Exploring multiculturalism awareness through secondary group experiences

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Key words:

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Chapter I

INTRODUCTION:

Multiculturalism and diversity in classroom nowadays has taken a very important role in the classroom. Sometimes children do not take into account these facts such as (different roots that exist in the classroom, believes and traditions, social inclusion) at the moment of establishing relationships with their classmates and for that reason emerge some problems and such as bullying and segregation that are related to the multiculturalism and differences that are not accepted at all for the students. So here we took multiculturalism like the social organization that allows to the social groups or communities live in harmony, respect to share the same context. In this way, we try to raise awareness about this phenomenon in educational settings and make of multiculturalism a good tool to learn about culture and English as FL.

According to the different cultural aspects that our country has, such as diversity of regions, customs, and minorities groups, we took into account the multiculturalism in Bogotá city due to people's diversity from all the country and abroad but highlighting that all these diversity reaches the classrooms of publics schools.

The population was located in a public school, afternoon shift, with tenth graders and we

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applied with them our research intervention because in this class we found many students with different features; students from popular context, some similar and differences in socio-economic background, students of color, indigenous roots and forced displacement. Our intervention was two hours weekly in their English classes working on multicultural activities to engage the students in learning about their own culture, respect and at the same time learn English using the experiential learning, understood as a link between real life and the learning reflection process. This is relevant for them because they can explore and look for the different multiculturalism issues that are manifested in the English classes taking into account their real life experiences and the role in the learning process.

As is mentioned in the Colombian 1991 constitution, multicultural aspects like education rights, customs and beliefs are better recognized such article number 2, where the state recognize the ethnical and cultural differences in our nation. According to the variety of cultures, the identity and how nowadays it is developed in education taking into account different multicultural contexts. We took as references previous studies in our country and abroad, such as multicultural classroom, policies in multicultural education and identity, Then, following Diaz` (2009) idea, the multiculturalism has as interpretation tolerance and recognizing of cultural diversity in any field or social context, and here we develop and look for the issues at the moment of applying cultural activities and what are the interaction results in the English class.

In consequence, multiculturalism factors gives us important sources to work on our research project and explore different issues that could emerge in classroom in order to collect data to analyze and improve the multicultural awareness in the students, with the aim of highlight the importance of diversity in terms of costumes, traits, traditions, etc, to increase knowledge through real life experiences in English classes

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JUSTIFICATION

According to our interest we were curious about how the multiculturalism is conceived in the classroom and how it affects the learning process in English. Our main aim was to propose new dynamics in which the multiculturalism and real life experiences are the main tool to learn English in context and also raise awareness about it.

This field has been studied by many researchers and is a challenge to contribute in something else, that is why this research is important for us because in the role of teacher - researcher we wanted to contribute into the importance of the multicultural field and raise awareness about it, thus we consider that English classes are valuable to this process taking into account that any language is practiced by members of communities and through the language are manifested thoughts, practices, values, traditions and culture. By means of this internship we wanted our students to learn the English language and also recognize multicultural aspects implicit in learn it, considering that a language is not only the grammar aspects, a language for us is rich in the way that it uses symbols, slangs, and many aspects that make a particular community use the language with a distinctive way that members of communities feel identified to.

We took into account the different classes that students take at school to work in some of these topics based on the multiculturalism that each field has, such as literature and the wide range of genders, technologies and how students can make use of these, also we included music as an identity and the variety that exist in it, also the religion, social issues like racism, xenophobia, gender, etc. Another important topic was the social inclusion due to the school has these policies and there we can find students from different context around the country for different reason like forced displacement, poverty, disabled people and including foreigners making of these context a place rich in knowledge and diversity to inquire.

The data we collected were directly relevant according to the study aim based on students artifacts and the different activities, we wanted to learn about how students could improve their

English level working in a different way taking them out from the routine and working in a more critical way showing them real life problems through readings, videos, tales, facebook web page, games, role plays, etc. creating a comfortable environment to learn no in just one way and think critically. In addition we consider that multiculturalism is relevant to work on because our country is full of people from different cultures, values, traditions and practices which converge in one place offering thus a space rich in ways to conceive life and sometimes we ignored their backgrounds and tend to impose an unique way of think or practice, this way is vital for us take advantage of this to the learning process of each student.

To conclude we intended to engage students in English learning making it more interesting to them, in this way students learnt to respect the differences, be more tolerant in a society and learn to deal with the multiple issues that are present around a classroom and the society, because the multiculturalism aim is to live in harmony without matters the customs and differences and that are the patterns that we want to inquire about and fit them with our own personal experiences , points of view and previous studies.

WHAT WE LOOK FOR?

The intention of this Internship was to identify the diversity that exists in the classroom and how it could affect the student's process of learning. We had observed that in the classes there are differences among students for many social or personal reasons such as behaviors, customs, roots, personal and sexual identity etc. Therefore, could emerge some problems about respect, discrimination and sometimes the bullying that nowadays is so common in the public schools, creating inadequate attitudes that affect their personal life and their learning processes. Besides, cultural awareness is considered by interculturalists as crucial to cross-cultural development, because the cultural awareness represents an understanding about the culture role through reflection and introspection.

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This reflective intervention was conducted at (**Benjamín Herrera)** public school, located In the Libertador neighborhood of Bogotá city - Colombia. This is a public institution in elementary and high school classes, where the population has many advantages and disadvantages due to the social issues according to the context that is in low and half social level at the south of the city.

We established the multiculturalism as main focus to raise awareness and learn English at the same time highlighting, this institution had a social inclusion agreement in which we can find students with different disabilities, what make it a challenge but also an opportunity to learn and raise awareness about the differences. The participants were 33 students, with female students majority (18) and (15) male, whose ages go from 15 to 17 years old, the students are ninth graders in morning shift, and many of the students are from Bogotá but some of them are from different cities around the country and abroad that have arrived to the capital for different circumstances such as better opportunities, new life styles or worse such as forced displacement, and other reasons.

However, the public schools have many social problems inside the institution because of the variety in customs, bad habits, identity and social relations. So about these aspects we can consider some interventions such as Rojas & Castillo (2007) mentioned in his study , there are some educational policies in Colombia about multiculturalism that cover ethnic groups or minorities and how the multiculturalism is related and have to be included Nowadays in education , and going beyond these policies play an important role in students' perceptions about their culture and relationships among the different social issues that emerge in the classroom. in addition Banks (1993) considers, that we have to think the multicultural development in education like something good to the learners and how despite all the cultural diversity, students will experience equality in education, that's what we want to reach with this project, the equality despite the difference of cultures and take advantage of that diversity to improve students' culture and learning. finally considering (Zirkel, 2008) point of view that who works about multicultural education, students outcomes and intergroup relations make that the multicultural components can influence the education process, and deal with all these situations

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in a classroom that, sometimes teachers do not take them into account and just use the behaviorism to manage the class.

In response to this problem, our study proposes to investigate and incorporate the culture and diversity in class in a dynamic way and work in student's identity to encourage and engage them in the classroom activities. Such as Martin (2013) examines in her multicultural study, into the classroom we need to take into account the identity formation, values, harmony and critical thinking to have success in our purpose about multicultural awareness in the classroom and look for mechanism to integrate what is manifested in positive or negative in the process through English classes.

Finally we consider that cultural awareness has a strengthen based on real life experiences the with the students backgrounds that we can link to the learning process to create awareness and enrich the multicultural aspects that we can find in their daily lives and use this previous knowledge as a point to improve their learning process in classroom through different multicultural activities

QUESTION

What is the role of experiential learning in raising awareness about multiculturalism in the English classes with ten graders?

OBJECTIVES:

General:

- To explore students' understanding of multiculturalism through their experiences to raise awareness.

Specific:

- To identify the different cultural backgrounds that students belong to.
- To classify the advantage and disadvantage of multiculturalism in the English class.

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- To enhance students' English learning processes linking real -life situations.
- To explore students' experiences according to their cultural context.

CHALLENGES OF OUR WORK

The first challenge that we dealt with was to plan the lesson, because the guidelines to raise awareness in multiculturalism were so different to the traditional classes, here we had to face a classroom with diversity due to it is an institution with social inclusion and we had to do that, be inclusive with the class, work against the discrimination and differences. Also, the classes' development was complicated because we had in classroom many students and the elements or sources in the school were limited. So, to create this awareness, the lessons had to be different, innovative, dynamics and related the English language with the different social issues in education, politics, health care, war, literature, music and any way in which the culture is present. At the same time, without forget making use of new technologies with videos, games, movies, songs or presentations etc. But the most important here was to engage the students because the classes were not just being sitting writing English exercises, according to this we had to plan and create spaces to the interaction and critical thinking.

Chapter II

MULTICULTURAL CONSIDERATIONS AROUND EDUCATION.

Guidelines to consider multiculturalism into the English Classroom

There are some issues to take into account at the moment of talk about raise multiculturalism awareness, therefore in a classroom; we may find many cultural backgrounds that create this environment with a lot of aspects to try about. Highlighting these aspects we took into account to Diaz (2009) who said, that the multiculturalism has as an interpretation of tolerance and recognizing of cultural diversity in any field or social context. However, something to consider is that it is a reality in the classroom and in student's daily life since the past until nowadays. Here in Colombia context is more visible according to the different displacement of many people from

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other villages and towns to the big cities.

This research takes into account different studies that have a relationship to multiculturalism in the classroom. Thus, these studies took place in the different context abroad and inside our society, surrounding multiculturalism in education. These investigations shows that the multiculturalism carries out many issues such as belief, Identity, behaviors, policies, minority or ethnic groups and it is a short introduction or perspective to what we can find in this study, but also it will help us to understand more about what could happen in a classroom about multiculturalism issues and experiences.

• Comparison and contrast different authors' views on an issue

Contrasting a range of studies we found different points of views to discuss and analyze them, So, following Sarraj, H et al (2015) research, He mentioned that it is a social phenomenon that is occurring in a society and is present in the student's environment because every day in public schools arrive students from different places for any reasons, and is so similar to Rojas, A. & Castillo E.(2007) who said that it is a multicultural society and that is why to exist some policies in each country or society to deal with all these social factors, but this study is according to Colombian context and we consider that although both are related and that is something present in every moment, in any place we think that the policies that Rojas, A. & Castillo E.(2007) explained that it goes beyond and it affects the people who belong to different backgrounds such as ethnical groups or minorities because as Sarraj, H et al (2015) proposed that it is a process in which homogenization could change students' perspectives and lose their cultural identity at the moment of applying some of these policies. If we observe, this process is happening right now with the indigenous cultures and others ethnical groups that we find in any education institution adapting and changing their customs and behaviors to set in the modern society. Taking into account that a lot of people is moving from rural places toward the big cities due to many social problems.

Specifically In many multicultural environments and in this case in the classroom there are

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issues and Sarraj, H et al (2015) have as one main issue in their study such as the students needs that is so related to the number of students or if they are from different cultural background, so Vasallo, B. (2014) proposes a program or curricula to support and integrate all these needs or real facts present in the classroom with any population, .but Sarraj, H et al (2015) explain that it is the continuation of social trends that are attached to the country and mention something useful in this field like the multiplicity taking into account that cultural diversity could be conceived in several ways and it makes difficult the implementation of Educational policies that Rojas, A. & Castillo E.(2007) exposed in their study of multiculturalism with ethnic and minority groups due to the multiple norms that are imposed by the government and the constitution laws that redefine some aspects according to their purposes.

How is conceived the multiculturalism in the classroom and what is it referring to? It is not just for ethnical groups as Milner, H. et al (2003) say that we have to take into account as a multicultural population like a mixture from many places of the world like nationalities such as African American and Latino students that are in big and excellent universities in others countries, where there are people from all the world and it is multiculturalism too. So following this issue Evans, S (2009) mentions that at the moment when the teachers deal with it or are aware of, they assimilated the diversity and are part of it but is not frequently construct it. All these could happen in our classes and for that reason is important to know the student's roots and possible problematic thus apply adequate class activities.

Besides belief and identity are two real factors that are present in the classroom in an extrinsic way and Thijs, J., & Verkuyten, M. (2013) talk about the influence of these beliefs in the students attitudes such as manipulation, the dominant or homophobic attitudes that could affect the interaction or the climax in the classroom but the purpose of the multiculturalism is deal with all this and make a tolerant environment between the majority and minority groups. Further, the beliefs are the identity that Martin, D. (2014) who compares this fact as a race from the majority and the minority in experiences, belief, models and in some cases all these deal with the

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problematic that were mentioned by Thijs, J., & Verkuyten, M. (2013). such the manipulation that could carry to the bullying, and in that moment enter in action the policies that Rojas, A. & Castillo E.(2007) talked about in their study that was developed in Colombia, but in this case are it is established as a right in the 1991 political constitution, rights in education, religions and customs, in the article number 2: where the state recognize the ethnical and cultural differences in our nation. According to the variety of cultures, the identity and how nowadays is it developed in education?

According to the variety of beliefs, behaviors, identity, policies, needs, minority groups, teachers programs implementation and values Ibrahim, R.et al (2011). In their study show that it is a process to achieve as a challenge by all teachers in any multicultural classroom with the opportunity to discover and learn from these cultural aspects but it is a process that should be followed up by the government too.

Place of implementation and research method.

These studies were developed in public and private schools and universities, whose research covered particular aspects such as education systems, policies, belief, roots and learning processes in many countries, one of them was conducted in Malaysia by Ibrahim, R.et al (2011), to understand the contexts and experiences of diversity, another one was in Colombia by Rojas, A. & Castillo E.(2007) who worked on policies in education where the multiculturalism is perceived in a big percentage, and the study`s population are not just the students, it also involves teachers / pre-service teachers too, Lastly Evans, S (2009). the study was developed with different student's ages and grades from 10 to 16 years old from primary and secondary schools and others studies from universities with a range of students and ages from the entire world.

The most relevant research methods used were qualitative, experimental and action research that are related to our research topic and will help us to develop our work. We consider the

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method most appropriate for our interest is action research.

• Group of authors who draw similar conclusions

according to Diaz c. (2009), multiculturalism has not to be related to a relativist perspective, if we are trying to integrate population with different origins and culture we should not talk about them as a difference social group or race, in multiculturalism we should understand that we are dealing with human beings independently of their geographical place of born or even the pale skin, this concept is shared by Evans, S. (2009) who concluded about Cultural Diversity Awareness of Elementary School Teachers that teachers mostly believe it is important to identify the ethnic group of the children they serve, taking into account that everyone has similar cultures and beliefs. He also said that the extent of cultural diversity awareness is not related to gender, the level of education, or a number of years teaching experience.

Thijs, J., & Verkuyten, M. (2013) in their study about Multiculturalism in the Classroom: Ethnic attitudes and classmates' beliefs conclude that Classmates from an important social reference at the moment of work in group, this can show us a minimal difference depending if the student belong to any ethnic group or not, the research also anticipated that the former relation would be more pronounced as out-group than in-group attitudes and it seems to be more dependent on social context

Conclusion and results

The journals and studies consulted as a guide for our project about multiculturalism and awareness showed that at the moment of recognizing multiculturalism in the classroom we can see that students first look for acceptance from others and once they have fulfilled this stage they start sharing their ideas and showing them to each other. At this point the individual characteristics are not relevant, the characteristics of the context are determinists when we are talking about multicultural societies. But something important to take into account are the policies that try to homogenize and at the same time discriminate the student's needs according to their different backgrounds and without letting out the communication teacher-student – student

teacher, the family, context and whole environment to engage the students in the process and achieve the goals.

On the other hand the different research consulted shows that there is a big interest for work in classrooms about multiculturalism looking for similarities and attempts to accept the difference, to recognize that being different is also “cool” and use all these facts to help the students in their cultural aspects and encourage them to learn others languages using this issues.

there are some issues we are going to deal with like bullying that emerge because of preconceptions, personalities, and others visible aspects that in the classroom children use to establish relationships or in some cases discriminate others; So that is why is important work on "not judge a book by its cover". This means not to judge others just because they have different traditions and beliefs, attitudes or backgrounds and try to emphasize in the cultural awareness in the classroom, working with the context, roots, experiences, and customs, in that way adapt all these social issues and make use of learning pros.

It is important to focus on providing social and emotional teaching for all students in school. Social and emotional education is likely to reduce the possibility of bullying and centered on changing the relevant desires of those who have been identified as displaying bullying behaviors, for that reason is very important the goals of multicultural education by creating a safe, accepting and successful learning environment for all, Raising awareness in a whole reinforcing cultural consciousness , showing to students the multiple perspectives to increase critical thinking to avoid prejudice and discrimination.

In conclusion, multiculturalism could help students to develop a positive self-image, it highlights the importance of diversity in educational processes, opportunities to participate, and allows multiple perspectives and ways of thinking to develop in class. It helps students to be aware of the consequence at the moment of creating stereotypes and prejudicial behavior; also it teaches students a critical thinking making them aware of the multiple options of multiculturalism and appraises the differences, understanding that exist a lot of knowledge in

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their own culture and those ones around the world.

Chapter III

Why to work on multiculturalism?

This study has as a main point the multiculturalism in the classroom and how the different cultural dimensions guide us to look for a way in which the students can be aware of these factors in their context and their daily life and how to handle these situations in an adequate way and make it useful in a learning process.

The following study will analyze three main constructs that will determine the research problem. The first main construct is the *multiculturalism* as theoretical concept in the different social context Colombia and the world, the second one is the *multiculturalism in educational settings,* due to that the study is carried out in a public educational institution, and the last one is about *English foreign language (EFL)* that is the main tool to work with the students as a pedagogical intervention.

1. MULTICULTURALISM

Considering some perspectives about the present world, with modernity or globalization, we can say that this is one of the most multiculturalists societies until nowadays, all is diversity anywhere, and to Hartmann, D., & Gerteis, J. (2005) it is the representation of heterogeneity or mixture that is present in a place trying to join all these in a context and created good relations and coexistence. We agree, but nowadays all the new policies make that all seem homogenized and in Hartmann D., & Gerteis, J. (2005) in their Study makes us think about how the multiculturalism is conceived and managed from the economic and political branches; all is being adequate to the homogenization and society needs in which some of this groups have some rights but are not completely respected and the different policies are imposed every day to try to deal with this phenomenon that is not new, but at the present is a strong field to work on and with so much research, interest, and innovation.

