two significant answers taken from section C questions in which students had to write an introspective view about their learning. The first question is about the positive aspects they found through the classes and the second one is about the importance they give to multicultural literature after taking the classes:

- “La capacidad de cuestionarme sobre los estereotipos, mi mejora en el inglés, gramaticalmente, hablando y mi mejora frente a la comunicación que manejaba con mis compañeras” Post test, Reflection N°6. Section C, question 1.
- “Sí, porque después de salir del colegio muchas niñas quisieran ir a viajar y sería muy bueno que antes de eso aprendieran sobre la cultura que se da allá” Post test, Reflection N°7. Section C, question 4.

Certainly, in the first answer there is evidence of self-recognition advance in which the student assesses her abilities, knowledge and objectively her communicative improvement. So, she was involved in a reflective measure to evaluate the effectiveness of the classes into her understanding and pointed out her enhancement of the skill. The second answer shares a view regarding her awareness of the learning process and planning to set clear goals. It means, we can identify a preparation for real life experiences considering the analysis and value that learner gave to her learning in the classes. Hence, the answer shows the result of a cognitive exercise in which learner

aims to understand the importance of multicultural reading before intercultural exchange as part of planning to acquire knowledge before traveling.

Summarizing, we could identify different moments in which learners were merged into critical thinking development. From the activities in class where they were able to analyze, infer, question, reflect and assess complex situations, to a more interpersonal evaluation of their cognitive process to recognize meaningfully learning improvement. Although this skill aims for a mental exercise, it is appreciable in learners' material constructed during the classes, behaviors performed in activities and final assessments from students. As a result, there is proper evidence to conclude that students were able to enhance critical competences across the classes.

Conclusions

The overarching of this action research project was to enhance some of the 21st century skills using multicultural literature through a communicative approach. Specifically, I focused on developing social skills, communication construction, and critical thinking. Therefore, all classes involved students in activities which were aimed at social behaviors, discussing activities and cognitive processes. By using this approach, this research pretended to read multicultural short stories as the target object to study and create spaces to foster interpersonal skills, meaningful discussions, and mental abilities.

The most significant outcomes obtained point out that these 21st century skills had meaningful improvement. In fact, discussing the stories and experiences, putting into practice social abilities, proposing latest ideas to face different scenarios and critically analyze them to achieve a meaningful assessment were found through the classes. On the other hand, the multicultural short stories selected were able to focus learners' interest and keep an enjoyable topic to perform communicative activities. Thus,

including these readings fomented learning of the target language since the interest was focused on discovering diversity, comparing cultural values, and sharing meaningful information.

Besides that, the selected tales promoted the acquisition of significant new knowledge regarding the communicative purpose and meaningful value of the language. Learners were able to understand that the purpose of learning a language is related to the meaning, the real-life aspects, and the principles of otherness. Since students engaged with multicultural short stories using the English as the main, they were exposed to a wide range of cultural backgrounds, perspectives, and experiences.

Moreover, each one of the skills had an important outcome through the development of the pedagogical intervention. In many of the readings and activities, students had to be in other shoes, manage emotions and recognize the importance of otherness as part of the social skills. Since most of the activities required teamwork and performing contextualized scenarios, conversation spaces were key to achieve the goals of enhancing communication construction. Finally, critical thinking was present in cognitive progresses by developing challenging real situations according to the reading and students' critical analysis.

The implications of the findings in this research project showed positive impacts in EFL classes for students interpersonal learning at the time they improve their second language domain. It means, educators might find in this project that applying this strategy brings significant improvement in learners' cultural knowledge and understanding of the language. Besides that, this approach serves as a catalyst for expanding learners' worldview and learning about respect for other cultures. Thus, the dynamic of learning a foreign language is more related to the purpose of it in context and considering real-life values.

A considerable limitation or challenging aspect sound in this research was the selection of cultural short stories. Finding the right material with suitable topics to work with and full of proper vocabulary for students to feel engaged is time consuming. Besides, connecting the material with activities not too complicated but enough to foster learners' abilities may be a complex work for educators. My recommendation is to consider specific customs, cultural values, beliefs, dates, or behaviors to find proficient reading and direct the activity to the core of that specific aspect. Besides, I recommend taking advantage of one reading and doing extensive work about it to extract each meaningful learning.

