IDENTIFICATION OF CULTURAL PRODUCTS CONSUMPTION AND GENERATION AND THEIR DIDACTIC IMPLICATIONS IN MODERN LANGUAGES PROGRAM STUDENTS FROM SANTANDER DE QUILICHAO

IMPLICACIONES DIDÁCTICAS DE LA IDENTIFICACIÓN DEL CONSUMO Y GENERACIÓN DE PRODUCTOS CULTURALES DE LOS ESTUDIANTES DEL PROGRAMA DE LICENCIATURA EN LENGUAS MODERNAS INGLÉS- FRANCÉS DE SANTANDER DE QUILICHAO

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UNIVERSITY OF CAUCA

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Identification of cultural products consumption and generation and their didactic implications in modern languages program students from Santander de Quilichao

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ABSTRACT

The current research explores the cultural product consumption and production of Santander de Quilichao students, belonging to the Program of Modern Languages English and French of the University of Cauca, in order to establish some didactic implications on the Modern Languages Program. This study, was carried out under a quantitative approach, with the participation of first to tenth semester students of The Modern Languages Program of Santander de Quilichao. A survey was developed in this project based on the concept of culture by UNESCO. In the analysis, three categories were found: gastronomy, artistic expressions, and leisure activities which are the main base of this study. This paper allows to raise awareness of students likes, interests, and identity habits, to be integrated in the Educational Program Project (PEP).

KEY WORDS: culture, cultural products, identity, meaningful learning, didactic implications

RÉSUMÉ

La recherche actuelle explore la consommation et la production de produits culturels des étudiants de Santander de Quilichao, appartenant au programme de licence en Langues Modernes Anglais et Français à l'Université du Cauca, afin d'établir certaines implications didactiques sur le programme de langues modernes. Cette étude a été réalisée sous une approche quantitative, avec la participation d'étudiants du premier à dixième semestre du programme de langues modernes de Santander de Quilichao. Une enquête a été réalisée dans ce projet sur la base du concept de culture de l'UNESCO. Dans l'analyse, trois catégories ont été trouvées: la gastronomie, les expressions artistiques et les activités de loisirs qui constituent la base principale de cette étude.

Le document présent permet de prendre conscience des goûts, des intérêts et des habitudes identitaires des étudiants, et ainsi, qu'ils soient intégrés dans le projet éducatif du programme (PEP).

MOTS CLÉS: culture, produits culturels, identité, apprentissage significatif, implications didactiques

RESUMEN

La presente investigación explora el consumo y la producción de productos culturales de los estudiantes de Santander de Quilichao, pertenecientes al Programa de Lenguas Modernas de Inglés y Francés de la Universidad del Cauca, con el objetivo de establecer algunas implicaciones didácticas en el Programa de Lenguas Modernas. Este estudio, se realizó bajo un enfoque cuantitativo, con la participación de estudiantes del primer al décimo semestre del Programa de Lenguas Modernas de Santander de Quilichao. En este proyecto se desarrolló una encuesta basada en el concepto de cultura de la UNESCO. En el análisis, se encontraron tres categorías: gastronomía, expresiones artísticas y actividades de ocio que son la base principal de este estudio. Este documento permite crear conciencia sobre los gustos, los intereses y los hábitos de identidad de los estudiantes, para integrarlos en el Proyecto del Programa Educativo (PEP).

PALABRAS CLAVES: cultura, productos culturales, identidad, aprendizaje significativo, implicaciones didácticas.

<p style="text-align: center;">**CONTENT**</p>

INTRODUCTION

This current research explores the identity features of Santander de Quilichao students, belonging to the Program of Modern Languages, based on their cultural products production and consumption, in order to establish some didactic implications to the Modern Language Program of the University of Cauca in Santander de Quilichao. The present study takes into account that the University of Cauca offers the Program in Modern Languages (English and French) to the municipality of Santander de Quilichao, without considering that this undergraduate program is designed and created with Popayán students cultural characteristics.

In the development of this study, it describes the context in which the research problem was found. Then, the significance of the concept of culture and meaningful learning in the Modern Languages Program learning-teaching process is introduced, followed by previous studies related to culture and cultural products.

The study is focused in the characterization of the cultural products consumed and produced by the Modern Languages Program students of Santander de Quilichao through a survey taking into consideration the concept of culture developed by UNESCO. This research used a quantitative approach using the statistical program of Statistical Package for the Social Sciences 24 (SPSS) which allowed analysis of the results gathered. After, a categorization of cultural products three categories were found: gastronomy, artistic expressions, and leisure activities related to the Santander de Quilichao students interests.

Regarding those findings, some didactic implications were established taking into account the UNESCO culture concept, The Common European Framework (CEF), Modern Languages Educational Program Project (PEP), the resolution number 18583 issued on (2017) by MNE and

two didactic concepts: didactic contract developed by García & Fortea (2006), Evnitskaya & Aceros (2008), Brousseau (1980) and didactic transposition developed by Contreras & de Barbosa (2012).

It is hoped that the didactic implications and conclusions derived from both the theoretical explorations and results of this study will contribute in the improvement of teaching-learning process in Santander de Quilichao students.

2. JUSTIFICATION

In 2013, the University of Cauca offered the Degree in Modern Languages English-French Program in the Municipality of Santander de Quilichao. This program was designed and created in alignment with Popayan students' characteristics; therefore, it is necessary to recognize that Santander de Quilichao municipality is composed by of the multicultural elements of the different populations that surrounds the region.

For this reason, it was pertinent to analyze the cultural products that students of Santander de Quilichao consume and produce, as a way to understand their identity, allowing the teachers in the program to include the cultural characteristics of their students in the lesson plans.

This project seeks to benefit the university community of Santander de Quilichao by recognizing the identifying features of the population and contribute to the educational process, in which the uniqueness of the students' culture will be recognized.

In addition, this is a relevant project for the Modern Languages Program because it includes a way to honor cultural differences as an exercise of recognition and inclusion. This will have a significant impact on future researches that wish to study the value of the student as a fundamental consideration in teaching.

This survey was conducted as a result of easy access to the study population and the academic authorizations provided by teachers of the University. The survey inquired about cultural identity features based on UNESCO's culture definition (2006). In addition, the project expenses were not high and were paid by the research group.

the generation of those surveyed. The survey results would allow the teachers to integrate the students' identity habits in their lesson plans, thus creating a learning environment that honors cultural characteristics. In the words of Vygotsky (1987): "The importance of the students' sociocultural context as a rich experience source that can be used to activate, organize and signify thinking and learning"

The present research contributed to the Educational Program Project's (PEP taken from Spanish Proyecto Educativo del Programa) general objective of Modern Languages Program at the University of Cauca, which takes into account the socio-humanistic aspect of education, which promotes the students' integral development.

3. PROBLEM STATEMENT

Globally, different studies have been conducted about the role of culture in the teaching of a foreign language. As suggested by Rodriques (2000) "Culture plays an essential role in language teaching with the goal of promoting communicative competence for learners. Language competence and culture are intimately and dynamically connected" (p.146). It is inferred that culture is the basis of communication, since it gives sense and meaning to what is spoken in different contexts. Khan (2016) argues:

> Every language has specific vocabulary with it particular features. However, the meaning is linked to the local culture as well. The contextual usage of a particular word is more important that the routine teaching through translations and literal meanings, usually available in dictionaries because the context may enable the learner to understand a concept better. (p.100)

Accordingly, it can be said that language works around shared and socially accepted elements within a given context. In this way, the local culture should not be excluded when learning a foreign language.

At national level, the Ministry of National Education (MNE) in its article *The school and cultural consume*, suggests the teachers assess students' likes based on cultural products that they consume. They also propose "teachers (...) should have more elements to decipher the behaviors, values and attitudes, which are expressed through the television programs that excite them or the video games that baffle them" (Ministry of National Education [MNE], 2008, para. 6).

Regarding the Cauca department, the PEP of Modern Languages English-French program at the University of Cauca takes into account the center of socio-humanistic foundation. It

focuses on the human being's integrity, where it is developed and the individual's personal or collective history at social and cultural level. Also, it stresses interculturality and multiculturality in academic spaces and recognizes the development of aesthetic perceptions in the world, in addition to the influence of events (social, cultural, technical, and linguistic). Therefore, the intention of the Modern Languages Program to train people with integrity is unquestionable, starting from the recognition of cultural diversity in an academic environment as proposed by the curricular structure.