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Through this century have emerged many perspectives about what is the multiculturalism and how it is conceived in a different context, but one important factor is the historical timeline that has followed due to the new times or the modernity. It is conceived as a dimension that any country or society has to deal with without forgetting what Diaz c. (2009) mentioned ‘‘el multiculturalismo lo considera como sinónimo de pluralidad o diversidad cultural" [Multiculturalism is considered as a synonym of plurality and cultural diversity] p. 31. taking into account the cultural diversity we know that the human beings every day are changing and creating new kind of multiculturalism according to the social problematic and needs, so according to Martinez, G. D. (2013) The multiculturalism has been similar to a moldable tool that the different governments have used to implement some policies, where the homogenization has been one of the problematic in which the different societies have implemented the famous citizenship forgetting the social issues and real need . On the other hand we consider that it could have happened before in a specific periods where the diversity was forgotten, trying to implement or copy other models given by foreign countries that are not similar to our context, what makes of it a social problematic in education, politics, health service etc, creating some empty spaces in recognizing our own culture and diversity. but nowadays there are many projects, policies, or fields interesting in the multicultural issue that is present in the society

Principal facts that are implicit in the multiculturalism like the connivance, respect, interaction, and acceptance are some challenges according to the equality, recognition, and identity of ethnic groups, minorities and others externals fact that nowadays we have to take into account due to the social problematic. The recognition of all those facts makes us consider the way in which the human being need to live in society, but something we have to consider why are the societies multicultural? So Kukathas, C. (n.d.). Considers that ´´Many societies today are multicultural because they are open to a diversity of peoples who come and go and, sometimes, stay"p.1, what makes the society nowadays multicultural, is not just the ethnic groups, in this time we could involve local or foreign people, people from different contexts who arrive at the big cities to look for new opportunities, for forced displacement, tragedies, etc.

The multiculturalism has to be mixed such as black and white in any field to supply the needs according to the population and context, but going beyond we need solve some problems like homogenize or not the different process in policies, rights and coexistence due to the globalization that every day reach the most distant places on the planet with technology, medicine and different kind of people of different cultures or nationalities that become part of these places and adopting their customs and behaviors to live in harmony.

2. MULTICULTURALISM IN EDUCATIONAL SETTINGS

In the role of education in a multicultural society, the ideal goal consists in to protect and preserve the citizen's cultural traditions and identities. In our educative experience, we have realized that this thesis statement is true and important because all the students have their own system of beliefs and values. We as teachers have to guide them to defend and respect their traditions and cultures but at the same time accept the diversity.

According to Vassallo, B (2014) the classrooms are not homogenous despite the use of uniforms and some rules that are imposed because it is a multicultural context that is governed by many belief and behaviors that make difficult the learning and teaching process to everyone, but taking into account as is cited in Motani, Y. (2001) it is the major goal of multicultural education, trying to develop and incorporate different strategies in the institutions with students from diverse racial, ethnic, and social-class groups to experiment education equality and acceptance from the others. Another important goal of multicultural education is giving the same opportunities to the students without care if are from any culture or genre to reach the success in the learning process and we agree with this position because current programs in schools that look for reforms and involve students from all the country, independently of their race, genre or ethnic. So at the moment of making these reforms, we have to take into account teachers methods, strategies, materials, and knowledge to give to the students an excellent

education in a multicultural way but with the same goals.

Likewise with the examination of socio-historical conditions we can recognize that all these conditions of minorities groups can affect minority student`s development in the educational setting, suggesting that these clear cases are culturally relevant in the pedagogy to apply, this should be supported by educational policies because Multiculturalism in classrooms every day is strongest and we should promote intercultural understanding through established dialogue between different cultural groups, this is why we want to establish some activities to recognize the importance of acceptance of others.

Otherwise understanding that the multiculturalism is complex due to the different fields in which it is involved and in this case the education because it depends on the policies and practices of each education institution but the capacity to value cultural differences is an important advance in our society to establish a relation with our own culture that is not a simple one, is complex in context, geography and ancestral roots, but considering the value other cultures and respecting classmate cultural identity that no mean adopt them, but think critically about the variety of our own culture. The starting point to recognize other cultures and the capacity to recognize others, is give a big step in the constructions of values and respect although multicultural education have been a controversial topic and it has been studied so much , we consider that is something valuable in our research and much better in the Colombian context due to all the variety or diversity in the whole country.

To Motani, Y. (2001) the prejudice reduction in a multicultural context or in education describes and involve children's characteristics about acceptance attitudes and strategies to help students develop more their values, trying to implement multicultural activities based on positive socialization to develop a better behavior among students. Teachers need to understand the importance of multicultural education and provide opportunities for their students to learn about the multiple cultures present in America and in the world around them, but without forget the

mainstream of multiculturalism in terms of thoughts, likes, belief and the characteristics that identify the students despite the globalization and the different Multicultural Environments in Educational programs that have been used with ethnic minorities and diversity in the classroom to innovate and involve each student in an equal learning and teaching process

These factors discussed above were based on Motani, Y. (2001), Martin, D. (2014) and Vassallo, B (2014) Who have studied the multiculturalism in educational settings and make us go beyond in our research to work on the multicultural issues that is our main construct to raise awareness in the classroom but thinking critically about the different point of views and appreciate that as teachers we have so much to deal with and make the difference.

3. ENGLISH AS FOREIGN LANGUAGE

Currently there are several English second language theories to take into account at the moment of teaching and learn and we can mention some of them like audio-lingual method, Grammar - Translation Method, Direct Method, Cognitive Approach and etc; these methods have been discussed so much and as we know were questioned by an excellent t linguists like Chomsky during the 1960s, but in our case we are interesting on communicative language approach to develop our research and as is cited in Mihaljević, J (2007)

> Canale & Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual

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communication. p.96

So following the previous definition we can use the communicative language approach to work on interaction to communicate, make use of critical thinking and meaningful learning to achieve a goal in learn a second language, but nowadays the world is dealing with an increasing demand for the use of the English language and the globalization make us as teachers have so much responsibility in the profession of English language teacher. (Ahmad, S & Rao, C 2013)

All can be adapted to the context and needs and we can make use of some methods to teach or learn depending on the sources in context, population, and level in which the EFL is given. The world grows up faster because of the globalization, but there is more access to the world information, especially young people; most of the information comes in English which creates the need for introducing English or others languages in classrooms to go deep in a different culture or information world, this creates also a phenomenon of multicultural education.

Nowadays is common that people travel abroad to improve what they have learned in ESL classes. knowing this, the relationship between culture and language will help to develop the learner's skills in order to recognize not only the language but also the language in different contexts. It is very important highlight that learners need a communicative and intercultural competence that according to Byram, M, Gribkova, B & and Starkey, H.(2002) "communicative competence takes this into account by emphasizing that language learners need to acquire not just grammatical competence but also the knowledge of what is 'appropriate' language'' p.8. Thus, we could leave the obsolete traditional teaching model. Also, we can incorporate another strong concept given by Byram ,M , Gribkova, B & and Starkey,H.(2002) such as intercultural competence ´´That is ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality.'' p.9 So, this involves the acquisition of skills in interaction making use of their previous knowledge adapting the language in the different sociocultural contexts. In our classes, we have to develop the skills in which the students are

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going to use and observe critically cultural patterns and appreciation of others and their own values. The language has an important role in the recognition of culture because with the intercultural approach prove different social aspects.

The best-known model of intercultural competence has been provided by Byram, M, Gribkova, B & and Starkey, H.(2002). They explicitly states that his model is designed to help teachers of languages to understand the construct of intercultural competence wanting to show the extend connection between language and culture, linguistic, sociolinguistic, discourse and intercultural competence, Byram, M, Gribkova, B & and Starkey,H.(2002) coined the term "intercultural communicative competence" As Byram's model of ICC is cited in Bodrič R & Stojičić V(2013) we have to take into account the attitudes and curiosity to relate the learning and the cultures, something else to highlight is the family and the social groups in which the students are involved daily to interpret their abilities, behaviors in a critical and constructivist perspective about the other cultures , so according to all these factors we can engage the students in the learning of a second language following Mihaljević, J (2007) statement about communicative competence and constantly changes and adaptations to each context could help to interpret and understand the classmate culture differences in a good way.

In general, we need to take into account that these characteristics have to be learned by experience and reflection, which have to be guided by teachers. As was mentioned, cultural awareness is the main foundation to increase the cultural identity and development, but the cultural awareness represents an understanding about the culture role through reflection and introspection and that is why the multiculturalism is a good tool to teach and learn in any field but much more from the classroom.

TEACHING AND LEARNING PROCEDURE.

the methodology used in this study was action research in which and according to Burns,

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A.(2010) it refers to a reflective process, where the teachers assume two roles at the same time, teach and research to explore the study context and reflect critically about their teaching making it better creating new idea being present as an active participant. Now taking into account Masters, J. (1995) it could be defined in ‘’ four basic themes: empowerment of participants; collaboration through participation; acquisition of knowledge; and social change. ‘'p.2. To O'Brien, R. (2001) action research is "learning by doing" - where the main idea is to identify a problem and look for a possible solution but taking into account how it can help in the learning process to satisfy the student's needs. So these different points of view let us know that we can use it in educational situations, in a pragmatic way, working on the student's experiences at the same time to look for a change in multiculturalism awareness that is our interest.

As the main aim of action research is identify a situation or problem that can involve the participants where teacher- researchers intervene at the same time to find a solution but the Role of Researcher can be in an internal or external way according to the type of research elements that we need to gather. In a simple way, we can follow Wallace, M, J (1998) strategy about reflect on our teaching, collect data on our daily activities, analyze and take the adequate decisions to make a change, in that way we can use our time as a teacher and combine it with the research purpose.

Action research has some steps to develop through the study, SO Kemmis and McTaggart (1988) who are the major influences of action research, as are cited by (Burns, A.2010) determined four phases to develop our research cycle like:

- Planning: This phase identifies the main problem and develops a plan to implement and improve the teacher and researcher main goal, considering the investigation possibilities in a real context. *For more information look figure 1 above on chapter four (IV)*

- Action: Here we consider the plan, the intervention, the teaching situations and the time stipulated. We must take into account the intervention to know what is the accurate

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situation is and think about alternatives.

- Observation: It is an important stage to know the impact of the intervention and gather data but identifying the most useful tools to collect information according to the context and population issues.

- Reflection: Reflect and Evaluate what we applied and found in the intervention in order to understand the issue and explore what we need. Besides chose the correct way of the cycle to improve the situations next time.

These four steps will help the researcher -teacher to identify the problem in the context, consider how to intervene, collect data and reflect to understand and improve the situation. All these phases will help to develop and find the adequate way to engage the students in the class and achieved the goal for the learners and for us as teachers – researchers. Finally, the process that will boost the students to deal with multiple social factors, for that reason we will try to join the action research and experiential learning to develop a reflective, critical, and constructive intervention not only for the English class, it has to be for their life

REFERENTIAL APPROACH

Experiential based - learning.

We took the experiential learning as a main base to accomplish the different aims in English language learning and to raise awareness. In particular experience Based Learning was defined for the father of the experiential learning theory Kolb, D. A. (1984). That "experiential learning" is not a molecular educational concept but rather is a molar concept, describing the central process of human adaptation to the social and physical environment.''p.31, so in this concept we can know how the different cultures and diversity have to work on the acceptance of others and adapt their life to the context, and in education we taking into account what Garlick, A. (2014) said about ''linking real-life to learning through the process of reflection''

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p.8, so we have to deal with the human adaptation in a different context and use those experiences in learning as reflection and to improve a process, that in this case is awareness about that multiculturalism in the classroom and the English learning process creating a good environment.

The process in the class involves the real context, life, and problems to engage the students and motivate them to participate and improve their skills on their own culture and in our case the second language too. The experiential based learning is related with the multiculturalism because each student have a background according to their culture and these real life experiences create the different attitudes and behaviors of the students in the classroom that in some terms the acceptance of the diversity and adaptation could be difficult but with the correct process could be a good tool to learn.

Experience-based learning is focused in reflection to increase knowledge, develop skills, clarify values and refers to learning through discovery and exploration, learning through experience and learning through doing, but taking into account what Kolb, A & Kolb, B (n.d) defined in their study, the experience learning can be conceived as a process which the learner is influenced by the context or their regions and determining a learning position according to the field and characteristics, for that reason is important the experiential learning because it teaches them the necessary competencies in the real world to have success.

According to Smith, M. K. (2001, 2010) who studied David A. Kolb's model, the father of experiential learning, mentioned that Kolb´s theory had a model with four stages that engage the student in an authentic situation, past experiences, and understanding, testing new experiences and perception in a critical way such as:

1. **Concrete Experience - (CE)** feelings - Learning from experiences relating to people, and Sensitive Human situations and reality.
2. **Reflective Observation - (RO)** Watching - Observing before making a judgment,

something impartial and careful.

3. **Abstract Conceptualization - (AC)** Thinking create their own concepts and theories about what they observe.
4. **Active Experimentation - (AE)** Doing, Take decisions, take risks, new knowledge and change a situation to solve problems.

Characteristics of experience - based learning

Exist some characteristic that determines and reduce in a concise way the experience-based learning and Andresen L, Boud, D and Cohen, R. (2000) identified some of them like:

- Involvement of intellect, feelings, and senses.
- All the learner's experiences are necessary and useful to integrate values and understanding.
- Reflection and transformation of experiences to the reach the goals.
- Intentionality of design in the activities.
- Facilitation, negotiation and autonomy.
- Assessment of learning outcomes that will be in range modes

Dealing with these we consider that the chronological order of the cycle and the characteristics could be implementing in our interventions because we need to enhance the critical thinking too, values and the recognizing of the multiculturalism in which they are immersed. This educational approach takes a relevant role in our research in multicultural awareness because we attempt to increase student's knowledge through the integration of English class and the multiculturalism of our context by reflecting on what they are learning. To recognize the importance of these aspects in their life we need to take into account their experience and their previous learning process. Besides the professor play an important role in classroom involving students actively into the learning process through discussion, group work, hands-on participation and applying information outside the classroom.

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CHAPTER IV

WHAT WE DID.

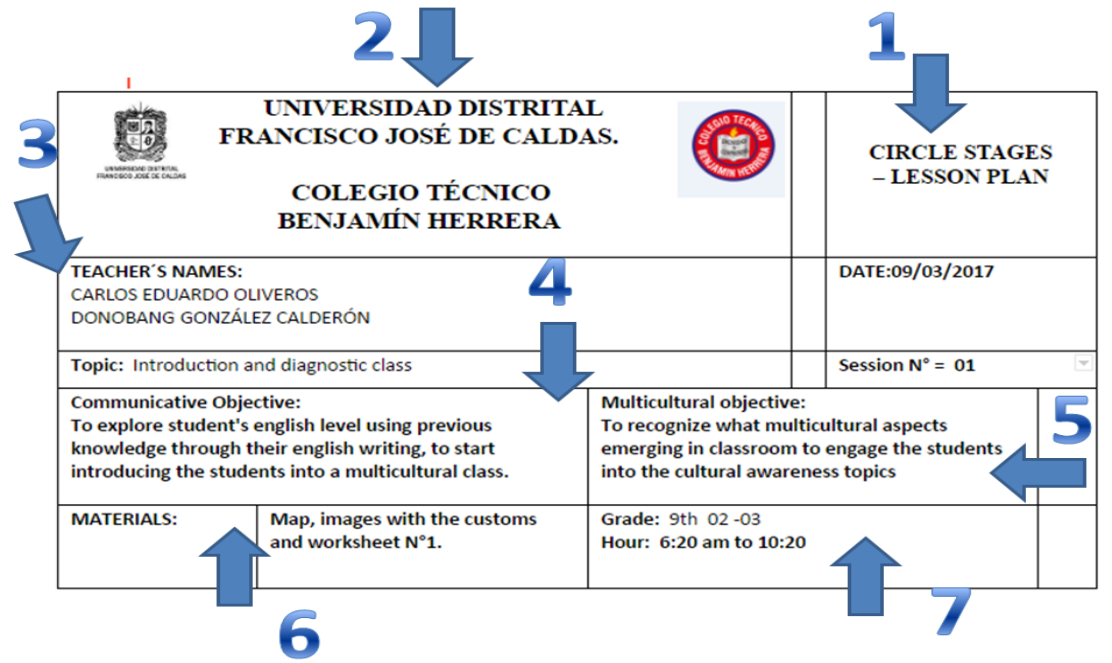
LESSON PLAN EXPLANATION:

This lesson plan was created according to the population and the aims that we had to accomplish the reflective teaching internship that was based on Kolb, D. A. (1984). "experiential learning" model in which we centered the real life experiences to raise awareness through the English and also, taking into account Kemmis and McTaggart (1988) research cycle planning, action, observation and reflection.

Figure 1:

1) this part is related to the pedagogical design, Kolb, D. A. (1984).(experiential learning)
2) this part shows the name of the school in which the internships is developed and the that we belong to Distrital University Francisco José de Caldas.
3) this part shows the names of the practitioners and head room teacher.
4) this part is related to the communicative objective to be reached that class according to the English language that is the main tool.
5) here we have the multicultural objective to work on and what we want to achieve in each session according to our research aim
6) this part refers to the items used during the session.
7) this part shows the grade and the time to develop the class

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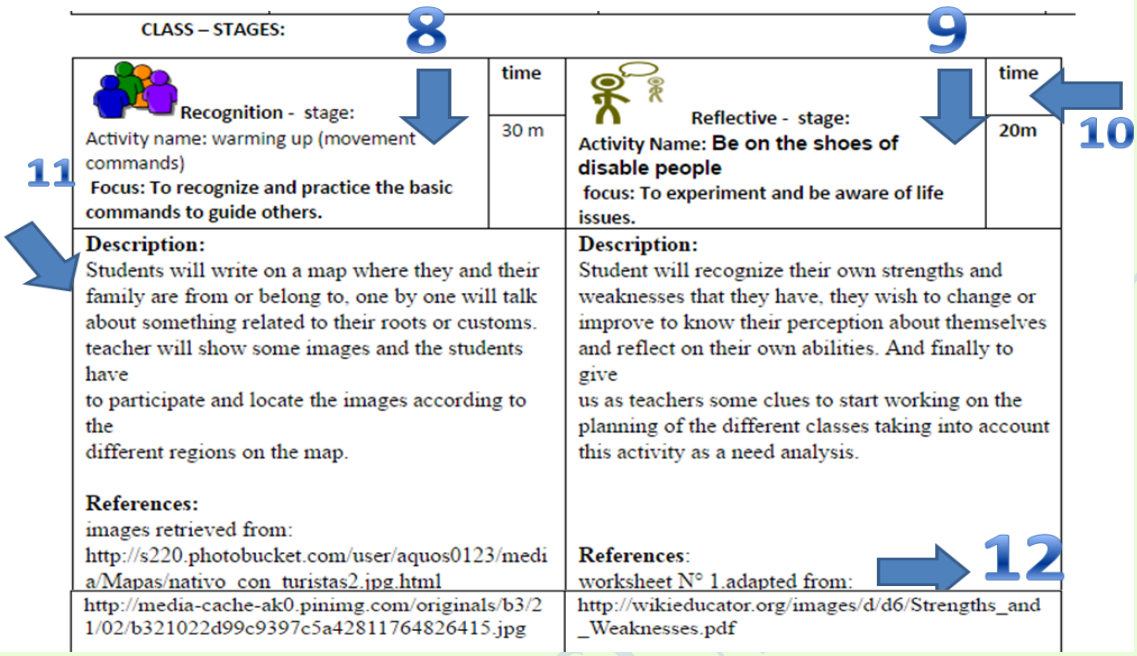
8.This is related to the first experiential learning stage taking into account Smith, M. K. (2001, 2010) and Kolb, D. A. (1984), here we work the concrete experiences that are Learning from experiences.