Summarizing, including multicultural short stories is a suitable pedagogical tool for educators to foster significant skills needed in this 21st century. There is an enhancement in intrapersonal and intrapersonal abilities since students focus on cultural values as the core of language purpose. Thus, the result can be seen in the field of education to integrate diversity value in EFL classes to emphases in the real purpose of the language and its implication in learning process.

References

- Ananiadou, K. and M. Claro (2009), "21st Century Skills and Competences for New Millennium Learners in OECD Countries", OECD Education Working Papers, No. 41, OECD Publishing.
<https://www.oecdilibrary.org/docserver/218525261154.pdf?expires=1667865154&id=id&accname=guest&checksum=5A0B43DDEE66D6A7EB85B124D92F7801>.
- Báez, C. P. (2004). Critical Thinking in the EFL Classroom: The Search for a Pedagogical Alternative to Improve English Learning. *Ikala, Revista de Lenguaje y Cultura (Medellín)*, 9(1), 45-80.
<https://doi.org/10.17533/udea.ikala.3142>
- Babakr, Z. H., Mohamedamin, P., & Kakamad, K. K. (2019). Piaget's Cognitive Developmental Theory: Critical Review. *Education Quarterly Reviews*, 2(3).
<https://doi.org/10.31014/aior.1993.02.03.84>
- Bishop, R. S. (1990, March). Windows and mirrors: Children's books and parallel cultures. In *California State University reading conference: 14th annual conference proceedings* (pp. 3-12).
- Burns, A. (2015). Action Research. *ResearchGate*.
https://www.researchgate.net/publication/282199978_Action_research
- Brown, H. D. (2007b). *Principles of language learning and teaching*. LONGMAN.
- Cade, E. (2019, 4 mayo). *Incorporating multicultural children's literature into the classroom*. <http://cardinalscholar.bsu.edu/handle/20.500.14291/201872>
- Calder, J., & Foletta, J. (2018). *(Participatory) Action Research: Principles, Approaches and Applications*.
- Campbell, C., Hansen, D. J., & Nangle, D. W. (2009). Social skills and psychological adjustment. En *ABCT clinical assessment series* (pp. 51-67).
https://doi.org/10.1007/978-1-4419-0609-0_4
- Canale, M., & Swain, M. (1980). THEORETICAL BASES OF COMMUNICATIVE APPROACHES TO SECOND LANGUAGE TEACHING AND TESTING. *Applied Linguistics*, 1(1), 1-47. <https://doi.org/10.1093/applin/i.1.1>
- Catana, S. E. (2014). Teaching Cross-cultural Communication Issues – A Way of Successfully Integrating into the Multicultural Knowledge Society. *Procedia* -

Social and Behavioral Sciences, 128, 343-348.

<https://doi.org/10.1016/j.sbspro.2014.03.168>

Cai, M. (2002). *Multicultural literature for children and young adults: Reflections on Critical Issues*. Praeger.

Cavell, T. A. (1990). Social Adjustment, social performance, and Social Skills: a Tri-Component model of Social Competence. *Journal of Clinical Child and Adolescent Psychology*, 19(2), 111-122.

https://doi.org/10.1207/s15374424jccp1902_2

Cook, C. R., Gresham, F. M., Kern, L., Barreras, R. B., Thornton, S. P., & Crews, S. D. (2008). Social Skills Training for Secondary Students With Emotional and/or Behavioral Disorders. *Journal Of Emotional And Behavioral Disorders*, 16(3), 131-144. <https://doi.org/10.1177/1063426608314541>

Cundar-Ruano, A. X. (2021). Infusing Critical Thinking Skills in the English as a Foreign Language Classroom: A Meaningful Experience for Teachers and Students. *Polo del Conocimiento: Revista Científico - Profesional*, 6(4), 358-370. <https://doi.org/10.23857/pc.v6i4.2566>

CBSE, (2020). 21st Century Skills, A Handbook. The secretary, Central Board of Secondary Education. Community centre, Preet Vihar, Delhi – 110092. Laxmi Print India.
https://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf

Dörnyei, Z. (2010). *Communicative Language Teaching in the 21st Century: the „Principled Communicative Approach* [Research]. University of Nottingham.
https://www.academia.edu/2695369/Communicative_Language_Teaching_in_the_21st_Century_the_Principled_Communicative_Approach

Debal Santafé, E. (2018). *EFL students authoring texts on critical social issues through literature, films and theater*. Recuperado de: <http://hdl.handle.net/11349/14363>.