The Modern Languages Program lacks research focused on the identification and recognition of students cultural features, specifically those students belonging to northern regionalization, where this degree is also implemented; therefore, there was no adaptation of the program curriculum structure to Santander de Quilichao context. This is evident in the absence of a specific PEP designed for this headquarter and when browsing the Cauca University official website, where there were no differences in the program design for both Popayán and Santander de Quilichao. The differentiating features in terms of identity such as the customs, value systems, beliefs and traditions of the students is not evidenced within the academic curriculum.

The teaching of a foreign language in the Colombian context has been designed from the national program of bilingualism, in which it is necessary to constantly search to achieve a meaningful learning in the classroom. However, this objective would not be considered when ignoring the unique aspects of the students' identity. It is relevant to the concept of "meaningful learning" developed by the author Ausubel (1968) who affirms that the new acquired knowledge must be related to the a priori knowledge, creating a cognitive structure. For this reason, it is important that the developed curriculum within a specific region considers the students' experiences; otherwise, the sociocultural capacities of the population would not be fully taken

into account.

Generally, in foreign language teaching, the teacher focuses on introducing the new language's cultural features to achieve acceptance, understanding and comprehension of the new culture. However, the importance of recognizing the students' identity features might be ignored, being their own culture the primary basis for the acquisition of a new language. Geertz (1992) affirms: "Culture is presented as a connection of meanings that we have woven around us and within which we are ineluctably trapped" (p. 20).

Therefore, to develop meaningful learning, it is relevant that the student can create a link with the new knowledge within the framework that he already knows. Zárate (2003) states that "the individual does not approach to foreign language learning without integrating it into cultural knowledge" (p. 5). It is inconceivable to separate one's own culture to learn another.

Thus, the present research proposal seeks to characterize the cultural product consumption and generation in order to suggest didactic implications in English and French Teaching. In this way, the language teacher could integrate the cultural diversity of Santander de Quilichao students in the planning and development of classes.

Given the current situation, the following question arises: What are the didactic implications of the identification of cultural product consumption and generation in Modern Languages Program students from Santander de Quilichao in English and French teaching?

4. OBJECTIVES

4.1 General objective

- To establish the didactic implications of the identification of cultural product consumption and generation on the Modern Languages Program in Santander de Quilichao.

4.2 Specific objectives

- To characterize the Modern Languages students from Santander de Quilichao in terms of cultural product consumption and generation or culture vectors.
- To categorize the types of cultural products generated and consumed by the target population through a statistical analysis.
- To determine the didactic implications of the data collected on the Modern Languages Program in Santander de Quilichao

5. METHODOLOGY

5.1 Research design

To establish some didactic implications in the identification of cultural product consumption and generation of Santander de Quilichao students. This research proposal used a quantitative approach, it is based on a deductive and logical scheme. It seeks to formulate research questions and hypotheses to test them later. Besides, it relies on standardized and numerical measurement, and uses statistical analysis. Moreover, it is reductionist and aims to generalize the study's results through representative samples. In addition, it begins from the idea that there exist two realities: the environment researcher and the created by his/her own beliefs; thereby, it establishes as an objective to achieve that the researcher beliefs approach to the environment reality (Hernández, Fernández & Baptista, 2006).

For this research purposes, the quantitative approach allowed to identify students' identity characteristics based on the answers provided by the subjects of the research in a sociodemographic survey. It informed about cultural product consumption and generation by student population of Santander de Quilichao. On the other hand, it was a useful tool in terms of the specific objectives, through a quantitative instrument it allowed a statistical analysis which generated validity and credibility for the result analysis.

5.2 Participants

The population of the study is made up of first to tenth semester students from Santander de Quilichao enrolled in the Modern Language Program.

5.3 Data collection

Based on the quantitative approach, this research was developed in 3 steps.

First step

A data collection was made using the survey, which is a useful tool since it manages to gather information based on certain questions. According to Ibañez (as cited in Ríos, 2004).

Through surveys, it is possible to classify and order information. Surveys, among other things, report figures, percentages for or against, high and low social levels, a separation by gender, political preferences, or opinions. But they also create opinions in society. These opinions are not merely deduced but also produced. Nowadays, survey is a device for producing opinions, instead of being just a fact gathering. It is no longer limited to extract information (to be informed of), but it starts to provide negentropy (to shape). (p. 23)

This tool was a fundamental piece to characterize students and determine the didactic implications of cultural product consumption and generation.

5.3.1 Survey description

The research instrument used was a survey adapted from the concept of culture of UNESCO, which consisted of a series of questions related to the fundamental human rights, lifestyles, arts, cultural product and literature, the self-awareness, beliefs, social value systems and traditions.

These elements are part of the cultural identity of each participant, since these are necessary to achieve a characterization in terms of cultural product consumption and generation.

The instrument was applied to the cohorts enrolled academically from first to tenth semester in the Modern Language Program of Santander de Quilichao of the University of Cauca.

The survey is divided into six (6) sections: A, B, C, D, E and F; it consists of a total of seventy (70) quantitative and qualitative questions.

On one hand, quantitative questions were taken to allow an approach to student population realities. On the other hand, to categorize cultural products, twenty-four (24) questions were analyzed, since they pointed to the development of this research objective and the others corresponded to the socio-demographic study to know the population. In the survey, there are closed multiple choice questions, qualitative scale, qualitative dichotomies and open questions which are organized and justified as follows:

Section A: In this section, the questions involve different dimensions related to fundamental rights, lifestyles, arts, cultural products, economic capital and the surveyed living conditions. Section A consists of 37 questions which contain these elements in the following sequence: the first 13 questions inquired about existence (N°1), quality (N°2 to N°7) and the opportunity for access to fundamental human rights regarding the home (N°8 to N°13), from question N°14 to N°20, it was inquired about proxemics with regard to time/space management and kinds of people which the surveyed is related with. Questions N°21 to N°26 corresponded to gastronomic culture and native cultural expressions. From questions N°27 to N°32 it was inquired about the cultural product types that are generated or consumed.

The last five questions provided information about financial capacity (N°33), household living conditions (N°34 y N°35), available household appliances in the dwelling place (N°36) and the surveyed social status (N°37).

Section B: It consisted of six questions organized as follows: the first two questions were related to the art knowledge which is shared with a primary social circle (N ° 1), and the space at home for consumption (N ° 2). The next two questions were related to the intellectual production in the field of literature, (N°. 3) creativity and cultural product consumption factor, (N°. 4) was about availability. Finally, the last two questions were about reflection on oneself, in relation to self-awareness through self-knowledge (N°5), and culture capital against the generation and mobilization of material resources at home (N°. 6).

Section C: This section was composed by six questions which involved social capital, gender identity, biological sex and gender divergences, aspects organized as follows:

Question N°1 referred to the social capital in terms of availability of resources in different social circles. The next three questions focused on belonging to some identity group in terms of gender face to filiation (N°2), recognition (N°3) and chromosomal sexual identity (N°4). The last two questions allowed to investigate the eventual existence and possible conflict sources with regard to gender (N°5), and possible solutions to such conflicts (No. 6).

Section D: This section was composed by eighteen questions, mostly qualitatives, organized as follows: the first nine questions referred to the respondents' religion and beliefs. Question N°1 inquired about filiation or exclusion face to the secondment to any form of religious system. Question N°3 covered assimilation or distinction aspects face to the surveyed primary social circle background. From question N°5 to N°9 it was inquired about the values system linked to religion in relation to oneself. Questions N°10 (filiation) and N°11 (recognition) inquired about ethnic origin. The last 7 questions encompassed the dimension of tradition, from N°12 to N°16 the value systems linked to ethnicity in relation to oneself, to the Other and to their

environment. Finally, questions N°17 and N°18 inquired about the traditions related to the primary social circle in terms of activities shared with family.

Section E: This last section involved the sociodemographic information dimensions, academic information, and personal data, since it sought to identify the surveyed ones. This section was composed of 3 questions, the N°1 was related to the participant age and date of birth. The N°2 for his/her semester, and N°3 for personal data such as the name, e-mail and cellphone number.