9. The second stage related to Kolb, D. A. (1984)'s model that is **Reflective Observation.**

10. Here we can find the timing destined to the activity.

11. This part contains the procedure to follow on the stage and what is going to be developed in class.

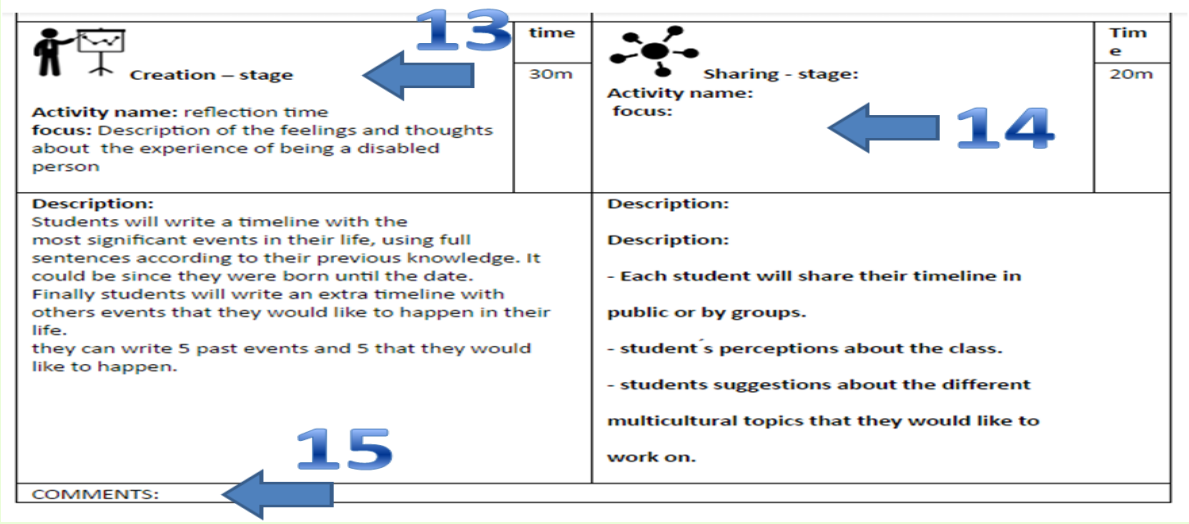
12. Here we set the references to the sources used in class.



13. This is the third stage following Kolb, D. A. (1984)'s model, **Abstract Conceptualization - (AC)** Thinking, create their own concepts and theories about what they observe.

14. Related to the last stage according to Kolb, D. A. (1984)'s model or theory: **Active Experimentation - (AE)** Doing, Take decisions, take risks, new knowledge and change a situation to solve problems.

15. This session is to the headroom teacher comments according to the development of the classes.



REPORTS

The following reports contain the most important information gather through the reflective interventions with 9th graders students in Benjamin Herrera public school.

SESSION N°1 COURSE: 9-03 DATE: 09-03-2017

CLASS AIMS

In this first session we wanted to introduce our study aim on multiculturalism to gather relevant information about multicultural awareness and make them realize about the different roots that are present in their classroom to raise awareness following Diaz` (2009) idea in which the most important in a multicultural society is the tolerance or recognition.

DESCRIPTION OF THE CLASS AND FINDINGS:

First stage: The activity was to identify the student's roots sticking their names on the map, there were surprising findings and here they discovered and became aware that many of them come from others regions around the country and foreigners too. Like shows the following chart.

CHART N°1. - 1IMAGES:N° 1.

city or country	students	father	mother
Tolima	2	5	3
Huila			1
Guaviare	1	1	1
Amazonas			1
girardot	1		
Meta/ v.c		1	1

cartagena			1
Santamarta			1
Bucaramanga	1	1	1
Boyaca	1	4	3
Bogota	24	11	10
Houston UE	1		
Bolivia	1		



Based on the activity, students are from Bogota and cities close to it, but some of them moved to the capital city looking for work, forced displacement like a student expressed to us and for new opportunities. Also, there were some students from others countries, one student was from Houston Texas, and she has both nationalities, another lady was originally from Bolivia, and finally the grandfather of one student was from Germany. This activity was worth too much because we could show to the student that is not weird to find people from very distant places, costumes, origins, and practices in the same place.

Students realized about the multiculturalism present in a this place like their classroom and this could affect direct or indirect their educational processes and here we agree with Zirkel (2008) an expert in multicultural education and he said that the multicultural components can influence the education process in positives and negative aspects. That is why as teacher we have to paid attention to all these issues present in class.

Second stage : It was to recognize some people's customs from all around their country taking into account student`s backgrounds and also exploring what imaginaries and characteristics emerge from different images showed on the TV. The most important in this activity was that students do not recognize at all the variety of culture in our country they unknown many of others cities traditions. Also students gave us their concepts of culture to conclude the stage through voice recording: Gomez, M (personal communication, voice recording March 9th, 2017)

´´Pues yo diría que todo aquello que rodea las costumbres de una región específica, ese toque único que la hace ver diferente, ese toque diferente que las personas de esa región están dispuestos a preservar y a respetar para mantener su identidad''

[Well, I would say that is everything linked with our customs in a specific region, That is what makes it different and unique, is the different spicy touch that each region is disposed to preserve and respect to maintain their identity]

These personal communications from students help us to contextualize our project and take into account that it is an exotic topic with many things to work on, As Tylor B. E (1871) explains in his *Primitive Culture book*, culture is a wide field of learned human behavior patterns. (N.P) So, it is a great opportunity to explore in our classrooms.

Here we also applied a strengths and weaknesses need analysis in which the most relevant aspects to highlight were that students are in touch with technology and mass media and the most important here t we recognized some socio-cultural / economic/ cultural aspects from the students to take into account in the following classes because all these facts make part of a multicultural society that affects direct or indirect our children in any way.

Third and fourth stage: It was based on the English knowledge or background, students wrote a timeline of the most significant events in their life, using full sentences according to their previous knowledge, so here we noticed according to the previous activities, that students were more comfortable and there was no problem at this stage because the environment that was created from the beginning of the class involved them and made the class funny to learn. Here we can say that the results were more than we expected, the use of the English language is a good strategy to introduce new knowledge or at the contrary.

Students' perception: Students notice the activities were not the traditional ones to learn English. In fact, talk about experiences and information that everyone have heard created an atmosphere in which all could participate, they said that is important this kind of classes in which the focus point is not the grammar.

Teachers' perceptions: This first session helped us to become aware of the different facts that as teachers we need to take into account in teaching because there is a whole component as the culture that is implicit in the class and we cannot discriminate knowledge or roots because each student have a story that are shown through their behaviors or customs.

Objective's achievements: Following Kolb, D. A. (1984).'s model, here we put on to practice

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the concrete experiences following Kolb's first stage that is related also to our general and the first specific objective at the moment in which students become aware of the variety that exists just in their classroom according to their roots, so in this way students understand that it is present in their context and daily life and to achieve our communicative objective we made use of these multicultural topics to make the learning process more significant through their concrete experiences that is linked to the third specific objective of our research , where we explore the students language levels in English through writing and speaking activities.

SESSION N°2

CLASS AIMS: Previously we worked on students' assumptions about the different representative cultures around the country and their roots, but here we focused on stereotypes about some of these cultures, subcultures, discrimination and social issues to gather information to create different culture concepts around the social problems or taboos that exist in our society related to gender, socio economic levels, behaviors, drugs etc.

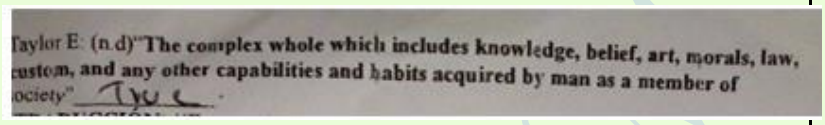
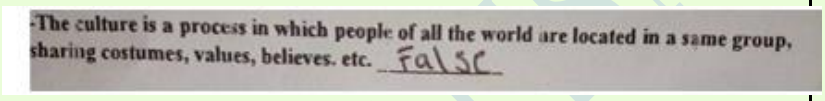
DESCRIPTION OF THE CLASS AND FINDINGS:

1. **First stage**: need analysis about culture concepts and knowledge about this topic

The worksheet was focused on general concepts about culture and multiculturalism knowledge. It was divided into three questions, the first one was true or false and was meant to explore how students conceive culture; the second questions was select the answer that best fits with the concept of multiculturalism and was meant to check how what students understand about multiculturalism, and the final question was what kind of population we know in our culture and some of their characteristics to discover some imaginaries and what general background the students have with social groups from their environment.

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CHART N°2. 1

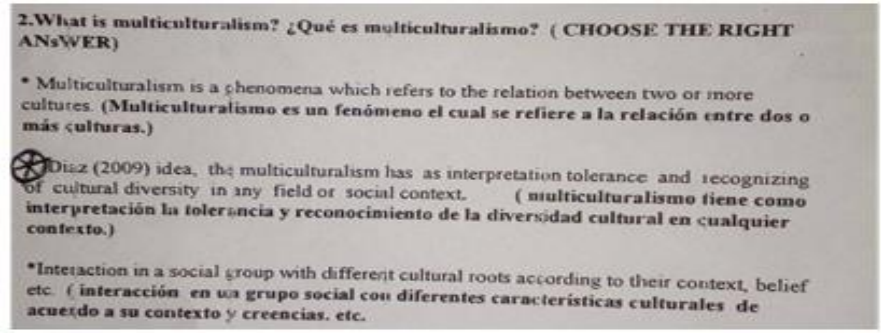
Number of answers (false)	Number of answers (true)	Question What is culture?
1	25	What is culture? 
10	15	

According to the answers we could said that all the students, except one, recognized the best concept of culture because they understand that the culture is a complex phenomenon which has a lot of factors gathered on a same group of people and recognized and accepted by every single man belonging to it.

Probably there are a lot of definitions about culture and Taylor A(n.d) expressed in his study that it is like a capability, but according to the students answer when we asked them about this concept students talked about many concepts and they were right because there is not a correct concept yet, every time it change according to the social changes, here we are agree with Schoenmakers,H (2012) ´´ the word "culture" was introduced into the European languages. In Latin the word culture is linked to words like "agriculture", "cultivate" and "cultivation". Mostly, the Romans used the word culture in the meaning pertaining to tilling the soil.

CHART N° 2.2

Number of answers	
3	
14	
9	



This question suggest that the opinion is divided and maybe students did not recognize very well the concept of multiculturalism and this could be a starting point to work on and increase their knowledge about multiculturalism and its importance, almost half group selected the second answer which is the one answer that fits closely to the concept of multiculturalism according to Diaz perspective and also cover the other answers.

2. **Second stage:** general assumptions and students perceptions about some images that represent social controversy or issues.

Images: 2.3, 2.4 2.5, 2.6 & 2.7



Images retrieved from:

https://goo.gl/Fkzv1G
https://goo.gl/TFPCTJ
https://goo.gl/bFVTdb
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We asked the students what they know or think about some images prepared to create a space in which they could talk freely. first, we showed them the LGBTI and the Andes flag, which are very similar, to explore if they recognized both, but they recognized both as the LGBTI flag.

None of them knew the “whipala” the Andes flag, and it suggest us that this community is low

known in comparison to the LGBTI one, which almost all the students knew may be because of the networks and media publicity.

Also we discussed about some images from indigenous population, it was very interesting because they said always that they were from la Guajira and Amazonas, we remark here that actually Colombia is a place full of indigenous people and we can find them in all the Colombian territory which means a lot of native languages and ways to perceive life.

Through group voice recording students from 9th grade gave their personal communication March 14th, 2017**)** about some of these pictures for example the possible jobs or profession of a black and white person in which most of them said that any of them could be a doctor or president but some of them just said that the black man according to our examples or images according to the recording 20170314070016 ´´la persona de color es el constructor y el blanco el ejecutivo ´´So here we evidenced some racism features according to their assumptions. Another important fact was about homeless people that they related with the drugs, with family troubles and many others social facts, in this session we identify that most of them have knowledge about this issues and know the consequences.

3. Third stage and fourth stage: This is about creation we introduce a tale about a cowboy from the wild west, this is an old culture from the 1860s that helped us to develop the English language and at the same time recognize a new culture, here students gave some opinions about this and then they rewrite the tale into past simple that was the language topic in which we could observe their English language process and achievements.

Students' perceptions: Students recognized that in our society there are many topics that are taboo due to the society system or religion so it makes that the people judge others by their appearances, on the other hand, students manifested that culture concepts are many and for that reason was difficult to them to identify which of them are the correct or closest definition.

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Teachers' perceptions: When the students participated we tried to lead the group to complement the background that they had, when they mentioned topics as drugs, indigenous people, the LGBTI community, Here we realized that exist some of these issues implicit in the classroom to work on but according to the whole topic we are rich in costumes and traits, which is very important at the moment of think about all the knowledge and practices behind them.
Objective´s achievements: Following Kolb, D. A. (1984).'s Model, but there we put on practice the reflective observation stage in which students express their point of view freely but Observing before making a judgment but most important reflecting about social issues that could be invisible but are there. Thus, these activities are related to the second specific objective about advantage and disadvantage of multiculturalism in the English class, we as teacher play an important role taking into account the action research that to Burns, A.(2010) it refers to a reflective process, where the teachers assume two roles at the same time, teach and research to explore the study context and reflect critically, in his case the learning process has duality learn from real context and apply the knowledge through the English language .

SESSION N°3
CLASS AIMS: Following Kolb, D. A. (1984).'s Model about experiential learning. The class was focused on acting or playing some roles liked blind people being each day more close to the multicultural awareness that is not just about races or skin colors, this time is about disabled people.
Description of the class and findings:
first stage: The activity was about basic commands related to directions in English. So, this activity was oriented to link the basic commands to guide blind people, thus we show students the sign used by deaf people with the aim to explore how these people use sing language to communicate each other and how important is to recognize basic signs.
Based on Rowsell, Heslinga, V., & Nevenglosky, (2012) words, "Sign language, gestures, and communicative expressions occur around the world in advanced and developing cultures. Signs

through motions help people build rapport with one another'' p. 03.

The comprehension, and communication is a big challenge for teachers in multicultural or heterogeneous classes but inclusion is not impossible (Heslinga, V., & Nevenglosky, 2012). Which is very important for us, because we want our students to increase their relations, their knowledge about culture and how other people comprehend life without discriminate the others for an any physical or mental disability.

Students role as blind people (be on the shoes of disabled people)

IMAGEN 3.1 & 3.2



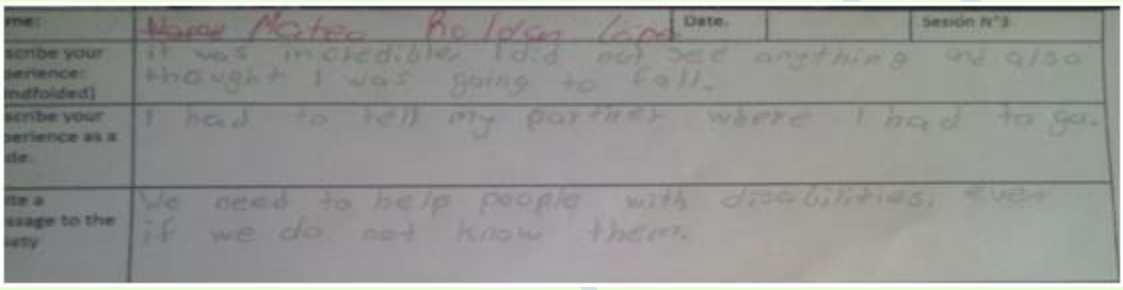
pavh1224 video (2010)Direcciones-Frases (LSV) retrieved from: https://www.youtube.com/watch?v=1Z8oIqWV7Ds

Second stage: Here we focused on a play a role about blind people; we divided the class into two groups in which both teachers were the instructor to guide the students through the school. We guided them all around the school in which the students had to use the vocabulary about directions. Become aware of the difficulties that disabled people have to live daily was the aim. Based on Uromil, S and Iboku,M.(2014) this population has many challenges ''These challenges include lack of universal access in the structural buildings, persons with disabilities living under extreme poverty, the high unemployment rate among persons with disabilities and poor provisions of education and health services.''P.159 that is the reason why these kinds of activities will help the students to realize about the challenges that a blind person has to go through and any could be in one of these situations. They had to change roles first be leader and then be guided, trust in their partners was the most complicate because that is the society that we have, distrust everyone. Thus, they put into practice the English language and they were experimenting new things, which in their schools are no common. A relevant fact were the questions related to their experiences in which they said that was interesting, a good experience,

that being blind is something hard to live in real life and they do not have to discriminate this population or ignore them.

Third stage: Students expressed their opinions in a little chart that we gave them about the experience of being a blind person and also about who guided them plus a little reflection on the society. They said that walk as blind person is like recognize again the whole school in other way, also that it was hard to up and down the stairs but they found the activity funny and full on adrenalin because is like being always exposed to everything or in danger. Thus, they understood that it is important to help people with disabilities any time they need it.

IMAGEN 3.3



Fourth stage: Students Introduced themselves using the sign language alphabet and invented a sign that represented their personal characteristics that is the way in which a deaf person introduce his name. We noticed that the majority have defined what characterized them but some others were so shy and did not know how to express the sign that identifies them, so the personalities vary a lot and the behaviors too, The participation was great, funny and dynamic , creating a confident environment to develop this kind of activities.