Dede, C. (2010). Comparing Frameworks for 21st Century Skills. In J. Bellanca & R. Brandt, Eds, 21st Century Skills, pp. 51-76. Bloomington, IN: Solution Tree Press.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing Ethnographic Fieldnotes, second edition*. University of Chicago Press.

Ellis, P.B. (2016). The language of research (part 8): phenomenological research.

- Fandiño, Y. J. (2013). 21st Century Skills and the English Foreign Language Classroom: a call for more awareness in Colombia. *Gist: Education and Learning Research Journal*, 7, 190-208. <https://doi.org/10.26817/16925777.33>
- Forero M. & Felipe I. (2015). LA IMPLEMENTACIÓN DEL PROYECTO AULAS DE INMERSIÓN, DE LA SECRETARÍA DE EDUCACIÓN DE BOGOTÁ. *instname:Universidad del Rosario*
<https://repository.urosario.edu.co/bitstream/handle/10336/10498/MoraForero-IvanFelipe-2015.pdf?sequence=1&isAllowed=y>
- Ghazivakili Z, Norouzi Nia R, Panahi F, Karimi M, Gholsorkhi H, Ahmadi Z. The role of critical thinking skills and learning styles of university students in their academic performance. *J Adv Med Educ Prof.* (2014) Jul;2(3):95-102. PMID: 25512928; PMCID: PMC4235550.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4235550/>
- Gómez Rodríguez L. (2013) Enhancing intercultural competence through U.S. multicultural literature in the EFL classroom. *FOLIOS. Segunda época. N.o 38 Segundo semestre de 2013* pp. 95-109.
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-48702013000200007
- Griffin, P., McGaw, B., & Care, E. (2011). *Assessment and teaching of 21st century skills*. Springer Science & Business Media.
- Hincapié, J. M. M. (2020). ¿Pensamiento crítico? Ni lo uno ni lo otro. *Ciencias Sociales y Educación*, 9(18), 159-174. <https://doi.org/10.22395/csye.v9n18a7>
- Hoyos Martínez, A. d. (2019). Experiencing forms of decoloniality in cultural awareness through storytelling in a public school. Retrieved from
https://ciencia.lasalle.edu.co/lic_lenguas/849
- Hymes, D. H., Pride, J. B., & Holmes, J. (1972). *On communicative competence*.
https://nimshav.github.io/EthnoComm-Repository/EOC_Library/Hymes%20-%201972%20-%20On%20Communicative%20Competence.pdf
- Instituto Colombiano para la Evaluación de la Educación (Icfes). (2021). Guía de orientación grado 11.º Cuadernillo 2 de 2021 Inglés. Bogotá, D. C. Colombia. Mineducación. https://www2.icfes.gov.co/documents/39286/2923040/Guia_PC-Ingles-11-2.pdf

Juraid, R. A., & Ibrahim, M. M. (2016). The effect of storytelling on developing communication skills of EFL female students and their attitudes toward it. *Educational Research International*, 5(4), 71-131.

Kabir, S. M. S. (2016). METHODS OF DATA COLLECTION. *ResearchGate*.

https://www.researchgate.net/publication/325846997_METHODS_OF_DATA_COLLECTION

Lawson, Michelle, "Multicultural Literature: The Impact it has on Today's Students" (2013). Education Masters. Paper 245.

https://fisherpub.sjf.edu/education_ETD_masters/245

Li Song & Li Fu. (2003). Intercultural communicative language teaching: Rethinking the communicative approach to ELT in China. *English Australia journal*, 22(1), 20.

https://search.informit.com.au/documentSummary;dn=489143945104874;res=IE_LHSS

Londoño, C. F. (2016). *LA INMERSIÓN COMO ESTRATEGIA PEDAGOGICA PARA EL DESARROLLO DE LAS HABILIDADES COMUNICATIVAS EN INGLES*.

[https://repositorio.ucundinamarca.edu.co/bitstream/handle/20.500.12558/242/La%20Inmersion%20como%20Estrategia%20pedagogica%20para%20el%20Desarrollo%20de%20Habilidades%20Comunicativas%20en%20Ingles%20Inmersion%20la%20Cuarta%20Fase%20\(1\).pdf?sequence=1&isAllowed=y](https://repositorio.ucundinamarca.edu.co/bitstream/handle/20.500.12558/242/La%20Inmersion%20como%20Estrategia%20pedagogica%20para%20el%20Desarrollo%20de%20Habilidades%20Comunicativas%20en%20Ingles%20Inmersion%20la%20Cuarta%20Fase%20(1).pdf?sequence=1&isAllowed=y)

Madrid Hincapié, J. M. (2020). *¿Pensamiento crítico? Ni lo uno ni lo otro* [Journal]. Fundación Universitaria Claretiana, Uniclaletiana, Medellín, Colombia.