It was important to clarify that all data provided by respondents were exclusively used by the research group to preserve confidentiality and protect the data according to the law 1581 of 2012 of Habeas Data, thus avoiding attitudes that may alter or limit the survey completion, such as the diversion of complacency. For this reason, the section E is at the end, since it generated freedom to the respondent to answer besides the fact that it was optional.

Section F: This last section of the instrument was dedicated to the exclusive use of the research group. It consisted of coding the surveys to have an order which was useful at the time of systematization.

5.3.2 Instrument implementation

The instrument was applied to first to tenth semester Modern Language Program students in Santander de Quilichao, at the facilities of the Universidad of Cauca in La Casona and Carvajal campus, located in the municipality of Santander de Quilichao. The researchers took one hour per group to implement the instrument.

Second step

5.3.3 Analysis of the database

After applying the research instrument, the responses were systematized in an Excel database. Next, the answers were typed in the statistical program SPSS 24. This program was used because the essential advantages of its use for conducting research, given that it allows obtaining reliable data.

Once all the data were entered into the statistical program, it continued with the categories related to the identification of cultural product consumption and generation. Then, the graphs corresponding to these variables were created, as well as frequency tables. Finally, an analysis of these graphs and statistical tables were done in order to identify which cultural products were most consumed and generated by the students from Santander de Quilichao. It allowed to visualize the students particularities in terms of cultural product preferences, and in this way, it was possible to establish some didactic implications to include the student's cultural identity on the Modern Languages Program.

Third step

5.3.4 Action after data analysis

Based on the findings obtained from the characterization and categorization in terms of cultural products that students from Santander de Quilichao produce and consume, a chapter of didactic implications on the Modern Languages Program was written, in order to suggest teachers how they may include students identity in the planning and development of the classes. For this purpose, two concepts of didactic were covered such as: didactic contract developed by García

and Fortea (2006), Evnitskaya and Aceros (2008), Brousseau (2006) and didactic transposition developed by Zambrano (2005). Likewise, the Common European Framework, the PEP, and the resolution number 18583 issued on (2017) by MNE were also taken into account as a basis to conduct the present research proposal. Both the student population, the teachers and the Modern Languages Program might be benefited with this research, since it raises awareness among students and teachers about the importance of interculturality in the language teaching and learning process.

6. APPROACH TO THE CONTEXTUAL FRAMEWORK

The Modern Languages Program English - French was offered by the University of Cauca in February 28th, 1972 under the name of Philology and Languages. In the same year, the Spanish - English and Spanish - French programs were created and administered by the School of Education. In 1975, according to the agreements 75 of April 18th 1975, 3953 of 1977 and 276 of 1981 reforms were established in order to renew the operating license.

In 1985, the Modern Language Program English-French was created under the resolution No. 003527 issued by the Superior Council. In 1991, the ICFES (Instituto Colombiano para el Fomento de la Educación Superior) evaluated the program with the purpose of giving it an operating license until July 31st, 1995. In 1998, the Modern Language Program became to be administered by the Faculty of Human and Social Sciences.

In 2010, according to the resolution 12458 of the Ministry of National Education, the Modern Language Program received the High Quality Accreditation. In 2017, the program received the Accreditation renewal for a period of 4 years and under resolution No. 29142 December 26th of the same year, the Qualified Registry renewal was granted for a period of 7 years.

The University of Cauca with the commitment of a high quality education and regional relevance, through the Regionalization Center, establishes some programs in El Bordo Municipality (South of Cauca) since 2017 and in Santander de Quilichao Municipality (north of Cauca) since 1998. In the last municipality mentioned, its permanent presence begun when the University of Cauca acquired its first headquarters called "La Casona" which has 5 rooms, 1 administrative office that also works as a teachers' room too. It was here where the University

offered programs such as in Ethno-education Program, Agroindustrial and Telematic Technologies as unique cohorts, also extension programs were developed with a continued education until 2012.

Under Resolution No. 12458 of December 29th, 2011, High Quality Accreditation was granted to the Modern Language Program in Popayán by the MNE. Since 2013, with a new concept of regionalization, the University of Cauca offers degree programs permanently with high quality accreditation, thus, Modern Language Program appeared in the municipality under a presence methodology.

The academic growth led the University of Cauca to expand its infrastructure in Santander de Quilichao. In this way, the University of Cauca in association with University of Valle made an agreement to share the place called "Campus Carvajal". It has 18 classrooms, an administrative office, a teachers' room and three laboratories or computer rooms, a sanitary battery, laboratories of Biochemistry, Morphology, Microbiology and Simulation, corresponding to the Nursing Program and Fluid and Mechanics Physics for Civil Engineering and Agroindustrial Engineering.

For regionalization, the PEP was elaborated based on Modern Language Program students in Popayán. The PEP has as purpose that the student develops pedagogical qualities and foreign language competences. In such a way, the students could work favorably as a teacher and also provide solutions to specific problems in relation to their practice and social environment. Nowadays, the Modern Language Program is distributed in the two locations of Santander de Quilichao (La Casona and Campus Carvajal).

7. PREVIOUS STUDIES

For the elaboration of this project, several researches about culture and types of cultural products have been conducted. The present inquiry took into account researches at the international, national and local levels, which provided the present project different tools such as: the way in which cultural aspects are integrated in the classroom, the different methods used and the ways of data collection.

Although, the cultural inclusion in foreign language teaching has been internationally addressed by different authors, it was difficult to find previous studies about consumption and generation of cultural products taking into account university students.

7.1 International Studies

Education and cultural consumption: an approach to public university.

Author: Lucila Hinojosa Córdova. Year 2012.

Regarding the consumption of cultural products, a study conducted by Hinojosa (2012), provided information related to the demand for cultural products by students, teachers and administrators of the University of Nuevo León in Mexico. The objective of this study was to identify higher and lower preference practices in cultural consumption by the aforementioned population with the purpose of including them in the design and development of an institutional cultural offer program. A survey that inquired about the type of cultural products consumed by students was applied. The results obtained from this research revealed the most significant likes in relation to the consumption of books, television, radio, cinema, theater, music concerts, museums, technological equipment, internet use and mobile phone. The main contribution of Hinojosa's study was that the information obtained allows to the cultural diversity to consider and

include it to the courses curriculum offered by the university. The educational curriculum included the preferences in terms of students cultural consumption, which can be used in the development of the classes.

Local Culture in the Foreign Language Classrooms: An Exploratory Study of Teachers' Preparedness in Saudi Arabia.

Author: Intakhab A. Khan. Year: 2016

This investigation was conducted by the University of Jeddah in Saudi Arabia which talks about the fact that the cultures should not be ignored in a language learning-teaching process, especially in a foreign language, because it indicated the language does not exist outside the culture. In addition, the study affirmed that learners could not master a foreign language without first recognizing the culture perspectives that surround them. In this way, it is proposed that teachers add cultural elements in the curriculum which should correspond to the cultural behavior that identifies them, such as beliefs, local language and perceptions.

The study indicated that the local culture implementation would not stop the use of material to learn a second language (L2), on the contrary, it would focus on the skills teaching based on topics that start from the familiar field to unknown subjects. Thus, the students learned about their culture and assimilated the foreign language culture.

A questionnaire was applied to 50 first-year English students from KAU High School, Jeddah-KSA. Two more samples were selected, one within the university and the other from the Arab / Middle East regions. It was found that 81.8% of the teachers gave examples of the local culture to facilitate their teaching, they also affirmed that it was easier to integrate it than the foreign culture. Only 27.3% of the teachers said that the integration of local culture doubles the

teaching load. Most of the teachers had a positive attitude to integrate the local culture in the teaching of a foreign language.

Culture with "C" in the ELE (Español como Lengua Extranjera) class: didactic proposals.

Author: Marta María de Luis Sierra. Year 2008.

In this research, the culture within the foreign language teaching played an important role, since it allowed teachers to have an approach to the students' realities through cultural products generation and consumption. It referred to take into consideration the likes and dislikes for the lesson plans, in order to make them more enjoyable and productive with attractive methodologies that motivated students as well as leading to a variety of educational content.

The previous studies were relevant for the investigation, due to they provided a theoretical and practical basis to substantiate and develop the present research project. This aimed to identify the cultural products generation and consumption by students, which will provide a student particularities recognition and inclusion of them in the Modern Language Program pedagogical practices in in Santander de Quilichao.