Image 3.4



STUDENTS' PERCEPTIONS:

According to students' voices this kind of activities are more useful than any grammar class because these help to create awareness and at the same time learn a second language. As they mentioned through this voice recording: group voice recording March 23rd, 2017) #1 ´´ me parecen muy instructivas y creativas, me ayudan mucho a reflexionar sabe #2 me parecen

super cheveres porque nosotros adivinamos cómo nos sentimos en esta sociedad, en que nos sentimos apoyados, en que no y a quien le tenemos confianza.'' sec 56 to 1 min 16 sec. Furthermore, students think critically about these social problems and how they feel about the problematics that are invisible in many fields. Another group voice recording March 23rd, 2017) expressed ´´de ahorita la experiencia de saber qué confianza teniamos en otras personas o si andábamos con mucho miedo #2 confiar en otros es como confiarles la vida ´´ (being blind) sec 5 to 30. Here we noticed that trust is something in which our society has a problem, based on the social issues that we have in our daily life, but it made them reflect about something that could occur to anyone.

Teachers' perceptions: We consider that it was a very important activity because sometimes we tend to discriminate and ignore people with disabilities not only in classrooms and the students made us realize that our education has many things to improve and as future teacher we have a responsibility with this diversity of population and knowledge.

Objective´s achievements: Focused on Kolb, D. A. (1984).'s model , here we put on practice reflective stage that is being in the shoes of disabled people also related to the last specific objective about students' experiences like playing different roles and take advantage of the language. So these activities were set according to the lesson and project objectives to be aware of the inclusion and that the multiculturalism is not just skin color, it has other implications. Also we consider that the class was related closely to our third specific objective "To enhance students' English learning processes linking real -life situations in the classroom.

SESSION N°4

CLASS AIMS

Based on Kolb, D. A. (1984).'s Model about experiential learning, according to our lesson this class was focused on the different social issues that emerge in a society such as the segregation

and racism but taking into account what the mass media give us every day in different ways, so students were focused on this topic from a critically perspective.

DESCRIPTION OF THE CLASS AND FINDINGS

Image 4.1, 4.2 & 4.3





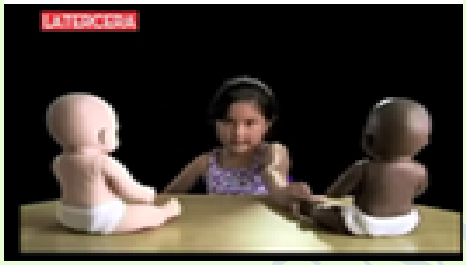


First stage: This session was focused on racism and discrimination. To explore student`s opinions we decided to do a exercise in which students had to paint their faces representing a black or white people. First, students painted their faces and we could realize that most of the people selected to represent white people and it was a very interesting because was a tendency in class. So, Inquiring about it, a few of them said that they chose black because they are normal people and there was no difference among one or another, also that they were hard workers,Also who painted white their faces answered that there was not a particular reason to choose this one, just they picked this randomly, but it seemed that there was not racism or discrimination reasons behind this although there were many jokes in which we can consider some facts . Here we considered Delgado B,D (2002). Who pointed the importance of the emphasis on concrete personal 'lived experience, thus the students start establishing the use of narrative and storytelling as a tool to express themselves according what why have learn or facts that happened to them.

At next we presented the students a video in which some children are deciding between a black or white doll and why they pick one or another, on the video some adult people asked the children what doll is evil, what is more beautiful and which one was more like them. The video suggested that racism and discrimination could have an origin in childhood and it is because of the influence of mass media and education from parents. We observed a social discrimination that is implicit in the education context and others areas and there are historical antecedents since the colonization, in which the people identity is replaced and the inequality just for the skin color is present in our daily with discrimination (Zárate,R .2016). That is the reason why teachers must start working in these social issues and raise awareness in the educational field. According to the video students shared their opinions and said that even since the childhood they are influenced by others to think like the adults but one very interesting reflection was that "el hombre nace libre y la sociedad lo corrompe".

MULTICULTURALISM

Image: 4.4



actualidadyanalisis: (2012)*Impactante video viral contra el racismo en México*: retrieved from: https://goo.gl/4gXhJu

The second stage was about a worksheet development on the internet, in which students had to fill a chart with negatives and positives aspects related to different cultures around the world. Here we observed that many of them have a general conception about these cultures due to what the mass media shows them, for example the Islamic, some of them wrote that they are so extremist or fanatics to their religion and the women does have enough rights or participation in many social fields, and they wrote many imaginaries about different culture.

Image 4.5

North American people (usa)	They are very creative	They do not very well accept other people
Indigenous	Are very attached to their roots and very proud of their culture	Are not very in favor of the new medicine
Germans	They are very organized and clean with the surroundings	There are people who still have a Nazi mentality

If you could know and share your time with any population what would you select? Why?

Finally, we proposed a question, if they could share with one of these cultures or population what would they select? And the most relevant to them was the Rastafarians because they follow many good attitudes and ways of thinking, and the second more relevant was about the Asians due to all the technological knowledge, their culture or ancestral knowledge

Third stage: On this stage we wanted the students to create a poster in which they expressed an idea about racism and xenophobia, thus students worked in groups of four people. The students showed enthusiasm and worked properly, as always, they asked had doubts and questions

making them think critically. One example took from an audio recorded that session was: "muchas veces es por los papás, o sea desde la casa que se enseñan esas cosas de racismo", "muchas veces hay gente que viene de otros lugares, entonces algunos creen que porque es diferente es como raro por la costumbre". Student´s point views make us as teacher reflect too, and work to help in these aspects.

Image 4.6, 4.7, 4.8 & 4.19.



Fourth stage: The last activity was developed outside the classroom in which the students stuck the posters on the wall to share them with the whole institution. The sharing stage, was by groups each one talked about what they did giving reasons to avoid these problematic in our home, in the school, and in our society, many of them were so proud of what they did and gave many good messages to the class.

To conclude the class, students made some presentations and gave us some interviews about the topic such as: group voice recording April, 6th , 2017) ´´ En el racismo, digamos hay muchas familias en las que pues los niños por decirlo así son enseñados a ser racistas, pues porque una persona no nace siendo racista y son los papás o la sociedad que les influye a esto.'' de 0 a 22 sec. Here they plenty express their inquietudes according to the social system in which we are living and the different attitudes that they implant in our society. Finally, we posted the posters on the Face book web page to share with everybody these messages.

Students' perceptions: According to students' voices, these kind of activities help them to raises awareness about some social problems that could affect to anyone, so they express their ideas through art or creations such as posters in which everyone gave their opinions and expressed that they need more classes like these although is important have the others classes as is common, these kind of classes are important to the students formation as person.

Teachers' perceptions: This session was very helpful to recognize the general understanding of racism, xenophobia, and discrimination that students have. Also, students consider that there is a big reason why xenophobia exists and it is a cultural influence on the family and society, we could notice that students are familiarized with this topics and they wanted to participate and share their opinions positively. In addition, students shared a message to all the students from the school because we put them on a big wall.

Objective´s achievements: Taking into account Kolb, D. A. (1984)'s model, **Abstract Conceptualization - (AC)** thinking, create their own concepts and theories about what they observe. So here we explored the different imaginaries in which they created their own artworks or posters according to the lesson objective to refuse what the society or media gives us to shape our daily life. Something important to highlight about the communicative objective is about the language topic to use or grammar because we taught them past continuous but the majority of messages were made in the present and past simple.

SESSION N°5. COURSE: 9-03 DATE: 18/04/2017

CLASS AIMS

To Inquire students belief through the third stage following Kolb, D. A. (1984)'s model, Abstract Conceptualization - (AC) Thinking, create their own concepts and theories about what they observe in their society and the different problems that they notice.

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Description of the class and findings:

First stage: Students opinion about the religion taking into account a video related to it topic, here we took their different perspectives or point of view about the religious institutions and faith.

Image 5.1 & 5.2

Pyrander (2012) Richard Dawkins - El *problema con la religión:* retrieved from https://www.youtube.com/watch?v=ZcAk4Uo24Bk

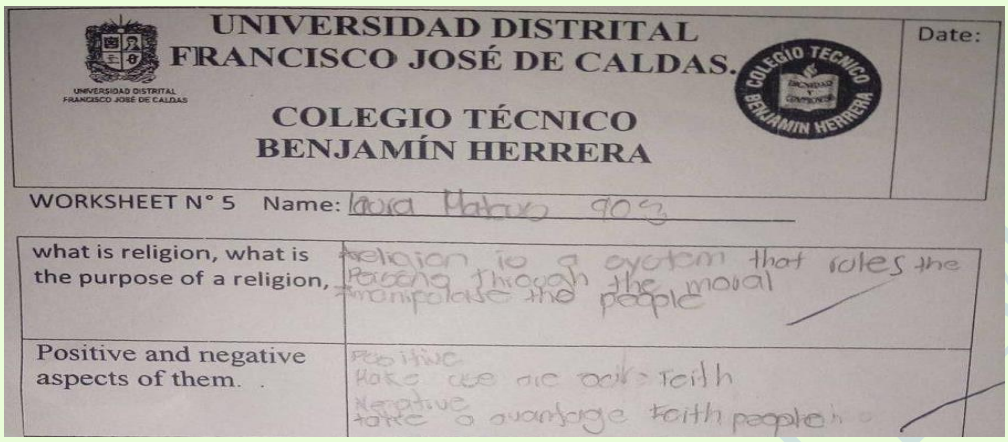




Taking into account the video, students took some position about Catholics and others institutions being many against those institutions because it has been used as a pretest to do bad things like wars, make money and to get power. Many of them belief in god, others are atheist, but all these depend on their families customs as they expressed very clear the diversity of believes. Going beyond this is something ingrained in our country due to the Christian tradition realizing that we do not decide or choose believe or not in a religion all is imposed or just followed from the parents. These particular thoughts depend on the context, the family, and the social roots. According to these findings, we agree taking into account Baloch, G.M, Chhachhar, R, A &Singutt V, W(2014) opinion '' Belief in God has shaped people's mind towards certain things including their lifestyles." p. 300 this is a relevant fact why students explained us they believe in God but not in church or religions.

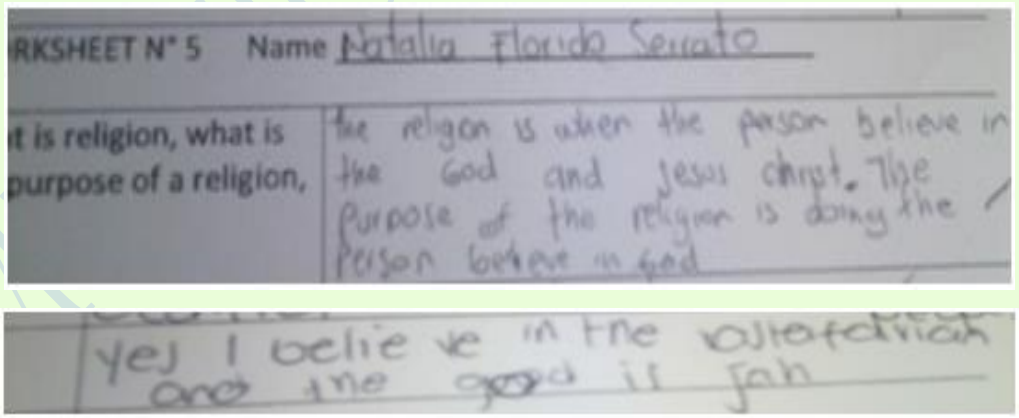
Second stage: Conceptualizations related to specific vocabulary that we always listen into any religion such hell, heaven, god, etc, here we found that the majority belief in God and many other are Catholics influences due to their families.

Image 5.3


UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS.
COLEGIO TÉCNICO
BENJAMÍN HERRERA
Date:
WORKSHEET N° 5 Name:
what is religion, what is the purpose of a religion,
Religion is a system that rules the people through the moral manipulate the people
Positive and negative aspects of them.
Positive
Make we are with faith
Negative
take a avantage faith people

Otherwise, some students wrote that the religion is good in some aspects because it helps to be a better person in the society but others said that it is mechanism of control, so for that reason, some of them wrote that they believe in God but no in the church. Also, we found a variety of religions, not just catholic or atheist, some of them others belong to the Rastafarian movement . Finally we realized that their conceptualizations about heaven, hell, etc. are tied to their religious impositions or fears, just a few of them expressed something different but also related a little with the religion but mostly spiritual. .

Image 5.4 &5.5


RKSHEET N° 5 Name Natalia Florido Serrato
t is religion, what is purpose of a religion,
the religon is when the person believe in the God and Jesus christ. The purpose of the religon is doing the person believe in God
Yes I believe in the satisfaction and the good if fail

Third stage and fourth stage: Description about what they did in their holy week, this is associated with grammar aspect (past progressive) here we saw that churches have many

influences in what they do and also the contrary in who has a critical thinking about this. Finally they socialized what they did on holy week that in a nutshell it supported that our society is so conservative. But the most important was to talk about the activities that they have to develop on Face book web page created by us to share their opinions.

Students' perceptions: Student noticed that it is a polemic topic, there are many positions or perspectives, they said that is good to discuss these kinds of topics because helps to create conscious about what happened and is happening in our world. One of the students opinion was that the religion has caused a lot of war and nowadays makes the people ignorant because they prefer to give money to people who does not need it or and a pro aspect could be the values and moral but at the same time is weapon or a control system.

Teachers' perceptions: Students are aware of the control of this institution or religion in which many are against and many agree but most import to highlight is that we still being a religious society. To conclude, the participation is something complex and as teachers we need to enhance students to the critical thinking but in a safe way, with respect and create a good environment in the classroom to develop this kind of dialogues.(Gayle, B. M.; Cortez, D; and Raymond W. 2013). So this diversity of topics gives to the students the opportunity to participate in the field in which they feel comfortable.

Objective´s achievements: Working on Kolb, D. A. (1984).'s model Concrete Experience - (CE) feelings - Learning from experiences related to people, and Sensitive Human situations and the second one, reality Abstract Conceptualization - (AC) Thinking, create their own concepts and theories. Create dialogues or discussion create about religion create critical thinking and it makes link our study objectives because it enhanced students' English learning processes using real -life situations where students had to produce different conceptualization using oral and written skills to identify cultural roots and explore the present traditions in our society.

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SESSION 6

CLASS AIMS

In this case, we wanted the students to explore general knowledge about universal facts to explore how much relevant information they know about the academic information. Also, we wanted to explore how genre at the moment of knowledge production had been in favor of male, and on the other hand female had been excluded from the academic context and they just lately have been accepted as an equal people.

Description of the class and findings:

First stage: video:

This stage was focused on showing the students a video about obsolete information that nowadays is still taught in classroom, this video was meant to create a space in which students reflect on how important is to analyze the information they heard and always have a sense of Discernment, thus we also explore the knowledge students have in order to enter to the next step in the class.





Image 6.1 & 6.2

Second stage: Board game

Teachers provided the students with a board game to be done by groups, the idea with this was in groups put the students into a challenging game in which they proved their knowledge about general culture and play against their partners to win, with this we as teachers attempt to increase awareness about culture increasing students background with their own performances, these students learn from each other by gaming.

Image 6.3, 6.4, 6.5 & 6.6

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The importance of games in learning is something that has been discussed a lot and as part of our intervention. We apply this board based on our multicultural study and we became aware that students have many lacks on general culture aspects, although the idea is that they learn in our classes we took into account Klassen K.J. & Willoughby K. A.(2003) words ´´ that students are more likely to remember the educational material learned from games than from a typical lecture"P.9. Because students make decisions and take risks it does not matter if they are wrong because their partners can help them to find the correct answer and that is what we call significant learning.

Third stage: general culture about Colombia.

To develop this activity Unfortunately the time was not enough, so we decided to do this exercise using the Facebook page, in which students wrote some questions about general culture from Colombia to explore students backgrounds and relevant information they wanted to ask to their partners, thus all created their questions and start increasing their knowledge and cultural backgrounds through autonomous work .Considering this, We took advantage of the diversity of tools like the internet to make the difference creating knowledge with tools that they use to use in others things , so this is a way of learning without pressure and working on cultural aspect through the English language.

fourth stage: Students posted on Facebook the questions that they did in class and we realize

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that although this was a kind of homework and everyone did it, thus, the most important is that these technological elements we can adapt them and as teachers we have to become aware that it is part of the multicultural and globalized world in which students feel comfortable and are good tools to learn too. This is a good way to open frontiers to the learning and knowledge and we agree with Sawyer, R, (2011) who explains ‘'While cultures around the world value their individual traditions, beliefs, and norms that make them unique, social media links people around the world regardless of differences and geographical boundaries" p.1 We need to be open-minded to the new sources in which students can learn more and discover new knowledge like the social media but always with adequate guidance.

Image 6.7 & 6.8 **Facebook web page:** English B Herrera 16-93 : https://www.facebook.com/groups/1902436029992698/



Students’ perceptions: students were asked about some relevant questions to recognize their knowledge and opinions about them, one sample was “what is the race day?” and where was used the first atomic bomb? And what do you think about the political crises around the world actually? The expressed that the day race is t celebrate our roots, where we come from, and the second question they were a little lost many of them did not know the answer and finally about the political crises around the world they expressed that is a shame that people kill people and

that is the reason young people must take decisions to make good changes.

Teachers' perceptions: Following students ideas, we realized that students have a lot of sense of respect and they shared their answers and if they did not know the answers they asked each other. Also we found that according to their opinions they are against violent acts around the world and conceive war as a tragic thing that affects all of us, in general terms they time was too short to all the class we planned, but we socialized all the answers, the students manifested that some of the questions they did not really know the answer and for example in the video they did not know some of the information given there like we do not use all the brain capacity, which is a myth.

Objective´s achievements: we planned this to increase student's knowledge and we wanted also with the video that students criticize the information that teachers and society give to them, because not all that is taught is true, thus we consider that the aim was achieved because they learned new facts and also they played with the information given. That is part of our specific objective in which we take and vantage of the multiculturalism to learn no only English critical thinking, general culture and create conscious processes of learning, here we did not just raise awareness about multicultural facts, it went further taking into account their learning processes.

SESSION N° 7.

CLASS AIMS

This session was focused on the student's background or influences according to the literature. Working on Kolb, D. A. (1984)'s model or theory: Active Experimentation - (AE) but taking risk at the moment of learn exploring new knowledge.