MINISTERIO DE EDUCACIÓN NACIONAL. (2006). *Formar en lenguas extranjeras: Inglés ¡el reto!* Colombia. Serie guías N° 22.

<https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Ministerio De Educación, B. A. M. S. (2012). Proyecto 891 Media Fortalecida y mayor acceso a la educación superior : planeación y estrategias. *Bogotá Humana*.

https://repository.usta.edu.co/bitstream/handle/11634/3068/Proyecto%20891_resumen%20ejecutivo.pdf?sequence=31&isAllowed=y

McNiff, J., & Whitehead, J. (2009). *You and Your Action Research Project* (3.ª ed.).

<https://doi.org/10.4324/9780203871553>

McNiff, J., Lomax, P., & Whitehead, J. (2004). *You and Your Action Research Project*. En *Routledge eBooks*. <https://doi.org/10.4324/9780203612538>

- Norris, L. (s. f.). (2019) Promoting 21st century skills. En *Teaching English*. British Council advisers: Kirsteen Donaghy and Zoë Tysoe. British Council 2019/J105. https://www.teachingenglish.org.uk/sites/teacheng/files/J105_12_Promoting_21_Skills_web_0.pdf
- Pardede, P. (2020). Integrating the 4CS into EFL Integrated Skills Learning. *Journal of English Teaching*, 6(1), 71-85. <https://doi.org/10.33541/jet.v6i1.190>
- Parra, Yamith José , Bermúdez-Jiménez, Jenny Raquel , Lugo-Vásquez Víctor Elías Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educación y Educadores [en línea]. 2012, 15(3), 363-381[fecha de Consulta 7 de Noviembre de 2022]. ISSN: 0123-1294. Disponible en: <https://www.redalyc.org/articulo.oa?id=83428627002>
- Pineda Antolinez, W. A. (2017). *Experimentando la lectura de historias cortas en la clase de ingles*. Recuperado de: <http://hdl.handle.net/11349/5698>.
- RASINSKI, T. V., & PADAK, N. D. (1990). MULTICULTURAL LEARNING THROUGH CHILDREN'S LITERATURE. *Language Arts*, 67(6), 576–580. <http://www.jstor.org/stable/41961778>
- Rehman, A. A., & Alharthi, K. (2016). An introduction to research paradigms. *ResearchGate*. https://www.researchgate.net/publication/325022648_An_introduction_to_research_paradigms
- Richards, J. (2006). Communicative language teaching today. *ResearchGate*. https://www.researchgate.net/publication/242720833_Communicative_Language_Teaching_Today
- Ruiz-Cecilia, R. & Guijarro-Ojeda, J.R. (2005). What Can Multicultural Literature Do for the EFL Classroom. In Meena Singhal and John Lontas (Eds.). Proceedings of the Third International Online Conference on Second and Foreign Language Teaching and Research, United States: The Reading Matrix Inc. pp. 69-76
- Salas, Rachel G.; Lucido, Frank; Canales, JoAnn. (2002) Multicultural Literature: Broadening Young Children's Experiences. U.S. DEPARTMENT OF EDUCATION Office of Educational Research and Improvement EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) <https://files.eric.ed.gov/fulltext/ED468866.pdf>

- Saldana, J. (2012). *The Coding Manual for Qualitative Researchers*. SAGE Publications Limited.
- Soekarman, F., & Bariyyah, K. (2016). Students Multicultural awareness. *COUNS-EDU: The International Journal of Counseling and Education*, 1(1), 16.
<https://doi.org/10.23916/16-21.0016.11-i30b>
- Sharifirad, G., Etemadi, Z., Jazini, A. & Rezaeian, M. (2012). Knowledge, attitude and performance of academic members regarding effective communication skills in education. *Journal of Education and Health Promotion*, 1(1), 42.
<https://doi.org/10.4103/2277-9531.104812>
- Strauss, A., & Corbin, J. M. (1998). *Basics of qualitative research: Techniques and Procedures for Developing Grounded Theory*. SAGE Publications, Incorporated.
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. John Wiley & Sons. 978-0-470-55391-6.
- Thomas, N., & O’Kane, C. (1998b). The ethics of participatory research with children. *Children & Society*, 12(5), 336-348. <https://doi.org/10.1111/j.1099-0860.1998.tb00090.x>
- Tomlinson-Clarke, S., Walz, D.r Jeannne, C. & Garry, R. (2013). Multicultural Counseling Competencies: Extending Multicultural Training Paradigms Toward Globalization. *VISTAS Online*, 60. <https://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2013>
- Valentin, Y. V. (2021). *Integrating Multicultural Literature Into Elementary Classrooms to Promote Cultural Competence* (Doctoral dissertation, California State University San Marcos).
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.
- Zook, C. (2022, 7 octubre). *How Do I Teach Workplace Communication Skills to My High School Students?* Applied-Educational-Systems.
<https://www.aeseducation.com/blog/teach-workplace-communication-skills>