7.2 National studies

At the national level, it was considered an article about the implementation of didactic proposals based on cultural product consumption, and also an article that highlights the role of local culture in the classroom in which a foreign language is taught.

The foreign languages teaching within the conjuncture of the post-conflict in the high school.

Author: Yeison M. Cárdenas. Year: 2017

An article published in the magazine of the University of La Salle wrote by Yeison M. Cárdenas, pointed out the importance of knowing the student cultural context when designing an English lesson plan as a foreign language. Cárdenas (2017) stresses that "in Colombia (...) we should know how to harmonize the culture that will be taught along with the culture of those who will learn" (p. 265). Making a strong emphasis on the positive results that could be obtained during the classes taking in consideration the student identity characteristics.

Besides, this article referred to one of the proposals of the Ministry of National Education (MNE) called *English Please*, which offers pedagogical resources for teaching English. However, Cárdenas (2017) mentioned that "if the foreign languages teaching is better contextualized, the result would be better. This because of the realities and interests of Colombian students would be taken into account" (p. 268).

On the other hand, the MNE in the 45th edition (2008) *Al tablero* newspaper published an article entitled *School and cultural consumption*, which took the survey about cultural consumption conducted by DANE and analyzed the results, arguing that "to speak about cultural consumption is not only to know how much television children watch, what kind of books they read or what kind of music they prefer but in a deeper sense, to explore the relationships established with the world around them" (MNE, 2008). In addition, the cultural products consumed by students should be present in the development of the lesson plans and to the education consumption: "when we talk about theater and museums, libraries and radio, we are also talking about education". (MNE, 2008).

Finally, it is concluded that the knowledge of cultural products consumed by the students would provide valuable pedagogical tools for planning classes.

In summary, in the first article was obtained a detailed analysis about the English classes'

contextualization, which Cárdenas argued would not be doing. And on the other hand, in the MNE article, the fundamental role of cultural products in the classroom is being recognized and should be implemented as a tool in it.

The importance of these two articles for the development of the current research, is that they provided with a real perception about the situation of the national environment, regarding education and local culture within classrooms.

7.3 Local studies

Identification of students' likes, interests and desires from a socio-cultural perspective, and their importance in the foreign language learning and teaching processes.

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Year: 2006

Locally, a study conducted by Modern Languages (2006) students in the University of Cauca developed in four public schools in Popayán, whose purpose was to identify and to consider the students importance in the foreign language learning and teaching, their likes and desires. The studied population was from first and second grades in the Educational Process Orientation (OPE) primary school.

Within this research emerged 3 chapters of analysis related to students' cultural product consumption including: the most watched TV shows for children, the most consumed foods and favorite hobbies. The above was related to the proposal presented in this study while the categories mentioned foregoing are part of what was called cultural product consumption. The

objective of this work was to include the students' likes in the languages learning and teaching, which was similar to the present research project that sought to characterize the student population of the Modern Language students from Santander de Quilichao in terms of cultural product consumption and generation.

The findings in this investigation allowed to conclude that it is important to recognize the culture to which students and teachers belonged, in this way to raise awareness about who they are and not only focus on foreign cultures.

Finally, they took into account that culture should be included in education, since it provides the opportunity to approach learners and recognize their previous knowledge.

8. PRELIMINARY APPROACH TO THE THEORETICAL FRAMEWORK

The following concepts were approached within the research project and were pillars for the objectives development. Keeping a close relationship with the third objective as they are: culture, didactic, cultural products among others.

8.1 Culture

As the fundamental basis of the present study, culture is a concept that has had different perspectives; UNESCO (2006) defines it as: "The set of distinctive features, spiritual and material, intellectual and affective that characterize a society or a social group and encompasses, besides the arts and letters, lifestyles, community living, value systems, traditions and beliefs" (p. 12).

According to Cuche (2002) throughout history, the definition of culture has been one of many words linked to the human being. In 1700, the concept already existed and was translated from Latin as the care of the countryside, which became part of the Royal French Academy dictionary, but it was not from the craftwork but as a metaphor for cultivating the spirit. Its boom was linked to the age of enlightenment in the eighteenth century. It defines "Culture (for the enlightened ones) is the sum of accumulated and transmitted knowledge by humanity, considered as a whole in the course of history" (Cuche, 2002, p. 11). In addition, Geertz (2003) in one of its sections writes: "Culture consists of socially established significance structures in accordance with the things that people use to do such as signs of conspiracy" (p. 262).

On the other hand, Mauss, Lévi-Strauss and Gurvitch (1950) defined it as: "a set of symbolic systems that have placed the language as the first term, marital rules, economic relations, art, science and religion (…)" (p. 265). Both viewpoints are addressed towards the

definition made in Fribourg Declaration (2008): "Culture" encompasses values, beliefs, convictions, languages, knowledge and arts, traditions, institutions and lifestyles whereby a person or group expresses their humanity and meanings provided to the existence and development" (p. 5). All previous definitions are relevant to this research, since they address the social aspects surrounding human being.

Finally, UNESCO guidelines about intercultural education conclude that "when speaking about culture, it is referred to all factors that shape the mindsets, beliefs, feelings, and actions of a person as a society member" (UNESCO, 2006, p. 12).

8.2 Cultural identity

Identity concept has implicit features, characteristics and processes which constitute the human being. Thus, it was necessary to address this aspect in the educational field, especially in regard to the teaching-learning of foreign languages. According to Zamora (2000):

Identity should be explained from its daily population manifestations, where it can be interpreted as an explained or dependent variable, changing in its concrete expressions: language, social institutions, idiosyncrasy, popular culture, family relationships, art and literature, etc. They are based on a set of independent variables, among them are: time or historical moment, geographical space, social class structure, ethnicity, migration, gender and human generations. (p. 5)

Identity gives the human beings reflection of identifying themselves (cultural features) in a social group, which will lead to distinguish among others and thus to recognize them; Susham Gupta & Dinesh Bhugra (2009) establishes that:

Identity, on the other hand, is another multifaceted aspect of social and personal

functioning that identifies the individual and gives him/her credibility and some self-esteem. Cultural identity highlights a person's uniqueness and could include, for example, gender, ethnicity and occupation. (p. 333-334)

On the other hand, it could be said that cultural identity has a close relationship with learning. According to Ellis (2002): "Learning is successful when learners are able to summon up or build an identity that enables them to impose their right to be heard" (p. 228).

The fact that each individual is heard, might generate an act of recognition and inclusion of his/her identity, which would cause entering the process of a functional nature, according to Bákula (as cited in Molano, 2007): "This identity implies, therefore, that people or groups of people are historically recognized in their own physical and social environment and it is that constant recognition which gives an active character to cultural identity" (p, 74).

Likewise, Freire (2004) states:

The question of cultural identity, which are part of the individual dimension and the classes of learners whose respect is absolutely fundamental in the progressive educational practice, it is a problem that cannot be disregarded. It is related to the assumption of ourselves by ourselves. (p. 20)

In conclusion, the cultural identity leads to an integration act of cultural characteristics and peculiarities, in order to obtain meaningful learning aimed to the recognition and benefit of the qualities of each one.

8.3 Cultural products

When talking about culture, there are authors such as Lévi-Strauss, Taylor, Boas, Clifford

Geertz, who focus on a concept definition and seek a dense description of a culture theory. For addressing these theories, it was found one of the biggest unknowns for sociology which is the definition of cultural product.

The main approach is related to production-consumption and it was inferred that the obtained findings through this process is what the authors interpret as a cultural product. Téllez (2004) affirms that a cultural product is that made by man as a sign of his cultural manifestation, it is a piece, a good, a work that contributes elements to the development of a heritage, but at the same time, it represents a real question because in many cases only adheres to parameters related to crafts, art, popular demonstrations or social traditions and it does not reach a precision.

According to Téllez (2004), an important aspect of cultural products is the triadic process of their relationship. Through production, distribution and consumption, it is possible to identify an intimate association of these products with new spaces and moments available for their enjoyment, executing them individually or collectively. Luengo (2008) also infers that:

> In the absence of being able to establish a net limit, the cultural product category is better adjusted, as we will see, to the nature of a popular news than any other, since it contemplates these two dimensions: the material and the cultural, the product or artifact, "thing done", in order to satisfy certain socio-cultural meanings demanded by their social production and consumption, and cultural object, for its part, it is destined to the human enrichment of society. (p. 322)

Defined the cultural product as a material duality and cultural object, they will always be linked to society to a process of unlimited relationship, where there is a product, the need to consume and the opportunity to produce it.