First stage : Students played a game call Kahoot , an online game test in which students organized groups to answer some questions, we as teacher created the game test according to the class on this web page but we had to adapt the game to play it in class. We decided to use this tool trying to use gaming as an interesting activity to make enjoyable the class for students, and

as is cited in Tobail A, Crowe J & Amr Arisha(2011) ´´ using simulation technologies has been proven to be an excellent tool for modeling complex environments(Arisha and Young 2004). p.3941. and also Because gaming is a useful tool to strengthen collaborative work and interaction, creating funny environments using technologies to have access to a lot of information to work on, in our case multiculturalism in literature.

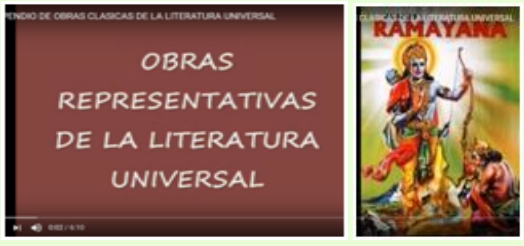
Image 7.1 & 7.2



The game was related to the most famous works of literature around the world to exemplify and show the diversity was implicit. Many of these books were unknown to them but here we found that they need more spaces to be closer to the literature. The game had 10 questions about cultural aspects and literature; It was easy and was not bored. Each question has some points and in the end, the group with more point was the winner and they had an extra reward, although the activity was in English students caught the question quickly and the majority answered more than the half of question well.

Second stage: The second stage was about a video in which were shown many iconic books from eastern and western culture, in this way contextualize the students about the diversity in this field

Image 7.3 & 7.4



leoncio solis , l(2013) : compendio de obras clasicas de la literatura universal video. https://www.youtube.com/watch?v=5ezlrw2xar8

Students watched the video and paid attention to the literature genres, authors and nationalities, according to those facts students said that the majority of the authors were men and why just two were shown in the video, they talked about the gender equality and discrimination in which the critical thinking was a good source to explore through this activity. This also helped them to appreciate the iconic works from our country such as one hundred years of solitude and being identifying with their cultures, so, connecting students opinions we linked them to NIeto,S & Bode,P (2012) ideas, they gave a definition of multicultural education:

> Multicultural education not only affirms issues of identity and difference but also assertively confronts issues of power and privilege in society. This means challenging racism and other biases as well as the inequitable structures, policies, and practices of schools and, ultimately, of society itself. P.6

Multicultural literature is a useful framework in Multicultural education because contains the elements that characterize the context or cultures , that is why we need to reject racism and discrimination in schools in any way, for example in multicultural literacy. Is important leave out the discrimination of gender or regionalism?

Image 7.5 & 7.6

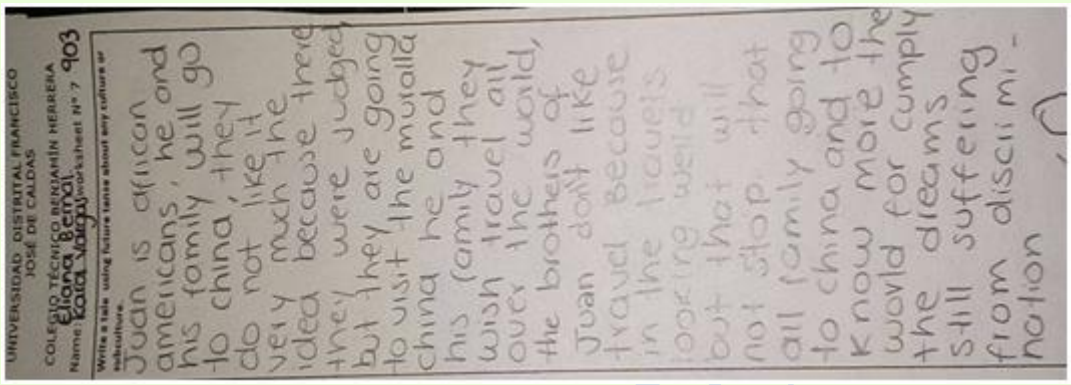


Leoncio Solis , L(2013) : COMPENDIO DE OBRAS CLASICAS DE LA LITERATURA UNIVERSAL Video. https://www.youtube.com/watch?v=5EzlRW2Xar8

Third stage : Here Students created a tale using the future tense grammar in which each one chose a character from any culture and wrote about their adventure in a short or long future. we observed that they have good vocabulary although sometimes they do not follow the instructions , also they made use of some characters according to their background such Aladdin and others

just invented like the Brayan in which they tried to change the perspectives of the people who is stigmatized.

Image 7.7



Fourth stage: This stage was to share the tales, here we chose the best 3 tales to extra points and these students have to post them on the Facebook page.

Teachers' perception. We observed that students do not tend to read so much and the few books that they know is because the majority of books have been worked in classroom, another fact is that the literature is conditioned to some systematic tendencies.

Students´ perceptions: They think that they need to know a little of everything because they just become conformable with that the school gives them and there is a whole world to know and some opinions to highlight they expressed that they do not have to read what is imposed what the institutions have to teach is read what the children like.

Objective´s achievements: This session was developed in four stages according to our lesson plan but more focused on the fourth stage following Kolb, D. A. (1984)'s model here we related the way in which students learn to create literature their own tales using the cultural aspects worked through the others interventions and how the make use of these at the moment of learn and use the English language making use of the advantage of multiculturalism. Thus, we related the session to our general objective to raise awareness through the multiculturalism in any field

and with the main tool like the English language.

SESSION N°8

CLASS AIMS: This session was focused on the student's identity through the music in which the main stage to work on following Kolb, D. A. (1984)'s model, recognition. Here students took the music as part of the diversity in which we discovered the great history of the music and the impact in our lives.

First Stage : History of music through a illustrated video And history of Latin American music. In this stage we presented a short video about the origins of music in which was shown the evolution of music since the very beginner of music in the 19t century passing through the baroque, modern, and contemporary rhythms and influences in each epoch. This activity was meant to see multiculturalism manifestation through music, which is an excellent instrument to express feelings, thoughts, ideas, etc. as Clarke,E, DeNora, T & and Vuoskoski, J. (2015) explain:

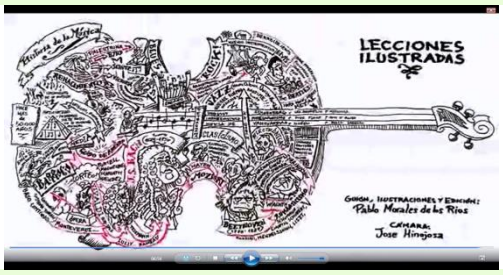
> " If music can communicate across gender differences, it can do so across other barriers as well. One example is music therapy… But the most obvious example is the way we listen to the music of other cultures (or, perhaps even more significantly, the music of subcultures within our own broader culture). We do this not just for the good sounds, though there is that, but in order to gain some insight into those (sub) cultures. … And if we use music as a means of insight into other cultures, then equally we can see it as a means of negotiating cultural identity."Pg.04

That is why music does not have barriers without matters languages, or place the origin. Also it is relevant in student's daily life because they expressed that music take a very important role in their life and how they interact with others. Besides through the video we could learn how was the music in certain epoch, how it changed and influenced other musical traditions and how people in each epoch considered music as a tool to express ideas and feelings to the community,

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god, and beloved ones or just to relax and enjoy it.

Image: 8.1 & 8.2





Second stage: power point presentation about different instruments around the world.

In order to recognize arts and culture behind the music we showed a presentation with particular instruments used by certain cultures that belongs or were created exclusively by them. The idea with this was to ask the students what culture they thought could create the instrument and how many of them were known and also we wanted the students to say what other instruments they know and where they came from.

Third stage: Listening session, song about past participle topic. In order to practice the grammar related to the music topic we gave the students a paper to recognize the lyrics and the song "I Still Haven't Found What I'm Looking For. u2" and fill some empty spaces on lyrics and recognize where is located the past participle structure



Fourth stage: Teacher interpretation of Ocarina and guitar. To recognize some instruments and particular songs we play the guitar and the ocarina, students were wanted to recognize the songs and express what song was and what culture could play it. We did this activity to gave them also the opportunity to listen the instrument and be more practical with this topic. Here students expressed the necessity of more spaces for art because nowadays every educational program is focused on marketing and the

globalized world.

Students' perceptions: Students said that this kind of activities are excellent because everyone likes music and it is a way in which cultures and people recognize themselves with oral traditions and songs sharing ideas, thoughts and practices done by them, also they expressed that in class there is a big range of diversity in music likes, some listen to reggae, rock, pop, electronic, etc but they sometimes tend to ignore where they came from and is good to know it.

Teachers' perceptions: We could notice that students enjoy a lot this class, they saw the video and they expressed that it was great and they like a lot these kind of classes, when we did the performance the students manifested that activities like this are good because it is not only theory and it is interesting because some of the students play instruments

Objective's achievements: This session was developed in four stages according to our lesson plan but more focused on the fourth stage following Kolb, D. A. (1984)'s model here we related music as a tool to express culture aspects and how communities expressed themselves through it, and also with the aim to highlight how important is music in our daily life and how we could express what we think, or like through it. We focused music as a tool to increase awareness about the multiculturalism that exist in music in which we took advantages through the English to practice listening skills and learn vocabulary, they expressed their musical likes that is related to their real life or experiences because music means something different for each one and identify them with any event that have happened in their life.

SESSION N° 9th

CLASS AIMS : This session was centered on three stages according to Kolb, D. A. (1984)'s model, concrete experiences, active observation and abstract conceptualization due to the topics that were technologies and social networks creating critical thinking about the well use of these.

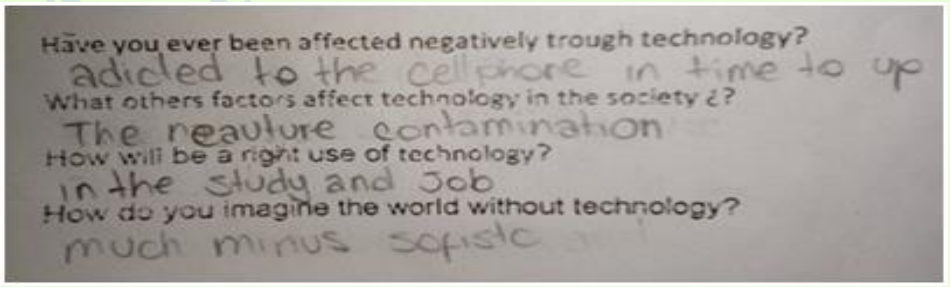
First Stage : In this part students watched two videos about the changes had produce the

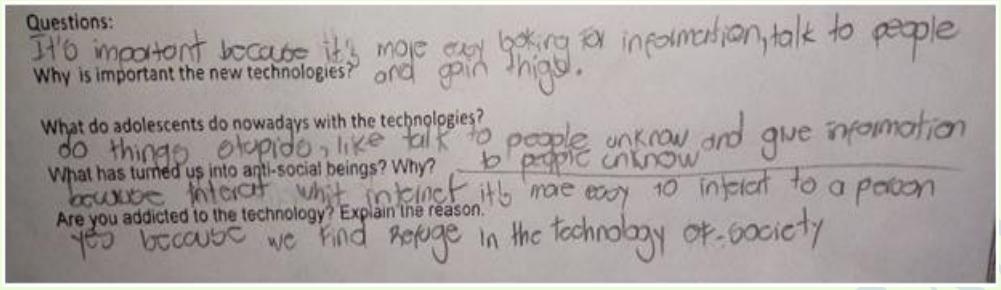
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humankind to the world without or with technology in which the most affected is the nature, in this art students made a reflection about how technologies have created a distance between humans and nature becoming insensitive because of it. The second video explained the impact that social networks have in the people in which students expressed through a short discussion that they spent the majority of their free time on internet, many time they do not go out just for being there doing things that are not productive. Also, the privacy of each person is posted many times on this webpage creating a consumerist society in many ways. Here we realized that although technologies and internet are a good source of information, also is an instrument of control and marketing in which obviously there is a great variety of cultures or multiculturalism but nowadays young people do not know use in an adequate way or with moderation.

Second stage: This part of the class was a reading comprehension exercise with questions to answer according to the text and personal opinions, two different readings with technological and social network topics in which students worked by pairs: here are some of students' answers in which they are aware of the inadequate use of these technologies and it affects them and the whole world. Although there are many thing goods on internet the use of it by the children, teens and people in general are not what must to be and that's why they expressed that we need to think critically about the time that we waste on internet or with the cell phone.

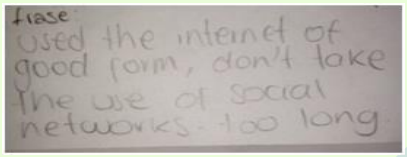
Image: 9.1 & 9.2

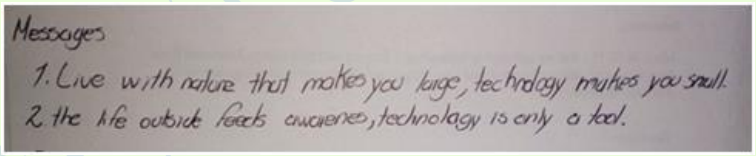


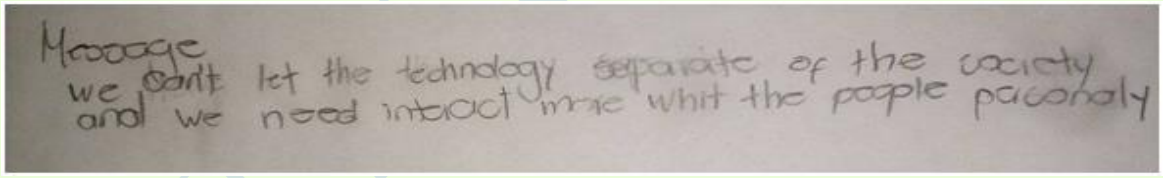


Third stage: was focused on write some message to the well use of these technologies, pros and cons in which we noticed that maybe the words are gone with the wind because according to this message we need to change these habits but many of them were in others things using the cellphone or internet, that is why we need to put in practice what we pray. Here are some of the messages written by the students.

Image 9.3, 9.4 & 9.5







That is why we need changes to the well use of social media and technologies, taking into account Amedie, Jacob, (2015) study ´´Social media is robbing us of trust and comfort we once placed in one another, replacing the human fellowship, physical and emotional support we once drew from each other with virtual connection.''P.3 Students know these negative aspects and in this session they become more aware of this diversity of technologies, social Medias and the moderate use of these.

Fourth stage: Finally students wrote open questions about technologies and social networks in which students made a short debate in which explained their points of views, that was useful to

conclude the three stages of the experiential learning.

Students' perceptions: students believe that the most important is take decisions about time and use of these element because all these shape the person attitudes and affect also the emotions and interactions. They expressed that is good to know the effects of these elements and have instructional guides like this kind of class.

Teacher's perceptions: We observed that it is a great topic to work on because it has many elements to take into account like medicine, communication, transportations, but the most important is that in this way we can raise awareness about the well use of these elements.

Objective´s achievements: This was one of the closest session to the objectives in which we enhance student learning, here we identified different cultural background through the social networks and linking real life activities or situations taking into account the advantage and disadvantage in their daily life and their learning process but the most important was link their experiences according to the topic.

SESSION N°10th

CLASS AIMS: This session was the final internship day and it was meant to develop the activities done by students with objective to represent multiculturalism through different performances such as interviews, role plays, dancing and singing performances and artistic creations in which they showed the multiculturalism aspect and also their English improvement.

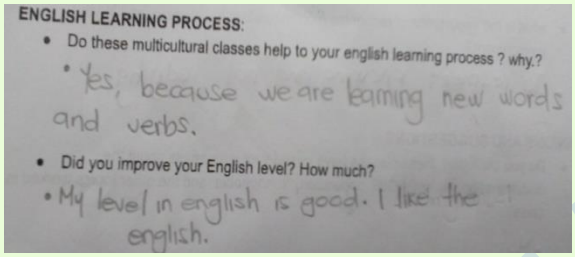
This class was divided into two stages, the first was about a survey that had three criteria, and the first one was related to the English learning process with the aim to inquire about the English improvement through the internship. The second criterion was based on the multicultural field with the objective to recognize general understanding about the multiculturalism phenomenon seen around the course. Finally the third criterion was oriented to opinions and suggestions to improve what was done in class for futures interventions. The second stage was meant to develop the students' interventions in which we could evidence the English learning process an also gather relevant information about the multiculturalism awareness.

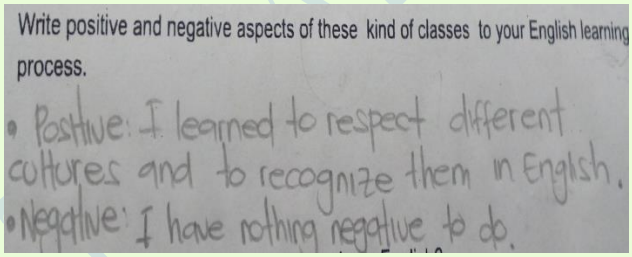
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Survey session:

English focus: Following the survey´s answers we could perceive that many students gain a lot of new vocabulary and they did a well use of English to express their ideas, nevertheless they are working and understanding grammar aspects because they still having a lack with the use of some structures and the important fact is that they tried to do it in English all the time. In general we observe that their English have improved and the most important they are interested in learn through this activities.

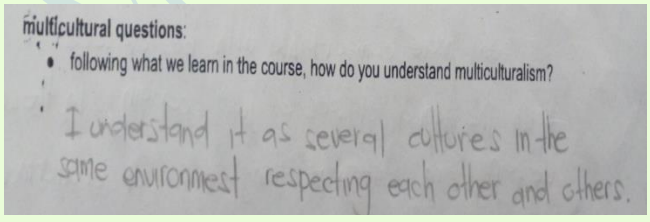
Image: 10. 1 & 10. 2

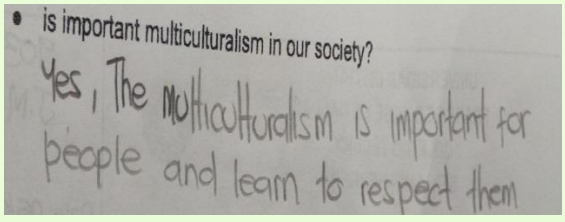




Multicultural focus: In this part students manifested the conceptions that they build around multiculturalism in terms of respect, tolerance, and recognition of others practices and believes, thus students considered that these kind of classes are necessary to live in harmony in class and contexts outside, besides students considered that multiculturalism is not only related to races or ethnics, it includes social facts like to belong to other places, traditions, beliefs or practices. Finally we observed that students expressed knowing about how multiculturalism spaces are relevant to prevent situations like xenophobia, racism or segregation.