Annexes

Annex 1: Diagnostic test.

 UNIVERSIDAD PEDAGÓGICA NACIONAL <i>Edúcate para educar</i>	ENCUESTA DIAGNOSTICA		
	Colegio Liceo Femenino Mercedes Nariño		
	Fecha:	Maestro Titular: Luisa Vilorio	Maestro Investigador: Cristian Castellanos

A continuación, encontrarás una serie de preguntas para analizar tu desempeño en algunas habilidades. Tus respuestas serán anónimas y utilizadas con fines académicos. Siéntete libre de contestar de manera honesta todas las preguntas.

Sección A: En esta sección responderás 9 preguntas para analizar tu habilidades gramaticales y comunicativas en inglés.

- Which word or phrase CANNOT complete the sentence?

The class was cancelled _____ the snow.

 - ☐ Because
 - ☐ Due to
 - ☐ Because of
- Which word completes the sentence?

In spite of _____, the tourists were respectful with Indian culture.

 - ☐ their experience
 - ☐ they were inexperienced
 - ☐ their inexperience
- Which word or phrase best completes the sentence?

He stayed up to watch the sunset _____ it was 8:00 clock.

 - ☐ even though.
 - ☐ However.
 - ☐ in spite of.
- Which word goes in the space?

Korean culture is more popular _____ Colombian culture.

 - ☐ from
 - ☐ than
 - ☐ that
- Which words goes in the spaces?

American culture is _____ important _____ Latino American culture.

 - ☐ than , as
 - ☐ as. Than
 - ☐ as, as
- Which sentence is NOT Correct?
 - ☐ Days in Norway are more short than days in Colombia
 - ☐ Women in New Zealand are taller than women in North America
 - ☐ Cows in Indian culture are more important than in Brazil culture.
- Which sentence is correct?
 - ☐ I have saw this tradition before
 - ☐ I have see this tradition before
 - ☐ I have seen this tradition before
- Slaves in North American _____ free since 1853.

- ☐ Has been
 - ☐ Have were
 - ☐ Have been
9. Korean culture has _____ around the world recently thanks to K-pop.
- ☐ grow
 - ☐ grew
 - ☐ grown

Sección B: En esta sección encontrarás 10 preguntas de opción múltiple y 5 preguntas de respuesta abierta. Responde de manera sincera y honesta.

1. ¿Con que frecuencia leo historias en inglés?
 - ☐ Siempre
 - ☐ Casi siempre
 - ☐ A veces
 - ☐ Nunca
2. ¿Me gusta aprender sobre otras culturas?
 - ☐ Si
 - ☐ A veces
 - ☐ No
3. ¿Qué tan importante es leer historias en inglés para mí proceso de aprendizaje?
 - ☐ Muy importante
 - ☐ Importante
 - ☐ Algo importante
 - ☐ Nada importante
4. Cuando leo e indago más sobre un tema ¿Soy capaz de construir mis propias ideas?
 - ☐ Siempre
 - ☐ Casi siempre
 - ☐ A veces
 - ☐ Nunca
5. Cuando tengo una idea o una opinión sobre un texto o libro, me gusta compartirla:
(Puedes escoger varias opciones)
 - ☐ Con el profesor
 - ☐ Con todos mis compañeros
 - ☐ Con algunos compañeros
 - ☐ Me la guardo para mí mismo
6. Cuando leo historias, cuentos o fabulas ¿Con qué frecuencia me pongo en el lugar del personaje y siento empatía por él?
 - ☐ Siempre
 - ☐ Casi siempre
 - ☐ A veces
 - ☐ Nunca
7. ¿Qué tan fácil es para mí expresar ideas u opiniones sobre un texto usando el inglés?
 - ☐ Muy fácil
 - ☐ Fácil
 - ☐ Neutral
 - ☐ Difícil
8. Cuando escribo en inglés o realizo alguna actividad me gusta compartir mis ideas:
(Puedes escoger varias opciones)
 - ☐ Con el profesor
 - ☐ Con todos mis compañeros