Therefore, it could be understood as "cultural product what was elaborated by human being as a sample of his cultural manifestation, with social group values that strengthen his identity, represent his likes and the historical moment's aesthetics" (Téllez, 2004, p. 2).

8.4 Didactics

Didactics is a term used frequently by educators in different areas of the academic field, especially when it comes to education and training because it includes and gathers the necessary values for meaningful learning. The importance of this term takes place in the classroom, where teachers use "the art of teaching" to benefit students as defined by the Royal Spanish Academy (RAE, 2018).

Meanwhile, Mattos (1983) defines didactic as: "Pedagogical discipline of normative practical character, whose specific object is the teaching technique, that is, the technique of directing and effectively guiding students in their learning" (p. 1). It means, that students are active subjects within this discipline.

According to Sanjuán III (as cited in Hernández, 2011) "Didactics is the Teaching and Learning Science. Teaching, in the pedagogical sense, is the action of transmitting knowledge and stimulating the student to acquire it" (p. 2). Taking into account that the stimulation is an activity synonymous, therefore, didactics should be dynamic and guide to the student formation process to learn in an integral way the knowledge, Sevillano (2004) explains: "The Theoretical-normative Science intentionally guides the optimizing process of teaching-learning, in a specific and interactive context, enabling the apprehension of culture in order to achieve the student integral development" (p. 241). Based on the above, the didactic is enriched both by the theoretical and the practical, in order to develop advances in teaching.

One of the concepts that was addressed in this project specifically in the last chapter of didactic implication was "didactic contract", which is a relationship formed implicitly between the teacher and the student, as stated by Cuellar (2016):

> The concept of didactic contract refers to the rules that are established between the teacher and the student, setting as well, the set of behaviors that the teacher expects from the student and the set of behaviors that the student expects from the teacher. (p. 40)

It can be understood that didactic contracts are unspoken behaviors and rules that influence learning, and it takes place in the classroom or in the institution in general. The didactic contract follows 4 principles which are, according to Garcia & Fortea (2013):

> 1) Mutual consent. There is an answer to an offer with an acceptance or demand and if they consent the process starts. 2) Positive acceptance of the student, whereas he/she is the best known of himself/herself, and who ultimately performs the mental activity of learning; 3) Negotiation of the different elements; 4) Reciprocal commitment between the teacher and the student to fulfill the contract. (p. 1)

In general, this concept is aimed at increasing the autonomy of the student, so that he/she is responsible for his/her own learning, while the teacher creates an environment conducive to the development of activities.

On the other hand there is a didactic concept that highlights the transformation of knowledge, which is "didactic transposition", is based on the modification of content by teachers, that is to say, knowledge is adapted for the students. Buchelli (2009) defines it as: "The didactic transposition transforms a discipline into an object of knowledge, and therefore, the different disciplinary knowledge can be converted into knowledge to be taught and learned" (p. 85).

Hence, facilitating the comprehension of a scientific data allows a better understanding of knowledge.

As it can be evidenced, didactics can influence and help the teaching and learning process that is why it should be included in the foreign language classroom through the recognition of students' cultural background.

8.5 Language as a sociocultural phenomenon

In science class, it is usually explained that the human being is born, grows, reproduces and dies, but it is not taught how important the language in life is, since through it, human being is able to communicate with other people and survive.

Vygotsky (2010) says: "The relationship between thought and the word is a living process; the thought is born through the words" (p. 228)

Riveros (2016) states that human development occurs through exchange processes and knowledge transmission in a communicative and medium Social. It means, the culture knowledge transmission is done through language. Hence, language is the main vehicle of these processes and it is what decisively influences the mind development.

Since the human being is born and comes into contact with the outside world, is surrounded by language. Cazden, John & Hymes (as cited in Arbe & Echeberria, 1988) "highlight the importance of analyzing the "context" both to capture what happens when you learn, and when you teach and use language"(p. 69). Similarly, Labov (as cited in Arbe & Echeberria, 1988) argues that "the study of variations due to the age, ethnic and speakers socioeconomic group, as well as the communicative context in which language takes place" (p. 69). In this way, cultural diversity was taken into account.

Language is one of the most universal and diverse forms of human culture expression, and perhaps the most essential. It constitutes the core of questions of identity, memory and transmission of knowledge. Linguistic diversity is, in the same way, a reflection of cultural diversity and cannot be quantified or categorized with precision. (UNESCO, 2006, p. 13)

Hence, language is not only speech and symbols, but also different visions of world can be determined.

8.6 Theories of language learning

The importance of designing new academic programs according to students needs through the cultural product consumption and generation, it led to study the learning theories. These theories try to explain the importance of learning and all process that lead to this. In this way, it was studied those that were in line with this research project.

Vygotsky's: Sociocultural theory

Vygotsky (1983) affirms that "culture is the result of the social life and activity of human being, that is why it made the problem statement about cultural development of behavior and how it introduces us into the development social level" (p. 145-146).

Furthermore, (as cited in Matos 1996) in the late 1920's, Vygotsky made a theory in which he stated:

The ontogenetic development of human psyche is determined by the appropriation process of socio-historical culture forms, in other words, Vygotsky articulates the psychological and socio-cultural processes, and a methodological proposal of genetic and

historical research is emerged at the same time. (p. 2)

The importance of recognizing social situations and the personal life in order to understand the psyche and awareness, which to Matos (1996) is: "A subjective reflection of objective reality" and to analyze it, it must be taken as "a sociocultural and historical product, based on the dialectical conception of development" (p. 3).

Based on the Vygotsky's theory about the social context influence in learning, which refers to beliefs, behaviors and attitudes, it was found the mediation process, which Vygotsky (as cited in Cortez et al., 2008) explains:

Consciously employing social mediation implies giving an educated importance not only to content and instrumental mediators, but also to social agents and their peculiarities (...) Thus, "according to Vygotsky, the formation process of higher psychological functions will be given through practical and instrumental activity, but not individual, but in interaction or in social cooperation". (para. 4)

Vygotsky's learning theory allowed to have a greater approach to social and cultural influences in teaching, in addition to knowing more about the learning theories which are a fundamental part of the present research.

Meaningful Learning Theory (Ausubel)

According to Ausubel (1983) the motivational characteristics of personality, group, social and educator are enough important in school learning. He also proposes a theory that is based on classroom learning psychology where he argues that:

Significant learning presupposes that the student manifests an attitude towards meaningful learning; it means a willingness to relate, not arbitrarily but substantially the new material

with its cognitive structure, as if the material that learns is potentially

significant, especially related to the own knowledge structure, intentionally and

not literally. (Ausubel, 1976, p. 1)

Ausubel (1976) proposes two fundamental conditions for learning development:

The first one is a presentation of a potentially significant material, "it is obvious that it

should not be arbitrary or vague so it can be intentionally and substantially related to

the corresponding relevant ideas within the domain of human capacity". (p. 2)

The second one is a potentially significant learning attitude by the learner which is raised

by Ausubel (1976):

Determining factor that the learning material is potentially or not significant, varies

exclusively according to the student cognitive structure (...) Hence, the potential

significance of the learning material varies not only with the educational background, but

with factors such as age, IQ, occupation and relevance to a certain social class and

culture. (p. 3)

The meaningful learning theory is a primary focus on teaching, since it raises an

interaction among teacher, learner and educational materials of the curriculum. This makes

it possible for each of the aforementioned subjects to have a participative responsibility in

the educational area.

Bandura's social learning theory

The social learning theory is based on the acquired knowledge and most of the human

beings learning is given by the social environment, because there is a capacity to learn

through observing and collecting experiences, skills, customs and attitudes from others.

The learning theory according to Bandura (as cited in Schunk, 1997): "Human functioning is explained in terms of a triadic reciprocity model in which behavior, cognitive and other personal factors, as well as environmental events, are determinants that interact with each other" (p. 18).