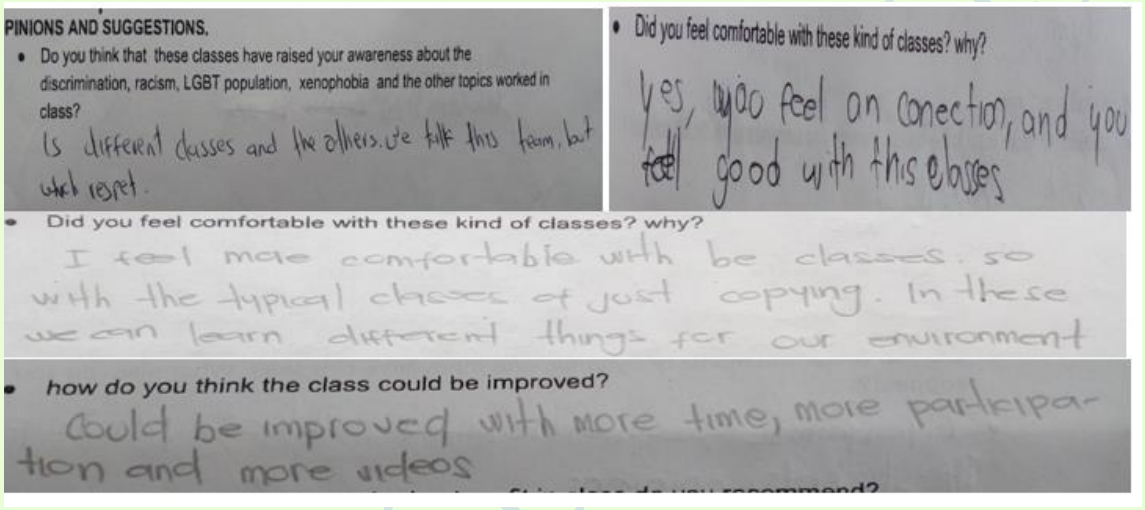
Image 10.3, 10.4





Students' opinions and suggestions: Here students expressed how they feel about the classes in terms of pros and contras with some suggestions in which we found the majority felt comfortable with the classes because they were different from the traditional ones, also they answered that classes could be longer and with more audiovisuals tools, and also some of them specified that there are some activities that could be more dynamic, and the most important fact was that we became aware of our weaknesses and strengthens.

Image 10.5, 10.6, 10.7. 10.8.



Final activities: This session was divided into three stages the first one is Interviews and TV news: Students created scenery talking about the diversity of belief and how in Colombia it is conceived nowadays according to the 1991 constitution in which they make some videos interviewing people randomly in the street about this topic (religion). We consider that was an excellent activity in context where they tried to include people out the classroom evidencing that the multiculturalism or diversity around the religion is huge, also highlighting the different conception that people have about the respect for others religion and the issues that still remain in our society or cultural roots that create controversy or rejection from one religion to others.

Image: 10.9 & 10.10

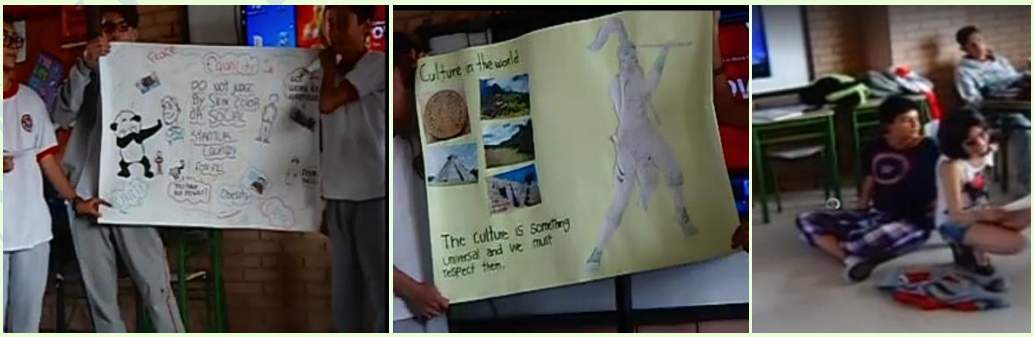


Tv News: This activity meant a lot because they work on international facts like the current politics circumstances like Venezuela, Usa and the different problematic in middle east. Here we observed that they became aware about many situations that affect in any way the cultural customs, and also showing a good group work to present to the class what they meant.

Artistic creations and role-plays:

The artistic creations were focused on the ancestral cultures such as The Mayas and racial differences. The first creation was focus on rescue the Mayas' cultural heritage in terms of how that civilization grew up according to their worldview making emphasis in the respect that deserve the ancestral cultures that still exist in our time. The second was related to the social problems that still remain like the xenophobia, racism and the importance of teach how to create awareness about these fact at home and at school classes, they expressed these differences through a poster with Panda bear drawing that represented the equality between races in terms whole.

Image 10.11, 10.12 & 10.13



Role play: It was a comparison between the slavery age and how the slavery is conceived nowadays. It created important conscious about how we let the technology take control of our life.

Dancing and singing performances: These activities represented the big range of rhythms and folklore from different cultures manifested through dancing and also the variety of musical genders that the young people use to listen to and thus, we could reflect on how the culture behind the music has changed along the time. And finally we observed that students improved their English pronunciation through the singing performance in which they want us to understand how through singing is possible to represent a culture and also use the songs to learn English.

Image: 10. 14, 10.15 & 10.16



As a conclusion, this was an enriching class in which students showed their potential and their improvement according to the English language, also the strength of their multicultural values such as the respect for other people and cultures to live in society. Following Gay, G. (2013) ´´Education must be specifically designed to perpetuate and enrich the culture of a people and equip them with the tools to become functional participants in society, if they so choose.'' P.50 in this way through these activities students enriched their cultural backgrounds and also improved their English skills.

Assessment Tools and Challenges faced

The data collection procedure during the internship or reflective intervention was based on

qualitative data, such as (interviewing or recordings, observing, collecting materials or artifacts and the field notes from each session. The qualitative interviews or recording made part of our data collection, as (Yin, R(2011)) said ´´the relationship between the researcher and the participant is not strictly scripted. There is no questionnaire containing the complete list of the questions to be posed to a participant.'' p.134 Here is evident the natural interaction with the participant and they could express their ideas and in our case the students participate in Spanish and English the interviews were short and recorded in which there were interaction not only with the interviewer, also between the participants. This tool was used in many of the session that appears in previous reports in chapter VI.

Another important instrument that we made use of, was the collection of artifacts in which students show us in many ways what they think and taking into account (Yin, R(2011)) idea ´´The collected objects can reduce the problems and challenges of reflexivity. These objects were created for some reason other than your inquiry and cannot be said to have been influenced by your inquiry.'' p.150 In this way we can perceive their intentions and all their ideas that they cannot express through oral skill. All these methods are important but always we have to take into account the observation too, because it can be integrated in any field and as teachers or researchers we can notice and learn things that the students or population may be unwilling to show us through the class activities but maybe there are some behaviors or attitudes that will help us to provide our conclusions or analysis like (Jamshed, S. 2014)

Finally we made use of reflective journals from each class in which is reflected and exalted the chronologic and main events from each session helping us to assess the sessions such as (Phelps, R(2005) affirmed ´´The use of reflective journals can represent a conceptualization of assessment, not as separate from the learning process, but rather as a highly individualized expression of learning that is shaped by the experiences of individuals themselves''p.39 Those elements lead us to create our conclusions based on the different and relevant information gather from the activities to improve or raise awareness taking into account our internship aims. Also,

these methodological tools helped us to assess students' processes from many perspectives because the important here is help the student, maybe he/she is not good enough in one skill but in the others could be better, so at the moment of work with different sources it will be more fair to them and us.

Challenges faced

Taking into account that work with people use to bring a lot of spontaneous eventualities and also we were treating with students from a public school, where there are a lot of special dates, meetings and strikes, it is common that people face these situations, and we were not the exception.

Talking about the behaviors in class we faced the apparent disinterest from some students, which seemed to were not interested in what was proposed to the class, so here we wanted them to be participating in class and interested in some way, to reach this we realized that it was very important to know what they like, their opinions, and make them feel as part of the class. Thus, step by step we treat different topics that cover almost all the students' interests, talking about Rastafarians, religions, drugs, etc, to music, costumes, history and many aspects, always related to multiculturalism field, therefore at the beginning expected to have a traditional English class, but we consider that trying to involve students interests in the activities proposed was an excellent path to work through. Unfortunately there was a little part of distraction in classroom because of a little break to eat refreshment, and it was a source to get the students distracted, but we sort the situation leaving eat to the end of the class.

An issue of big importance for us was the teacher's strike that, although we support it, provoke a delay in our schedule and the rhythm of the class, but at least the students enthusiasm was not affected at all, in fact they were happy with the comeback and they kept supporting and participating in the class giving us more chances to continue discovering and rising the multicultural awareness.

To conclude , there were many positive thing too, not just negative, we felt a very good attitude from students and the school, we count with audiovisuals which an excellent tool to

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work through, and students cooperated with the online sources, which facilitated the lessons and the activities.

CONCLUSIONS:

Working on multiculturalism awareness worthy a lot because is an open field with many ways to explore it, and also reflects that education can be funny and interesting but most important students do not just interact they create, and what a better way that create knowledge and humanism understanding. The period to develop the internship was about six months, in which we took ten (10) main sessions to accomplish our aims , putting on practice daily life experience to raise awareness about multiculturalism in educational settings through English classes.

In the path of raise multicultural awareness we passed through many perspectives and meanings coming from communities, students, academic authors, etc. for this reason we consider that multiculturalism is not a completed concept yet, in fact we could say that each generation could give their own concept of multiculturalism, and it can vary from each other.

Nowadays young people in comparison to elders have easier access to the global network, it means knowledge, people and information, this fact is relevant because elders had not this opportunity and the multiculturalism was in a nascent stage. However taking into account all the range of multiculturalism meanings we could establish a common concept, multiculturalism seen as a point in which many cultures converge and share beliefs, values, thoughts, feelings, customs, etc, thus with the advance of humanity we tend to coexist with different cultures different from ours, which feeds the cultures and how is conceived life. Our work with the students helped to understand this phenomenon, because for us when we were younger the perspective of life was a little different and in comparison with our ancestors there is a big difference from us. As an example LGBT and abortion were seen by our parents as a weird, forbidden and against moral and tradition. there were not too many spaces to talk about it, but for young generation a LGBT person is normal, and abortion is seen a little less controversial there

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are more open space to talk about even in educational settings.

We noticed that in our group we have people that belong to many subcultures or cultural roots such as indigenous roots, Black people and also students affected for the social issues in our country like forced displacement, foreigners and even students with disabilities that make part of this diversity due to the institution social inclusion, without forget Rastafarians, punk, metal heads, etc. These people have different perspectives and values but they share an specific space, in comparison to elders, these behaviors were not good seeing, people should not had long hair, piercings or tattoos, which is common now, this is a good proof of how the dynamics had changed and the influence of foreign tendencies are a reality in our context, like the music like hip hop, rap, reggae, etc. These practices in music, outfits and symbols did not grow here, but with globalization children started to know and identifying with them, thus we could perceive multicultural backgrounds gather in a classroom.

Otherwise, to explore students' understanding of multiculturalism and enhance students' English learning the different activities we developed through the internship helped them to acquire new knowledge, not just about the English language. Through the classes students evidenced their own points of view related to the diverse topics that could be controversy in our society, they expressed that education needs changes in which education proposes real situation to improve and strengthen students' human development because the actual teaching model is shaping them just to be a productive tool focused on marketing.

Moreover the students opinions, we concluded that our classrooms are full of diversity, with many useful things to explore to take advantage from, because each student has a different story and different roots that help to create new ways to teach and activities from context that they will be identify with and will enjoy at the moment of learn and that is the main way in which we liked the multiculturalism in educational setting to improve students perspectives, critical thinking, interaction and learn English without strict ways and also without following the traditional classes focused on grammar and rules.

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Therefore, ¿what can students obtain from routine classes if they are going to be bored? and maybe hate a subject just because for them is not interesting, the most important is create something that they feel identified with, something to create a link between what really they live and what they want to discover, we know that the better way to learn is in a interactional and funny environment, our excuse was the multiculturalism and daily life experience that according to the different activities and interventions created awareness about the differences and how to deal in an adequate way with these but without forget and highlighting the English level improving but also, achieving our study objectives , exploring students' understandings, working on the different cultural background around students' context and taking advantage of these real life elements.

Finally, the experience was worthy because it helped us as future teachers to have a wide perspective about the teaching methodology also to create an oncoming to our carrier in context but most important we are satisfied with the internship process, the institution accompaniment and teachers leading through the different situations. We also consider that the experience was so valuable because we had the opportunity to share the knowledge we have with other people and feel how is work with them, we consider that our learning process is not finished yet, we are taking a path where the knowledge is almost infinite, and the process in the school helped us to enrich all the constructs in our carrier, the practice is each field is going to be always important to complement the theory because in many spaces in the university we learn that all the knowledge we have, in real life situations could be different, therefore we could see how is the education in our context, how is work with children, our strengths and lacks in which we need to work hard , and start thinking what we are going to face in the near future. In some way students gave us important lessons, thus they are teachers at the same time, and we are students, which is a beautiful process and constant feedback from each other.

FUTURE RECOMMENDATIONS.

For future studies we can say that there are many things to explore in this field, the ideas to the creation of activities are implicit around us, sometimes is necessary home teachers leading, they

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also have excellent ideas do not be afraid of took their advice it will help a lot to your teaching session and group management. Moreover home teachers have the experience and you to take advantage of that, it is always important understand that students have a background, they are not just empty spaces and minds, and so, this previous knowledge is always going to be helpful for you.

Additionally there are some recommendations to the institutions because we observed a big lack of spaces and sources to work with disabled people in which the leading do not have to be just for these population, also the others students need some kind of sessions to learn how to interact and help at the same time these students.

ANEXESS:

This session contains some of the lessons developed through the Internship, related to multiculturalism awareness.

LESSON PLAN N°1

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS. COLEGIO TÉCNICO BENJAMÍN HERRERA		**CIRCLE STAGES LESSON PLAN**
TEACHER´S NAMES: CARLOS EDUARDO OLIVEROS & DONOBANG GONZÁLEZ CALDERÓN		**DATE:09/03/2017**
Topic: Introduction and diagnostic class		**Session N° = 01**
Communicative Objective: To explore student's English level using previous knowledge through their English writing, to start introducing the students into a multicultural class.	**Multicultural objective:** To recognize what multicultural aspects emerging in classroom to engage the students into the cultural awareness topics	
MATERIALS: **Map, images with the customs and worksheet N°1.**	**Grade:** 9th 02 -03 **Hour: 6:20 am to 10:20**	

CLASS – STAGES:

Recognition - stage:	**time**	**Reflective - stage:** **Activity Name:** need analysis	**time**

Activity name: warming up (movement commands) **Focus:** To identify students roots	30 m	**focus:** strengths and weaknesses	**20m**
Description: Students will write on a map where they and their family are from or belong to, one by one will talk about something related to their roots or customs. teacher will show some images and the students have to participate and locate the images according to the different regions on the map. **References:** images retrieved from: http://s220.photobucket.com/user/aquos0123/media/Mapas/nativo_con_turistas2.jpg.html http://media-cache ak0.pinimg.com/originals/b3/21 /02/b321022d99c9397c5a42811764826415.jpg		**Description:** Student will recognize their own strengths and weaknesses that they have, they wish to change or improve to know their perception about themselves and reflect on their own abilities. And finally to give us as teachers some clues to start working on the planning of the different classes taking into account this activity as a need analysis. **References**: worksheet N° 1.adapted from: http://wikieducator.org/images/d/d6/Strengths_and _Weaknesses.pdf	
 **Creation – stage Activity name:** reflection time **focus:** Description of the feelings and thoughts about the experience of being a disabled person.	**time** 30m	 **Sharing - stage: Activity name:** **focus:**	**Tim e** 20m
Description: Students will write a timeline with the most significant events in their life, using full sentences according to their previous knowledge. It could be since they were born until the date. Finally students will write an extra timeline with others events that they would like to happen in their life. They can write 5 past events and 5 that they would like to happen.		Description: - Each student will share their timeline in public or by groups. - Student´s perceptions about theclass. - Student's suggestions about the different multicultural topics that they would like to work on.	
COMMENTS:			

LESSON PLAN N°2

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS COLEGIO TÉCNICO BENJAMÍN HERRERA			**CIRCLE STAGES – LESSON PLAN**

TEACHER´S NAMES: CARLOS EDUARDO OLIVEROS - DONOBANG GONZALEZ CALDERÓN		**DATE:14/03/2017**
Topic: Past simple and cultural assumptions		**Session N° = 02**

Communicative Objective: To recognize the past simple structure at the moment of switching a simple tale from present simple to past simple		**Multicultural objective:** To explore the different student's assumptions about relevant social issues to raise awareness.
MATERIALS:	Images and presentation in PowerPoint. need analysis worksheet	Grade: 9th Hour: 6:20 am to 10:20

CLASS – STAGES:

Recognition - stage: Activity **name:** need analysis **Focus:** Assumptions and imaginaries	**Time 15m**	**Reflective - stage: Activity Name:** assumptions **Focus:** students perceptions.	**Time 30m**
Description: Students will answer a need analysis in order to gather information about how they understand multiculturalism in our context and how they conceive it in life. Here students need to think carefully the answers due to the similarities, so the they have to analyze and make use of both languages Spanish and English.		**Description:** . In a circle the students will play a game with a ball, this game is based on throw the ball in any direction to the others students. Each time someone touches the ball he or she has to say something related to the chosen character such as (indigenous, homeless, doctor, foreign people etC.) in this way students will create a biographic according to their perception or assumptions. as an objective here students will create different stories and reflecting multi cultural assumptions and issues (in an oral way, speaking session)	

Creation – stage **Activity name:** My tale **focus:** writing	**time** 25m	**Sharing** **- stage: Activity** **name:** Debate **focus:** Discussion	**Time** 25m

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Description: Students will have a short tale in present simple, recognizing the verbs they will switch the tale into past simple form. **References:** Ola Zur (2013) really learn English. Adapted from: http://www.really-learn-english.com/support-files/simple-present-story-1.pdf	**Description:** Debate about the need analysis questions and the assumption that they have according to the images that will be shown to them in the TV to discuss. -share the students concepts about their perceptions about their education process..
COMMENTS:	

LESSON PLAN N°3

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS COLEGIO TÉCNICOBENJAMÍN HERRERA		**CIRCLE STAGES – LESSON PLAN**
TEACHER´S NAMES: - Donobnag Gonzalez Calderón Carlos Eduardo Oliveros		**DATE:23/03/2017**
Topic: preposition of place		**Session N° = 03**
Communicative: To make use of different prepositions to communicate locations in different context to solve daily life issues.	**Multicultural objective:** To explore some disabled people`s daily life issues, through a simulation to be in their shoes and increase the inclusion and acceptance of this population in the classroom and their life.	
MATERIALS: Videos, images and worksheets	Grade: 9th Hour: 6:20 am to 10:20	

CLASS – STAGES:

	time		Time
Recognition - stage: Activity name: warming up (movement commands) **Focus:** To recognize and practice the basic commands to guide others.	20m	**Reflective - stage:** **Activity Name:** Be on the shoes of disable people **Focus:** To experiment and be aware of life issues**.**	30m

Description: Students will know the basic commands to guide people, after they will hear an audio whit a man giving instructions to find a place in a map that they teachers will show them to put in practice the lesson taught. here students will review the preposition of places and they will try to guide their partners to find the location that the teacher establish. Finally students will watch a video about directions in sign language **references:** British council : giving directions, retrieved and adapted from: http://learnenglishteens.britishcouncil.org/skills/lis tening-skills-practice/giving-directions pavh1224 video (2010)Direcciones-Frases (LSV) retrieved from: https://www.youtube.com/watch?v=1Z8oIqWV7	**Description:** Students will play a role of disabled people, so students will get out of the classroom blindfolded or according to the disability with a partner who is guiding them. This activity will be according to the teacher parameters and guide.