- Con algunos compañeros
 - Me la guardo para mí mismo
- 9. ¿Escucho de manera activa a mis compañeros cuando ellos expresan sus ideas en inglés?
 - Siempre
 - Casi siempre
 - A veces
 - Nunca
- 10. ¿Cómo califico mis habilidades para expresar mis ideas en inglés?
 - Muy bien, comunico ideas claras y me hago entender.
 - Bien, hago que los demás entiendan mis ideas.
 - Regular, me cuesta hacer entender mis ideas.
 - Necesito mejorar mis habilidades para comunicar de manera clara mis ideas.

11. ¿Sabes que es la lectura multicultural? Explica tu respuesta.

12. ¿Crees que aprender sobre otras culturas es importante para tu proceso de aprendizaje?

13. ¿Me siento cómodo participando en actividades en inglés con mis compañeros? Sí o No. Explica tu respuesta.

14. ¿Qué es lo más difícil cuando intento comunicar una idea u opinión en inglés?

15. ¿Me siento más cómodo realizando actividades de manera grupal o individual? ¿Por qué?

Sección C: En esta sección, debes responder 3 preguntas de respuesta abierta. Responde cada pregunta de manera honesta y detallada.

1. Cuando aprendo sobre un tema nuevo en clase, me gusta buscar más información por mi propia cuenta. ¿Sí o no? Explica tu respuesta.

2. Me gusta cuestionar los textos que leo en clase y no me quedo solamente con una idea. ¿Sí o no? Explica tu respuesta.

3. Para mí ¿Es importante conocer a profundidad sobre un tema y no quedarme solamente con una idea superficial o subjetiva? ¿Sí o no? Explica tu respuesta.

Annex 2: Authorization of personal data.

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018		
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. _____ NUIP No. _____

_____ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

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 querepresento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: ____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

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).

Documento Oficial. Universidad Pedagógica Nacional.

Annex 3: Story adapted by the teacher.

What's prettier than freckles

An elderly woman and her little grandson, whose face was sprinkled with bright freckles, spent the day at the zoo. The little grandson was wearing his Kippah and his Payot as he normally used to do. Many children were waiting in line to get their cheeks painted by a local artist who was decorating them with tiger paws.

"You've got so many freckles, there's no place to paint!" a girl in the line said to the little fella "Your hat is so ridiculous, and you should cut off those Sideburns because you look ugly.

Embarrassed, the little boy dropped his head. His grandmother knelt next to him. "You do not have to feel embarrassed of your how you look, that is part of our culture. Besides, I love your freckles. When I was a little girl, I always wanted freckles," she said, while tracing her finger across the child's cheek.

"Freckles are beautiful." The boy looked up, "Really?"

"Of course," said the grandmother. "Why just name me one thing that's prettier than freckles."

The little boy thought for a moment, peered intensely into his grandma's face and softly whispered, "Wrinkles.

Annex 4: Cultural character:



Nyla is a 16-year-old girl who was born in Trinidad and Tobago. She spent most of her life there, but last week her family moved to Bogotá, Colombia and there are many changes in her life. In Trinidad and Tobago, English is the main language. There she had her friends, her culture, her important places and her school. Nyla is now going to Liceo Femenino Mercedes Nariño school and she is very worried about some things. She is worried about what food to try, how the school is, which places are good to visit, making friends and how to avoid being rejected. Many things are different in Bogotá and she does not know how to handle them. She is asking for some advice to make friends, to find new places, to know more about this culture and avoid worries.

Write a list of 10 pieces of advice that you would give to her.

- **Example:** *If I were you, I would try a septimazo to find out more about Bogotá culture.*

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Discuss with your partner why you wrote those tips for Nyla.

1. Select at least 3 of the tips that you both have written and talk about the importance of them for Nyla to avoid worries.

- _____
- _____
- _____

Create a podcast

1. Record an audio no longer than 5 minutes with your partner. This audio must content:

Name of the podcast.

Introduction of the topic and the hosts.

Describe Nyla's worries and why you are going to give her some advice.

Read the advice that you wrote

Select at least 3 pieces of advice and explain why they are important.

Brief conclusion.