One of the influential models in Bandura's theory and which contributes to a better learning is the molding process. Bandura emphasizes that there is a combination of social and psychological factors that influence behavior. "He considers that external factors are as important as internal ones and that environmental events, personal factors and behaviors interact with the learning process" Woolfolk (as cited in Cherem et al., n.d). In this sense, it is important to mention that the behaviors acquired by individuals can be given in two ways:

A. Direct experience:

The most rudimentary learning is based on direct experience, due to the positive and negative effects produced by the actions. Through this process of differential reinforcement, the time finally comes in which the response forms are selected based on the success the individuals have had and the ineffective responses are discarded. The consequences of answers have several functions: firstly, they provide information and, secondly, they have a motivating function (Bandura, 1987, p. 32)

B. Learning through models:

Human beings learn most of their behavior through observation, through modeling: by observing others, an idea how new behaviors are conducted was obtained and later, this information serves as a guide. When exposed to a model, people who observe it acquire mainly symbolic representations of the activities conducted by the model (Bandura, 1987,

p. 45)

This theory has great importance for learning a foreign language, since through observation and interaction with people who know and master a second language, students can acquire and effectively improve their knowledge.

9. DATA ANALYSIS

In this research project, the SPSS (Statistical Package for the Social Sciences) was used since it is "a versatile package in which many different types of analysis, data transformations, and forms of output can be conducted" (Arkkelin, 2014, p. 2) This means, SPSS allows to get validity in the results due to its design offering a total control on the gathered information.

The data was collected from a designed survey based on the cultural concept developed by UNESCO which refers to four axes of culture: spiritual, intellectual, emotional and socio-economic. Therefore, this survey contains questions that explore all these axes to get to know in a deep sense the lifestyle, customs and traditions of the studied population. Nevertheless, for the purpose of this research study, only the questions based on consumption and generation of cultural products will be analyzed given that the main objective of this research is to establish the didactic implications of the identification of cultural product consumption and generation in the Modern Languages students from Santander de Quilichao.

The total amount of the survey population is composed by 190 students between 16 and 33 years of age. The most frequent age is 18 (46%) followed by 20 (45%) in contrast to the ages between 28 and 33 (9%). Through the administration of the survey, it was found that 99% of the respondents come from a low socioeconomic status 1 compared to those coming from a high socioeconomic status 6 (1%). Thus, 66% of them have an own dwelling, meanwhile 34% have a rented house. According to resources for well-living, everybody has access to electricity 100%. However, 91,6% of the responses shows that students have access to safe drinking water, as opposed to 8,4%.

According to the analysis, 13,6% of the students have household gas or electric stove, being this the most representative appliance in the living place followed by the fridge 13,2% and the washing machine 9,5%. This means not all the students have basic home appliances. It was also identified that 76,3% of the students have a specific space at home, in which they carry out their academic activities, whereas 23,7% of them do not have it. Regarding the time they spend on those activities, 93,1% of them do it during the week, as opposed to 6,9% who do not have time to perform them.

Regarding the educational institutions, at students' living places, most of the students 98,4% claim having access to public elementary schools, followed by a 95,2% who states having access to public middle schools and a 84,1% to public high education institutions respectively, meanwhile 67,7% declare having access to public higher education institutions. Thus, it can be said that not all of the students have access to educational institutions at their own living place, as it is affirmed in an article published by El Tiempo newspaper (2017) about the challenges that the government face to guarantee education as a right, and it concludes that just a little more than half of the Colombian's population have access to education: "on a 100-point scale, Colombia adds just 54 points, it means that the country is halfway to guarantee the education for all in an equitable way" (para. 5).

In terms of ethnicity, most of the respondents belong to mestizo community with a 42%, while 26% are Afro descendant, 16% indigenous, 9% Caucasian and 7% mulato. This survey also inquired about students' religious beliefs. The 71,1% of the survey students said that they had a belief or a kind of faith on something, as opposed to 28,4% who declared not to profess any religion, and 0,5% of them did not answer. Most of the students 50,8% affirm professing catholic christianity, while 0,8% student practice other kind of faith or declare himself anti-christian.

The questionnaire survey had open-ended questions related to cultural product consumption and production that is why there were surveyed students who gave one or more than two answers. Those answers were grouped according to common characteristics and the percentage taken was in line with the responses (percentage of cases). Therefore, the data was analyzed with frequency tables through SPSS. For the purpose of this study three categories were found, based on the answers of students regarding cultural products, which are mentioned below:

1. Leisure Activities

2. Artistic Expressions

3. Gastronomy

9.1 Leisure activities

Leisure activities refer to those actions people do either individually or collectively regarding leisure, pleasure, and different activities to get fun. Based on this concept, a set of questions were taken from the survey about academic activities, extra academic and leisure activities in students' free time, such as: visited places, people to spend free time with, sport practice, favorite TV shows, favorite movie genre, writing practice, reading habits among others.

Table 1.1

	Responses	Percentage of cases
	N	
Indoor places (Residence places, night clubs, shops, malls, supermarkets, eating places, academic centers and of cultural consultation, entertainment places and selling of cultural products)	149	94,3%
Outdoor activities (Beaches, rivers, and other natural and recreational places, cemeteries, lonely and peaceful places, cities or towns, sporting places, tourist and recreational places, spiritual practice centers)	136	77,8%

Visiting places

The information in this question was divided into outdoor and indoor places, which are mentioned in the frequency Table 1.1. Regarding to the obtained results the 94,3% of the responses reveals that students prefer to be indoor, and 77,8% of answers affirms that students prefer outdoor places to spend their free time. As claimed by Universia (n.d.) in its article "University life", the university implies an active social and cultural life: "The university stage is more than attending classes, studying and doing exams. The university is learning, culture, relationships with colleagues and also leisure and fun" (para. 1). In this sense, when mentioning indoor places which are the most representative, it refers to places where people can interact with others and, this might be due to university students are characterized by being active social beings.

Table 1.1.1

	Responses N	Percentage of Cases
Beaches, rivers, and other natural and recreational places	56	35,4%
Residence places (Family, couple or friends' houses).	53	33,5%
Sporting, tourist and recreational places. (Swimming pools; soccer, volleyball and baseball fields).	36	22,8%
Shops, malls, supermarkets.	25	15,8%
Eating places	24	15,2%
Cemeteries, lonely and peaceful places.	19	12,0%
Night clubs (Night and disco clubs, entertainment places)	17	10,8%
Entertainment places and selling of cultural products	16	10,1%
Academic centers and of cultural consultation	14	8,9%
Cities or towns	13	8,2%
Spiritual practice centers	12	7,6%
Work environments (Motorcycle workshop, Mom's store)	2	1,3%
Esthetic center spa	1	0,6%

Visiting places

Within indoor places the 33,5% of responses evidenced that the majority of the population enjoys resident places like family, couple or friends' houses which might mean, that a big amount of students prefer to spend time with whom they have strong family bonds. Additionally, the most considerable data about favorite outdoor places in the responses shows that they visit natural environments like rivers, forest, farms, parks, etc. with a percentage of 35,4 %. These

results may support the idea of university students as interactive beings within society, since, the places mentioned above allow open social interactions.

Table 1.2

	Responses	Percentage of cases
	N	
Cultural products consumption (Listen to music, read, watch movies or tv, surf the internet)	120	67,0%
Individual sport activities (Swimming, skateboarding, jogging)	66	36,9%
Team sport activities (Basketball, football)	42	23,5%
Social and cultural interaction activities (Dance, give a walk, travel)	42	23,5%
Academic activities or activities related to learning (Study, learn languages, watch tutorials on you tube)	33	18,4%
Cultural products generation (Play the guitar, play the piano, writing, painting, singing, theater, design)	29	16,2%
Familiar activities (Share as a family, housekeeping)	28	15,6%
Spiritual or religious activities (Go to the church, preach)	9	5,0%
Labor activities	7	3,9%
Personal introspection activities(Meditate, yoga)	6	3,4%

Free time activities

As it is noticeable in the above table, product consumption is the most representative free time activity with a percentage of 67,0% of the responses. The second most practiced activities are individual sports with 36,9%, while team sport activities as well as social and cultural interaction activities have a percentage of 23,5% each one of them.

Comparing cultural products consumption to cultural products generation, it is very remarkable that consumption has a higher rate 67,0%, while generation has a lower rate 16,2%,

which means that students tend to be more passive than active. Sandoval (2017) referring to multiple researches, concludes that university students prefer passive leisure or audiovisual activities, given that it has become a trend among students. In this sense, this study confirms what this author claims, because it was founded that Santander Students of the Modern Language Program tend to perform activities like listening to music, watching TV, videos, movies, going to cinema, surfing the web, among others, which are classified as passive leisure. The social factor, in this population, is also important since it involves talking to people, walking, dancing, traveling, and knowing different places.