 **Creation – stage** **Activity name:** reflection time **focus:** Description of the feelings and thoughts about the experience of being a disabled person	**time** 30m	 **Sharing - stage: Activity name:** Being in shoes of deaf people **focus:** presentation with sign language	**Time** 30m
Description: after doing the role play activity, students will share to the class what they felt about being a disabled person and also they will write in a chart provided by teachers what they feel and thought about the experience. Students will make use of commands given by the teacher at the beginning of the class and the past simple.		**Description:** students will watch a video about the sing alphabet where they will learn some of them to represent their names later according to their first name letter complimenting with a sign that that they will create according to their personalities or something that identify them. **References:** video (2013)Vocabulario Básico 1 - Abecedario Lengua de Señas Colombiana LSC. retrieved from https://www.youtube.com/watch?v=JMraBJsA9oI& t=163s	
COMMENTS:			

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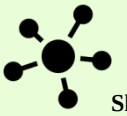
LESSON PLAN N°4

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS COLEGIO TÉCNICO BENJAMÍN HERRERA		**CIRCLE STAGES – LESSON PLAN**
TEACHER´S NAMES: CARLOS EDUARDO OLIVEROS DONOBANG GONZALEZ CALDERÓN		**DATE:06/04/2017**
Topic: present and past continuous		**Session N° = 04**

Communicative Objective: To use and recognize the present and past continuous to write their messages and experiences focused in the topic that is proposed in class.	**Multicultural objective:** To explore general assumptions and imaginaries about common cultures to start thinking critically about what information we receive from mass media and society in terms of segregation and racism.
MATERIALS: **Videos, images and worksheets** CLASS - STAGES:	**Grade:** 9th **Hour: 6:20 am to 10:20**

	time		**time**
 **Recognition - stage:** Activity name: changing faces **Focus: recognize racism issues in the classroom.**	25m	 **Reflective - stage:** **Activity Name: choosing cultures.Focus: pros and cons about some cultures.**	**25m**
Description: Teachers will give to the students two options to paint their faces (black and white) they will choose the color and after that teachers will ask them why they chose that color. These stage is focused on the racism issues and social issues that are present in our society, so to complement this we will show them two videos that are related to these problem. This study was developed in Mexico. and the other one is from a movie. **References:** actualidadyanalisis: (2012)Impactante video viral contra el racismo en México: retrieved from: https://www.youtube.com/watch?v=zvCqzjm0-Kg Bertein Zepp (2015) "El Profesor" - Detachment - 2011: retrieved from: https://www.youtube.com/watch?v=G7ivavbfGI0		**Description:** **This activity will be developed through the facebook group:** Students will have a chart with some cultures in it. students will complete the chart with assumptions and imaginaries that they know or they have listened negative and positive terms and also they have to answer which of those cultures or others they want to know or share with them and why .	

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Creation– stage **Activity name**: art creations  **Focus:** use the English language to give messages.	**time** 35 m	 **Sharing - stage: Activity name:** presentations**. focus:** students points of view	**Time** 35m
Description: Teachers will make a review about the present and past continuous to then continue with the creation stage. Students will create some posters about racism and xenophobia given some messages with drawing and short sentences in past and present continuous.		**Description:** students will make some presentations about their posters to express their opinions and give their arguments. In this stage we will take into account the creation , the presentation and the use of the English language	
COMMENTS:			

WORKSHEETS:

These are the different artifacts that were used through the multicultural classes in which we gathered the majority of information that is reflected in each report written above.

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COLEGIO TÉCNICO
BENJAMÍN HERRERA

Date:

Worksheet N°1

Name: _____

MY STRENGTHS AND WEAKNESSES

I am good at	*I am not very good at*
I enjoy	*I dislike*
I am interested in	*I am bored by*
I am proud of	*I wish I were more*
	*I wish I were less*
	I wish I was better at
People think my good points are	*People think my weaknesses are*

Retrieved from: http://wikieducator.org/images/d/d6/Strengths_and_Weaknesses.pdf

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COLEGIO TÉCNICO
BENJAMÍN HERRERA

Date:

Worksheet N°2

Name: _____

Hank is a cowboy. He lives on a farm. He has a horse named Ginger. Hank loves Ginger. He rides Ginger every day. Sometimes they walk slowly, and sometimes they run fast. They always have a good time.

Ginger is Hank's horse. She is light brown. Her tail and mane are dark brown. She is three years old. She lives in the stable by the house.

Ginger waits for Hank every morning. She enjoys their time together. Often, Hank gives her apples. After long rides, Hank always washes and brushes Ginger. He usually brushes her tail. Then he gives her food and fresh water. Ginger loves Hank.

Rewrite the tale in past

Reference: Ola Zur (2013) really learn English. Adapted from: http://www.really-learn-english.com/support-files/simple-present-story-1.pdf

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS. COLEGIO TÉCNICO BENJAMÍN HERRERA	Date:
Name:_____ MUlticultura need analysis.	Worksheet N°2.1

1.What is culture? ¿Qué es cultura ? (True or False)

Taylor E: (n.d)"**The complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of** society"_____
(TRADUCCION) ´´Es un todo que incluye conocimiento, creencias, arte, moral,leyes, costumbres y cualquier otras capacidades o hábitos adquiridos por el hombre como miembro de una sociedad.´´
-The culture is a process in which people of all the world are located in a same group, sharing costumes, values, believes. etc. _____

-(TRADUCCIÓN) La cultura es un proceso en el cual la gente de todo el mundo está reunida en un mismo grupo, compartiendo costumbres, valores, creencias.

2.What is multiculturalism? ¿Qué es multiculturalismo? (CHOOSE THE RIGHT ANsWER)

* Multiculturalism is a phenomena which refers to the relation between two or more cultures. **(Multiculturalismo es un fenómeno el cual se refiere a la relación entre dos o más culturas.)**

*' Diaz (2009) idea, the multiculturalism has as interpretation tolerance and recognizing of cultural diversity in any field or social context. **(multiculturalismo tiene como interpretación la tolerancia y reconocimiento de la diversidad cultural en cualquier contexto.)**

*Interaction in a social group with different cultural roots according to their context, belief etc. **(interacción en un grupo social con diferentes características culturales de acuerdo a su contexto y creencias. etc.**

4. What kind of population do we find in our context? What do you know about them?
. **¿Qué tipos de población encontramos en nuestro contexto?, qué sabes acerca de ellos?**

REFERENCES:
Díaz c. (2009) *Multiculturalismo y educación.* Universidad Pedagógica Nacional. Núm 7 r http://www.culturayrs.org.mx/revista/num7/DiazC.pdf

Taylor A(n.d)Anthropologies terms: retrieved from: https://quizlet.com/154972778/anthropologists-flash-cards/

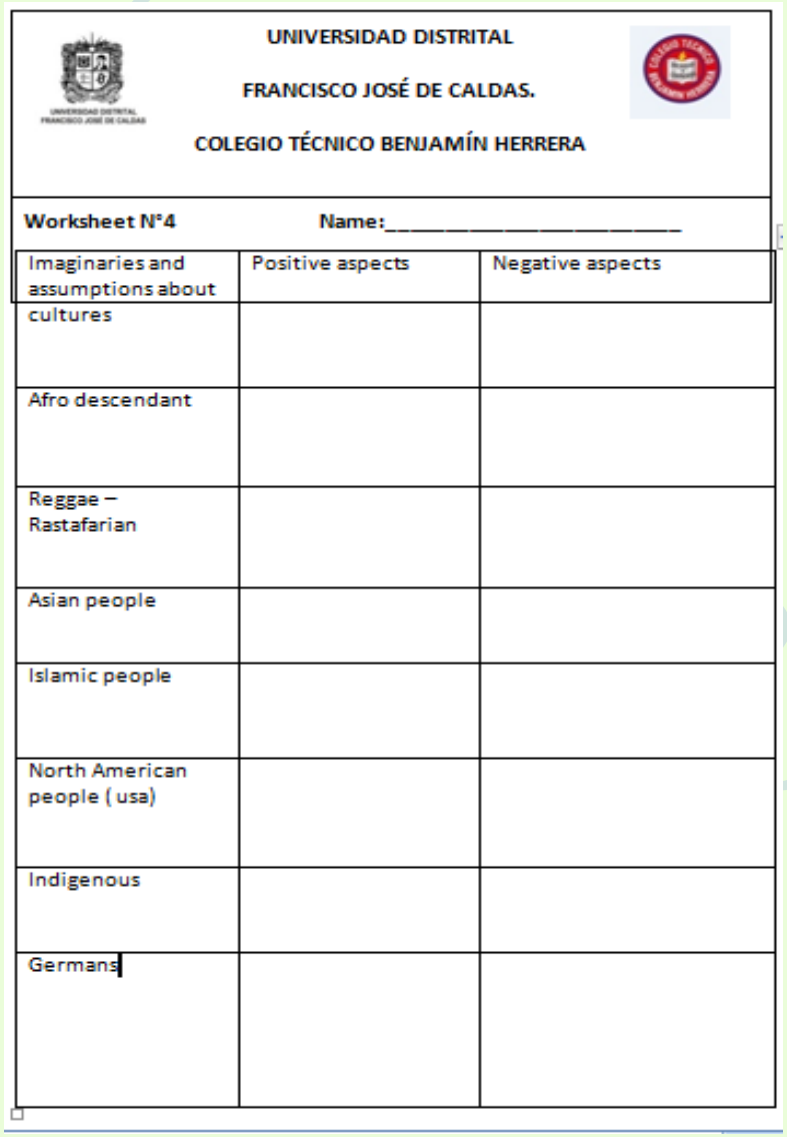
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Worksheet N°3

Name:		date		Sesión N°3
Describe your experience: (blindfolded)				
Describe your experience as a guide.				
Write a Message to the society				



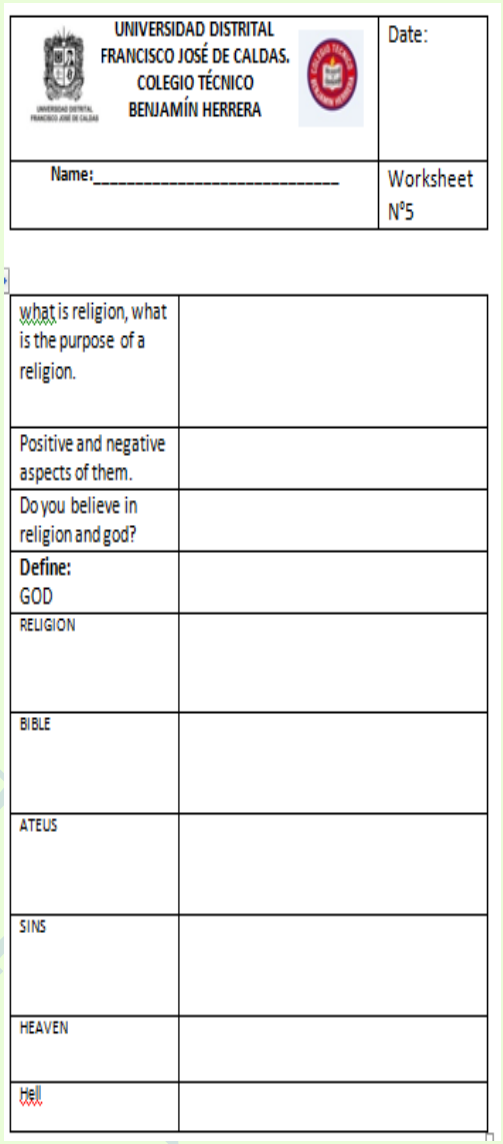
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Worksheet N°4 **Name:**_____

Imaginaries and assumptions about	Positive aspects	Negative aspects
cultures		
Afro descendant		
Reggae – Rastafarian		
Asian people		
Islamic people		
North American people (usa)		
Indigenous		
Germans		



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BENJAMÍN HERRERA

Date:

Name:_____

Worksheet N°5

what is religion, what is the purpose of a religion.	
Positive and negative aspects of them.	
Do you believe in religion and god?	
Define: GOD	
RELIGION	
BIBLE	
ATEUS	
SINS	
HEAVEN	
Hell	

Universidad distrital francisco José de caldas. / Colegio técnico Benjamín Herrera- WORKSHEET #6

WHO ARE YOU?

Finish	when occurred the 9/11 attack?	What is racism?	what is segregation (open question)	**Oh No! Go back to Start**	who was Mahatma gandhi ? a philopher - a politician - the president of india - a monk	Name the main 3 products that produce our country?	Where was used the first atomic bomb?Rusia - Italy - Japan - Irak
who said "I know that I don't know nothing"? aristoteles - plato - socrates - thales of miletus	**Skip One Turn**	what is discrimination (open question)	when is the races day? november 12th - october 12th - november 20th - october 15th	**Move Back 3 Spaces**	why is very important for science albert einstein?	**Super Skip** Move Ahead	Name the last four Colombian's presidents.

Make use of the dice to play the boardgame, the only conditio

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Name:_____ Date:

Creating Literature Worksheet N°7

Write a tale using future tense about any culture or subculture.(choose a multicultural character, place etc.)

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Name:_____ Closure survey	Worksheet N°10

Answer these questions according to your experience and processes through the classes.

ENGLISH LEARNING PROCESS:

- Do these multicultural classes help to your English learning process? why?
- Did you improve your English level? How much?
- Do you prefer traditional or dynamic and innovative classes? What else do you suggest?
- Write positive and negative aspects of these kinds of classes to your English learning process.
- Do these kinds of classes motivate you to learn English?

MULTICULTURAL QUESTIONS:

- Following what we learn in the course, how do you understand multiculturalism?
- Do you think that your understanding about multiculturalism changed? Why?
- Is important multiculturalism in our society?
- How can we recognize multiculturalism in our environment?
- What is the importance of recognize multiculturalism in Colombia, and in your environment?

OPINIONS AND SUGGESTIONS.

- Do you think that these classes have raised your awareness about the discrimination, racism, LGBT population, xenophobia and the other topics worked in class?
- How do you think the class could be improved?
- What suggestions to have the best profit in class do you recommend?
- What suggestions do you want to give to the teachers?, feel free to answer.
- Did you feel comfortable with these kinds of classes? Why?

JOURNALS.

JOURNAL: SESSION N°1. COURSE: 9-03 DATE: 09-03-2017

The first activity was to explore customs, traditions or characteristics from all around the country that was shown through images on the TV, In this part we found that students have many difficulties to localize them and confuse the traditions with others because these could be so similar according to their clothes and others features that each region have, but they are aware of the diversity that they can find in their context and in class they discussed why we can observe all this diversity in just one place such as Bogotá. This activity contextualized the students about the diversity in our country and in their classroom.

The second stage was a self analysis about strength and weaknesses in which we got a lot of information that identifies each one in singular ways according to their context, families, desires and faculties that they have. In this self-analysis, we can observe that familiar problem affect the students in any way, the students are tired of being always locked up at home. So these behaviors are linking with their families, roots and daily life issues that are around them.

The third stage was important because here they discovered and became aware that many of them come from others regions in our country and beyond as foreigners. The majority of students are from Bogotá but many of them have different roots around the country and also are foreigners students from Bolivia and other one from Houston UE. In this way we went deeper showed them the multiculturalism is present in their classroom, so it shows us and them that there are no borders to share multicultural aspects.

Finally the fourth stage was to work on their English level, here they worked on present simple and the disposition, the participation that we observed in the previous activities was so important and according to this they wrote about significant events in their life and we highlight the way in which the students were interested and focused in the activities making to them the class interesting in which they learnt to reflect their social issues, context and the English language too.

The most important to highlight was the variety of roots that we found in the classroom because there were from all around our country, some of them are present in the same students and if we take into account their parents and grandparents. roots there are infinitives customs and life stories here in our country and abroad.

JOURNAL:

Exploring multicultural awareness: Session N°2. COURSE: 9-03 DATE: 03-14-2017

Multicultural objective:

To explore the different student's assumptions about relevant social issues to raise awareness.

Following Kolb (1984)'s model four stages, this session was divided into 4 stages. But it has an impact in the reflective stage in which we inquire about students assumptions.

Students did a need analysis with the objective to recognize what they understood about multiculturalism, what cultures we recognize in our context and what we know about them. This need analysis was divided into three questions, what is culture (true or false), what is multiculturalism (select the answer), and what cultures they know or find in their context. So here they first read the questions and the teacher explained them some tips to answer correctly, then when they answered the questions, we started a debate to know their knowledge about culture concepts that are many and some of them had good ideas others just said what the others say or just ambiguous concepts. but in general, this part helps them to become aware of these concepts that are important in to develop in their classes.