The table also shows the diversity of students with their own lifestyle, everyone has his/her own style and conduct. Sandoval (2017) says that an individual's attitude regarding free time depends on the desire of daily routine and interesting places and the search of new environments, and these motivations are influenced by social environments and situational conditions.

Table 1.3

	Responses	Percentage of Cases
	N	
Relatives	144	80,0%
Friends, partners, acquaintances or neighbors	128	71,1%
Couple	31	17,2%
With themselves	16	8,9%
Another kind of company	13	7,2%

People to spend free time with

The question reveals two big trends about who students spend their free time with. The first trend and the most important is relatives, which represents 80,0% of the responses, while the second one is friends, partners, or neighbors with a 71,1%. According to Lema et al. (2009) most

of students prefer to spend their free time with close people or familiar bond, given that they please of being at different atmospheres to academic or work environments. Researchers like Ferrer, Delgado & Limonte (2011) affirm that the family still has not found the rightful role in the education of children, since the levels of family communication are increasingly different, they need spaces to meet, dialogue, reflect, a climate of good humor and time to educate and advise children, in order to face some situations and respond to the demands of this generation. In this sense it is very important to take into account what Torres & Rodriguez (2006) say that the way in which the student perceives his/her family environment, the dynamics, the importance that their parents give to the study at home, the family confidence in their skills and capacities is relevant. In addition, the context about the economic aspect of students determines the social and cultural aspects that limit or favor their personal and educational development.

On the other hand, the 8,9% of the responses shows that students do not spend time with other people, which could mean that they feel a great affinity to introspection times or relaxing moments.

Table 1.4

	Responses	Percentage of cases
	N	
Outdoor team sports (Skateboarding, tennis, football, basketball, volleyball, etc.)	31	53,4%
Outdoor individual sports (Mountain biking, swimming, hiking, jogging, workout, motor biking, etc.)	26	44,8%
Indoor individual sports (Gymnastics, weightlifting, hapkido, functional training, etc.)	9	15,5%
Indoor team sports (Indoor football, etc.)	1	1,7%

Sport practice

The results show that the 53,4% of responses reveal that the students practice outdoor team sports, and a 44,8% indicates their likes for outdoor individual sports. On the contrary, a lower percentage that corresponds to the 15,5% of the answers states that students practice indoor individual sport, and just 1,7% shows that the students practice indoor team sports. From these answers, it can be established that, students prefer to practice outdoor sports either individually or in groups, rather than indoor sports. The preference for this type of sports might be because of the benefits they offer. According to Quiron (2015) in an article published by EFE Salud magazine, a study developed by researchers of the University of Essex (United Kingdom) concluded that "during the first five minutes of outdoor exercise, whatever the activity, is when the greatest increase in self-esteem occurs and improvement of mood" (para. 2).

Table 1.4.1

Response	N	Percentage of Cases
Outdoor team sports practice (Skating, tennis, soccer, basketball, volleyball, etc.)	120	70,2%
Outdoor individual sports practice (Mountain biking, swimming, hiking, jogging, workout, motorcycling, etc.)	76	44,4%
Indoor Individual sports practice (Gym, weightlifting, hapkido, functional training etc.)	25	14,6%
Indoor team sports (Indoor soccer, etc.)	3	1,8%

Favorite sports

In relation to the students' favorite sports, the chart shows that 70,2% of the responses correspond to the preference by the students of practicing outdoor team sports, as opposed to the 44,4% that corresponds to the practice of outdoor individual sports. On the other hand, 14,6% of the answers indicates that students like indoor individual sports, in contrast to 1,8%, which shows

a low preference for indoor team sports. The student population of Santander de Quilichao shows a greater preference for outdoor team sports more than indoor sports as it is also reflected in the responses given by students about sports that they practice. Students like to practice outdoor team sports given the fact that Santander de Quilichao counts with specific areas to do so, besides of having a warm climate.

Table 1.5

	Responses N	Percentage of Cases
Series	74	48,7%
Animated series for adults	25	16,4%
Scientific TV channels	16	10,5%
Investigation series and programs	15	9,9%
Soap operas	15	9,9%
Animated series for children	13	8,6%
Documentaries	13	8,6%
Reality shows	12	7,9%
Movies	12	7,9%
Entertainment TV shows (Music, food, comedy, and varieties)	12	7,9%
Cartoons TV channels	11	7,2%
Sport TV shows	9	5,9%
Children's series	8	5,3%
News	8	5,3%
Investigation TV channels	7	4,6%
National TV channels	6	3,9%
Asian series and programs (Doramas, anime etc.)	4	2,6%
Spiritual or religious TV shows (Christian	2	1,3%

Preaching)		

Favorite TV shows

According to the chart, the 48,7% of responses demonstrates that the students tend to watch TV series. The series are considered by young people and adolescents as entertaining and fun, in addition they show stereotypes of beauty, trends in fashion, things that young people like a lot (Rodríguez, Megías & Menéndez, 2012). This is a large percentage in comparison to the rest of the responses, which are not over 10% (with the exception of scientific TV channels with 10,5%. Despite of the low percentage of TV shows different to series, there is an amount of 200 answers that support the idea of TV as an important activity practiced by students. It is relevant to highlight that despite the responses are provided by adolescents or young adults, an 8,6% of answers, indicates that respondents watch animated series for children, and a 5,3% shows that the students watch children's series. This might be due to the fact that these kinds of contents muse not only kids but adults as well. Grandío (2008) affirms that young children, like the rest of the audience approach to these audiovisual products in order to get entertainment, although the main function of television is fun, it deserves special attention to know what kind of values are represented in this cinematic universe since it is possible to know the way children face situations related to friendship, family or love.

Table 1.6

	Responses	Percentage of cases
	N	
Comedy	81	46,3%
Drama	63	36,0%
Terror	61	34,9%
Romance	54	30,9%
Action	42	24,0%

Fiction	35	20,0%
Suspense	27	15,4%
Animated	23	13,1%
Mystery, Thrillers	18	10,3%
Documentaries	12	6,9%
Adventures	9	5,1%
Spiritual movies	8	4,6%
Historical movies	7	4,0%
Fantasy or fiction	6	3,4%
Cult or independent cinema	4	2,3%
Children's movies	4	2,3%
Psychological movies	4	2,3%
Musical movies	4	2,3%
Tragic	3	1,7%
Cultural movies	3	1,7%
Educational movies	3	1,7%
Gore	2	1,1%

Favorite movie gender

This chart indicates the great preference of students towards movies. The most significant movie gender is comedy with 46,3% of answers. Ríos, Matas & Gómez (2014) stated that the movie gender preferred by students is comedy because it is a fun gender and therefore it does not generate rejection by students. Also, there are 3 more representative categories about movie interests, which are over 30%. These categories correspond to drama with 36,0%, terror with 34,9% and romance with 30,9% of answers. In contrast, there are two film genres that have less preference among students and these are cultural and educational movies with 1,7%, they are related to documentaries and cult film. This low consumption of these 2 genres could be due to

context, culture or the influence of classmates (Ríos, Matas & Gómez, 2014). Besides, the lack of promotion of this kind of cinematographic genres reduces spectators.

The following 3 tables present elements related to writing and reading that students practice. It is important to highlight that good reading habits lead to good writing (Durán, 1999). Reading provides an approach to knowledge and allows exploring new worlds through imagination, as well as improving vocabulary and grammar, which is essential for writing.

Table 1.7

	Responses N	Valid Percentage
No	131	68,9%
Yes	58	30,5%
Not answer	1	0,6%

Writing practice

The chart shows that 68,9% of the responses identify that the students do not practice writing neither for academic reasons nor in free time, while 30,5% of the answers affirm the contrary, this can be evidenced in the table 1.2 where most of the surveyed students prefer spend their free time listening to music or watching TV or movies rather than writing. Comparing these two percentages, it is evidenced that a high rate of respondents do not practice writing, which could be a negative factor for them inasmuch as the Motor skills Specialists Kostka & Boisdevesys (2018) claim that, "writing is vital to develop human skills such as attention, memory, concentration and organization. The writing is the precursor of the learning" (para. 1).