To continue the class we did a hot potato game with the aim to hear some student voices, everybody talks about some images that we put on the screen, like an indigenous, homeless, doctor, foreign people, etc. to recognize some imaginaries about them, agrees and disagrees. Here we discover that there are different perspectives about what they know from some people, like the man with a lot of tattoos, because they do not believe he could be an executive person, about Muslims in which the first thing that they said was terrorists, about black people, gender issues, homeless people and something that is controversial nowadays in our country such as the LGBTI community.

We found something interesting, almost all the students were from Bogota, and they seem to do not recognize the cultures and practices from cities far from Bogota, like the Afro-descendants, or gypsies. According to this ,Students recognized and expressed that it it is multicultural country and there are many social problems to solve because in our society still existing the discrimination, racism and empathy for the others. In anyway students said that we have a relationship with all these social issues or cultural facts because everybody is different in

lifestyle, behaviors, skin color and personalities, ‘’so we have to respect the differences but they have to respect who does not like some of these actions.´´ One particular case was one student that explained he belonged to the Rastafarian culture so he shared their beliefs and practices, like smoke marihuana but in an spiritual way and he said that after all they /he must respect the other people spaces to live in harmony. Based on all these facts, it was excellent to teach the English language and take them closer to some cultural facts that are around them to respect and take some positions.

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Finally The grammar focus was past simple, and they did a short exercise with a tale, switching it from present to past simple, this tale was related to a cowboy so here we related that culture, where is located just with some questions before start the transcription to past simple, so it is related to another cultural fact that was so popular In the 70s and 80s what made them also reflect about the multiculturalism according to the literature.

JOURNAL: Session N°3. COURSE: 9-03 DATE: 03-28-2017

This session has four stages according to our lesson plan and following Kolb, D. A. (1984).'s Model about experiential learning so this time the class was focused on acting or playing some roles liked blind people being each day more close to the multicultural awareness that is not just about races or skin colors, this time is about disabled people. This session was meant to explore the situation of disabled people to feel what they have to pass through every day. For this, students watch a video about the alphabet interpreted in signs language for deaf people, every student learn the alphabet signs to form their own name and also they had to create a special sign that identified them as a singular way to recognize their names.

The main activity that was to be in the shoes of disabled people, in this case, blind people, so this

activity was based on the previous activities about sign language, here we divided the classroom into two groups, students were allowed to choose their partners to work with, the only condition, made use of prepositions to guide the other all in English. students were anxious for the activity everyone wants to be the blindfolded first , we walk around the school trying to find some obstacles to them and at half way the changed the roles many of them shout because they were afraid of fall or hit something, many of them said that they did not thrust in their partners but the experience of go out the classroom was a plus to motivate them and make the class different, some of them expressed that they feel disoriented and they did not know where were them, and it was hard to move up against moving down, and in the spaces with the stairs was very hard for them to move through it, understanding thus how hard is moving for a disabled person, activity which is common in the daily life.

Finally students developed a worksheet using the present and past simple and some of the prepositions to describe their experiences as leader and blindfolded, so he here they were so expressive because was something new to them and as a conclusion each one wrote a message to the society against the discrimination to this population in some aspects or to help them.

One aspect that really caught our attention was the ways students embraced the role and how they were affected by the loss of an ability that showed them the importance of take care about their self and help others, here we realized the importance of trust each other because the students manifested that they put their lives in others hands and this is an excellent way to create relationships with people that they consider as friends or maybe to be closer to people that they rarely interact. Also, we noticed how hard was for them to recognize places in which they have already been, students expressed that it was a totally new perception of the place they daily are, and how they perceive the sounds, spaces, how they felt objects and even the perception of Scents.

Finally, students said that it was a very good activity because it helps everybody to understand better how a disabled people feel and the difficulties that they face every day so it is an activity

that everyone has to do and sensitize about these aspects.

JOURNAL:

Exploring multicultural awareness: Session N°4. COURSE: 9-03 DATE: 03-06-2017

Multicultural objective:

To explore general assumptions and imaginaries about common cultures to start thinking critically about what information we receive from mass media and society in terms of segregation and racism.

this journal is focused on the third stage following Kolb, D. A. (1984)'s model, Abstract Conceptualization - (AC) Thinking, create their own concepts and theories about what they observe. And the last stage according to Kolb, D. A. (1984)'s model or theory: Active Experimentation - (AE) Doing, Take decisions, take risks, new knowledge and change a situation to solve problems.

.This session was focused on racism and xenophobia across the different fields, Here students painted their faces just taking into account two colors black and white, it was a kind of experiment to know some racism issues , students did not know the purpose of the activity so many of them just painted because the color was their favorite, one is cooler than the other etc. after that teacher asked them why did they choose that color and if there was a possible intention to select one or another. The idea was to talk with the students about the importance of recognizing the range of cultures that we have in our context and also common issues like xenophobia and racism nowadays after watch a video talking about racism in children and how they are influenced by society and mass media to grow influenced by this kind of information.

The second stage was to talk about positive and negative aspects according to different cultures but this activity was a little bit discussed in the class because the full activity was to develop through a Facebook group in which they said that is easier to them because they have internet

MULTICULTURALISM

and more tools to develop the worksheet.

The creation stage was a good activity because they created some posters related to the topic and the videos that were shown but many of them had some difficulties with the use of the English grammar so the explanation was important to make use of present simple continuous and past simple and past continuous, although many of them used other tenses. everyone use paintings, markers and expressed their opinions with drawings and messages, so it was useful because it helped to share their ideas and make use of art. Finally, students make short presentations about their posters and stick them on a wall located in the middle of the school where everyone can see them and appreciate their work and the most important leave a message to the other students from other graders.

Some Of the information that we found vital was that students are very worried about violence in many aspects of society. In fact, we explored some students opinion and they expressed that all kind of violence is cruel and all human beings have rights that all people should respect, also some girls expressed the animals rights like the bulls or some pets that are also mistreated and just a few people are conscious about it, besides they expressed that the way we treat people is an example of how the human beings interact with their community. Also, we found interesting that students did not have distinction between races, (Asian, afro-descendent, Jewish, pale, etc), students also manifested that is ridiculous in some way being xenophobic or discriminate people in this country because we have a big range of communities here and people from our own family have distinct genes in their blood and this is a very important reason to accept everybody, besides each race have traditions, practices, and knowledge that increase the information of how people build society and it makes diversity very rich and valuable.

JOURNAL: SESSION N°5. COURSE: 9-03 DATE: 18/04/2017

Multicultural objective:

regarding the context of the holy week: To explore and discuss some cultural aspects implicit in this special date, (traditions, celebrities, etc), and the importance behind them.

this journal is focused on the third stage following Kolb, D. A. (1984)'s model, Abstract Conceptualization - (AC) Thinking, create their own concepts and theories about what they observe that in this case is about the holy week activities and all that is related to this date. And also the last stage according to Kolb, D. A. (1984)'s model or theory: Active Experimentation - (AE) Doing, Take decisions, take risks, new knowledge and change a situation to solve problems, so here students talked about and gave their opinions or points of view.

The fists part of the class was about a video in which students watched carefully it; some students were so focused because the video was in English and with subtitles so that called their attention to understand what expressed the video. Also because the language used was against the religions, the church and the several issues that exist and had happened due to these institutions. The students participated a lot and were a long discussion but all with respect because many students are Catholics and a few of them atheist or belief in different gods likes Jah a Rastafarian god. Here we discovered that our society has many religious' roots.

The second activity was to develop a worksheet about different concepts to define according to the religion field. Here they made emphasis in bad and good things, so their thoughts are lead for these fears that the religion tries to implant in the society to get more people to its institutions.

In the third stage students wrote about their activities through the holy week, many of them said that were to the church with their families because they want to and others because they were forced to go, others wrote that were travelling and others were solving familiar problem and doing some works to do not lose some subjects in the school.

Finally, they share what they did on the holy week but many of them were shy although everyone was respectful of their partner's experiences, some of them did not do it. On the other hand to share what the students produce in classes we share with them a Facebook web page in which they have to sign and participate.

MULTICULTURALISM

The most important to highlight in this session is that our society and children are so influenced by the religion and stereotypes, we found that because many of them defended their beliefs with so much proud and at the moment of talk about others religions or cultures they judge according to their acts like the Islamics, they told that in some cases the religions manipulate the people and they become blind due to their beliefs and it make them do senseless thing. Also, there were students that were against the religion and believe just in God without a church or institution, but the most important was the respect that they had through the discussion, in this way they learn a little more about what is happening in our society through English classes.

JOURNAL: Session N°6. COURSE: 9-03 DATE: 27/04/2017

Multicultural objective:

To inquire student's knowledge about general culture to raise awareness according to facts and new knowledge around the learning process

This session has four stages according to our lesson plan and following Kolb, D. A. (1984).'s model about experiential learning so this time the class is focused on create an space in which students increase their general culture backgrounds through each other experiences and opinions this session was meant to share general culture aspects and increase general backgrounds, we did this because we consider that this is a very important part of culture and multiculturalism because there is a lot of information that we ignore about our culture and others cultures, so it is important to create a space in which the fact could be developed and students also play with this information.

The class began with a video with many facts that have been taught in school and are not true at all, so here students reflect about this and shared their opinions, in which many of them were agree to say that they learned what the government wants they learned to control the mass. Here in this video they also knew others important people that they did not know and are so important

too, such as Nikola Tesla, Vincent Van Gogh etc, so this part was useful to jump into cultural aspect in our country and the entire world.

The second part and main activity was the game that consisted of a board game with dices , each student played trying to move up through the board answering questions to keep moving until the end of the game, each question was about culture and general culture , then students were increasing their backgrounds and playing at the same time, some of the questions were opened because we wanted students opinion. Because of time, the class was shorter but the game was successfully done. at the end we socialized the answers and students share their own answers.

The third stage was focused on create questions about general culture from their country in which many of they were confused because started to do questions that were no related to the topic and they had to do them again, and the end some groups finished all the question on time, others did not and that's why they had to post the question to Facebook group that was useful to them and for us, here we became aware that it is a good tool to continue working on the next classes if we need.

Finally, as a homework students created their own questions to be posted on the group web page in order to create some information banks to take into account later.

The most relevant in this class was how useful is the learning through games because they are active and interested in the topic, the class is not tedious to them, also Games help to develop more cognitive strategies and help teachers and students. On the other hand the different technological tools like the internet or social media are part of our daily life or society what make us as teacher be part of it and create good ways or strategies to make the students use them inadequate way, they could be part of their learning process due to the students are familiarized with these technological advances. This is another way of learning because it is part of the multicultural tools to enhance students processes.

JOURNAL: Session N°7. COURSE: 9-03 DATE: 02/05/2017

Multicultural objective:

To explore some literature aspects that students usually learn in their daily life and school classes to discover some similarities and differences between the western world and eastern world to raise awareness about the diversity that exists in this field.

This session follows Kolb, D. A. (1984).'s model in which the main focus is the literature around the world here students became aware of the variety of literature that they did not know maybe because the culture in which we are living has many facts that shape our personalities, likes and dislikes without leaving us seeing beyond some edges.

the first part was according to an online game call Kahoot but in the classroom, we did not have computers or the internet so we made a presentation in PowerPoint with some screenshots to play the game about literature and culture students by groups answered the questions in which each one had some points. In the end, the group with more point was the winner. Here students showed that the games are so useful to help in the learning processes and learn cultural aspects and gave us some relevant information about their reading culture.

In the second Students watched a video related to the different main works around the world through the video, many of them expressed some impressions or feeling according to the book that appears on the screen so this gave us some impressions about the habits that they have in reading or maybe some likes. After they shared their opinions about the video and then shared some questions such as Why were the majority of writers men and not women? Why do we just read about our culture and the same books taking into account that there are many cultures from eastern and western? Here their discussed these issues and expressed the book genders or topics that they liked to read about.

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The next stage was to create a tale in which they chose any character from any culture and made use of the future tense here many of them chose character from well-known literature others invented their owns from different cultures like Rastafarians, poor people, etc that made of this activity a good source to improve their English level and try to discover their faculties to create literature in this case with some short tales.

Finally, they shared their tales in front of their classmates many of them did not understand what they partners were reading so they had to repeat them in Spanish but was a good activity because it helps them to create their own stories and in some case represent their lives or like through it.

The most important in this session and what we observed, is that students really are so influenced by the system, like the consumerism of information, they just read what is imposed on them by the school and are a few of them that goes beyond, two students were reading (MiLucha) of Hitler and the other one was reading Davinci's Code by Dan Brown. So here they are trying to look for new knowledge that is not forbidden but maybe have been stigmatized through the history according to our culture or system purposes. The importance of this class was to make them see beyond the common literature because there is a multicultural word with amazing literature that they can explore and learn of.

JOURNAL. SESSION 8TH 06/07/2017

Multicultural objective: To become aware of the range of music and cultures around the world and the importance of this variety in music which is part of societies' identities.
Following Kolb, D. A. (1984).'s mode this class was centered in one of the most iconic tradition to any culture, like the music that makes part of our daily life.

The first activity was about two videos that explained the music in Latin America and the history of music in general, here students participated with their opinions and talked about the representative that is the music to each society and the most important that it makes part of each

person.

The second stage was a presentation about some strange instruments around the world that represented the diversity of music, sounds and instruments. The majority of the instrument were unknown to them because they just use to know the common instrument from our society and they put barriers to explore new things.

The third stage was related to the listening skills, students listened a song according to the english topic that was present perfect in which they remembered the rules through the activity and practice this skill. the song was played 3 times and they had to fill the blanks with the correct form of the verb (past participle) The majority did it well but we notice that many others were totally lost, finally we answered their doubts and made the explanation or socialization of the activity answers.

To conclude teachers made a performance with some instruments like the guitar and the ocarina in which students were concentrated and enthusiastic. Here we can highlight some opinions from the students because they said that the music in their school is so restricted and another reason why they are not so familiar with music or instruments is because in their families there is not that culture but the most significant answer was ´´ because the actual society is focused just on form people in marketing and that is why the arts are left behind.''

JOURNAL. SESSION 9TH :11/07/2017

To exchange information about the increasing influence of technology in our life and how it has changed the human roles, to raise awareness about how to make well use of it in educational settings.

Based on Kolb, D. A. (1984).'s This session was related to a topic that is increasing day a day and has a great impact in the student's daily life such as the technologies.

In the first activity, students watched two videos related to the effects that these technologies have in our brain, daily life and behaviors and one of them focused on the social networks in which there were a long discussion about the use of technologies and these social networks.

The second part was a reading about these technological issues in the present to think critically about it and also to answer some questions according to the text and personal opinions, The activity was about 30 minutes in which students worked in pairs. first, reading the whole text and after that answering the questions. The reading was interesting to them and the activity was developed successfully because all the students were familiarized with the social networks and any kind of technologies, in that way having enough information to communicate.

The third stage was focused on written exercise, in which they wrote a message to well use of these technologies and some pros or cons to raise awareness about the issues that it brings to the human health.

Finally they created some questions to debate in the classroom that were so interesting because they questioned the use of it and inquired in many ways although the grammar in some case was not the correct one they tried and developed a good time of discussion and interaction.

The most important in this session was the awareness that students had about the social networks and technologies but highlight also an answer that is interesting because maybe is true, some students said that technologies nowadays is another need, expressing that some people without technologie are nothing. So that was a good point to take into account in future studies.

JOURNAL SESSION 10TH 03/08/2017

Based on Kolb, D. A. (1984).'s This session was related To exchange students final innovative manifestations of the topic multiculturalism seen along all the course with the aim of reflect on what we learn about it, what is its importance for us in classroom and what we want to express to the society throughout all the activities presented in class and a second part to develop a survey

MULTICULTURALISM

in which students told us through it what they understood about multiculturalism aspects and its importance after all the course, how the course helped to improve their English skills and suggestions and opinions about the course to reflect on how we could improve our classes, where we failed and what were our strengthens to keep in mind for our carriers.

At first we apply the survey in which we created some criteria to establish how students acquire multiculturalism understanding and how they comprehend it, what is their imaginary about it after what was learnt in class and what is the importance of it in our lives and context. Besides we considered relevant information related to the English learning process of students in terms of how much they feel they improved it, if they felt comfortable with these classes and what suggestions or opinions they have about teachers and classes.

The second stage was oriented to student`s presentations according to the different activities proposed before in order to get students representation about relevant aspects of multiculturalism through roleplays, interviews, singing and dancing activities and artistic creations designed by them with the aim to explore students imaginaries and backgrounds about all the topics we saw in class taking into account, multiculturalism, xenophobia, values, respect, genders, power relations , racism etc.

We could take valuable information of this activity, as a matter of fact we could perceive that students were always in pro of culture and the different manifestations in which it could be manifested, dances, songs, artistic creations, role-plays and ideas that could vary from one to other. Thus, students expressed how bad is phenomena like the racism and discrimination in a context in which converge many ways of thinking like in Colombia and also highlighting the importance of respect others opinions and share ideas, even if they are different from ours, but always in the tolerance and nonviolence way, besides students expressed they enjoy the classes because it was a very different way to take them and all of them wanted to participate in someway.

MULTICULTURALISM

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COLEGIO TECNICO BENJAMIN HERRERA

DOCUMENTO DE AUTORIZACIÓN DE USO DE IMAGEN SOBRE FOTOGRAFÍAS Y FIJACIONES AUDIOVISUALES (VIDEOS) PARA USO PÚBLICO

Atendiendo el ejercicio de la patria potestad establecido en el código civil colombiano en su artículo 288, el artículo 24 del decreto 2820 de 1974 y la ley de infancia y adolescencia el Colegio Técnico Benjamín Herrera y la Universidad Distrital francisco José de Caldas, Proyecto Curricular LEBEI, solicita la autorización escrita del padre/madre de familia o acudiente, del (la) estudiante, identificado (a) con tarjeta de identidad número 1007347460 alumno de la institución educativa COLEGIO TÈCNICO BENJAMÌN HERRERA IED para que aparezca ante la cámara en una videograbación, audios o fotografías con fines pedagógicos que se realizaran en las instalaciones del colegio mencionado.

El propósito de ese registro fílmico es grabar la experiencia durante el desarrollo de las prácticas pedagógicas como componente de la pasantía de los estudiantes DONOBANG GONZALEZ CALDERÓN Y CARLOS EDUARDO OLIVEROS, para ser socializada durante la sustentación de la misma, en la Universidad Distrital Francisco José de Caldas, por cuanto sus fines son netamente pedagógicos sin lucro y en ningún momento serán utilizadas para fines distintos.

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