In this way, it would be worth mentioning that the lack of writing practice in Spanish can affect negatively the writing process in English, as it is affirmed by Braylan (2006) in her study *The writing construction process in English as a foreign language*. There she argues, "The writing process in English as a Foreign Language would be intimately linked to the individual writing process in the mother tongue" (p. 62).

Table 1.7.1

	Responses	Percentage of cases
	N	
Paper	23	67,6%
Blogs	6	17,6%
Text processors (Word, pages, etc.)	2	5,9%
Whatsapp	1	2,9%
Facebook and social media	1	2,9%
Paper and text processer	1	2,9%

Writing resources

Additionally, in the chart 1.7.1, students who practice writing, tend to do this activity on paper, being the most important resource with a percentage of 67,65% of responses. This can represent some advantages for students, since "moving a pencil to form letter shapes leaves unique imprints in motor memory (…) the skill of handwriting has been shown to benefit literacy skills, specifically letter recognition, phonological associations and orthographic rules, as well as compositional skills and expression" (Hammond, Valentine, Adler & Payton, 2015, p. 8). For the mentioned above, it can be said that the fact students use this resource is because a high

percentage of students 41,9% come from a low socioeconomic status, which could imply that some of them do not have a computer at home.

Table 1.8

	Responses	Percentage of Cases
	N	
Type of practiced reading	161	98,8%
Virtual content	72	37,4%
Literature	61	30,9%
Informative texts	32	19,6%
Academic readings	9	5,5%
Spiritual content	6	3,7%
Graphic literature	2	1,2%

Reading habits

The chart 1.8 shows a big tendency to the habit of reading. Most of the students' answers 98,8% show that students prefer to practice reading through any kind of media, specifically printed materials (books, magazines) or digital (blogs, virtual books, etc.) This, in terms of Rodriguez (2011), is an advantage given that literature has a big influence into the improvement of the lexical competence on language students; which is a fundamental component of the communicative competence because of texts contain several and authentic uses of the foreign language.

Another advantage is the literature, which is one of the most representative answers 30,90%, works as a window to other cultures, people, experiences and the behavior of human beings around the world, which is articulated with the development of the intercultural competence. This can be demonstrated in the actions and thoughts of the writers.

9.2 Artistic expressions

Artistic expressions are part of people culture, as it is stated by Fontal-Merillas (2016) "artistic production is part of the cultural heritage of a people" (p. 10). Taking this into account, it will be analyzed a set of questions which inquire about the knowledge and practice of artistic expressions, due to "art has become a transversal axis for the learning-teaching of multiple disciplines" (Cortés & Molina, 2016, p. 87).

Table 2.1

	Responses	Percentage of cases
	N	
Fusion music (Salsa, crossover, tropical, bachata, etc.)	89	55,6%
Afro Colombian, Caribbean Or Pacific music (Tambor, chirimia, Cauca violins, petronio,vallenato, baterimba)	69	43,1%
Popular music	42	26,3%
Urban music (Rap, trap, contemporary, anglo)	42	26,3%
Andean music (Bambuco, cuerda, vientos, charango, saya indígena)	24	15,0%
Ethnic ritual music	18	11,3%
Folk music	9	5,6%
Alternative music	4	2,5%
Instrumental music	4	2,5%

Type of known regional music

According to the above information, fusion music 55,6% is the regional music that students listen the most. Nevertheless, the 43,1% of the responses recognize the Afro Colombian and Caribbean or Pacific music as regional, this can be due to the considerable percentage of the Afro-Colombian population 25,7% existing in Santander. This phenomenon may be due to the closeness to the Valle del Cauca department, with salsa as the most famous music from this

region, which in this case has a strong influence inside the musical culture (Afro Colombian, pacific, Caribbean) of the Cauca Department, causing this particular duality in the recognition of the regional music.

On the other hand, alternative music 2,5% and instrumental music 2,5% represent the lowest rates, which means that in this region this kind of music is not quite listened. Thus it has not been transmitted from generations. In this way, the surveyed students recognize that this music is not representative and do not belong to this region.

Table 2.2

	Responses	Percentage of cases
	N	
Folk Dance (Salsa, cumbia, mapalé)	42	48,3%
Traditional music (Andean music, chirimias, quena)	17	19,5%
Urban art (Bmx, graffities, tattoos)	13	14,9%
Scenic arts (Theatre, Poetry)	10	11,5%
Pictorial art (Drawing, painting, muralism)	9	10,3%
Spiritual or religious cultural activities (Homages, rituals, youth meetings)	8	9,2%
Handcrafts (Wood objects, bracelets, floats "carrozas")	5	5,7%
Instrumental music (Flute, marcial, guitar)	5	5,7%
Traditional events (Carnavales, mingas, tulpas)	4	4,6%
Singing (Singing, opera)	4	4,6%
Alternative music (Rock)	3	3,4%
Sports (Soccer, jogging)	3	3,4%

Crafts (Hairstyles)	2	2,3%
Native languages of pre-Columbian origin (Nasa yuwe)	1	1,1%
Popular music (Crossover)	1	1,1%
Other cultural events (Conferences, assemblies)	1	1,1%

Other local artistic awareness

Regarding the knowledge of the artistic local expressions, the largest one known is folklore dance with a 48,0%, this high rate might be due to the proximity to Valle del Cauca department, since folklore dance contains representative features of Afro-Colombian music, and the amount of people belonging to this ethnic group is significant according to DANE (2005), "regarding the Afro-Colombian population (…), Valle Del Cauca is the department with the largest percentage 25,3%, reaching 30,8% in the urban area or municipal seat" (p. 14).

In addition, traditional music has a high percentage too 19,05%, chirimia is originally from Cauca department and Andean music is traditional from southern Colombia; that could be the reason why some students are related to this artistic expression. On the other hand, the lesser-known artistic expressions are native language of pre-Colombian origin with 1,1% and popular music with 1,1%.

Table 2.3

	Responses N	Percentage of cases
Folk dance (Afro dance, salsa, folk dance)	17	31,5%
Singing	7	13,0%
Pictorial art (Drawing, painting, analogous and digital illustration)	5	9,3%
Instrumental music (Violin, guitar and drum playing)	4	7,4%

Urban art (Hip-hop, skateboarding)	2	3,7%
Crafts (Hairstyles)	2	3,7%
Traditional music (Andean music, drum playing)	2	3,7%
Sports (Soccer, jogging)	2	3,7%
Other cultural events (Conferences, assemblies, Afro-Colombians day)	2	3,7%
Handcraft (Floats elaboration "elaboración de carrozas")	1	1,9%
Literary scenic arts (Poetry)	1	1,9%
Gastronomy (Food)	1	1,9%
Spiritual or Religious activities (Christian dance, youth meetings)	1	1,9%

Expression mode practices (cultural, artistic and musical)

Folk dance is the most practiced artistic expression with a 31,5% of answers, due to the fact that 48,3% of the responses indicates students have awareness in this area (as indicated in the table 2.2), folk dance is one of the most practiced by a group of students according to a study conducted in the municipality of Sopó Cundinamarca, where it is stated that

ninth grade students are interested in representing an Andean dance and among the most important reasons are those who feel "well" with the dance (it produces happiness, it catches their attention, they like it as a physical activity, corporal expression and/or as a new experience), those who believe that Andean dances represent the municipality, region and even the country and would "feel proud", those who feel that dances are part of the people's identity and it is important to rescue traditional dances. (Calderón & Garzón, 2015, p. 39)

On the contrary, the lesser practiced are handcrafts (floats elaboration) with a 1,9%, literary scenic arts (poetry) with a 1,9%, gastronomy (food) with a 1.9% and spiritual or religious activities (christian dance, youth meetings) with a 1.9%. This could be because students do not know those artistic or cultural expression modes, due to they are not so common in the locality where students live.

Table 2.5

	Responses	Percentage of cases
	N	
Dance (Christian dance, odissi dance, andean dance, etc.)	10	37,0%
Histrionic arts (Theatre, modeling)	7	25,9%
Singing	3	11,1%
Plastic arts (Painting, handcrafts, sculpture, etc.)	2	7,4%
Spiritual or religious music	1	3,7%
Literary arts (Writing)	1	3,7%

Artistic expression practice

In this chart, it is evidenced that dance is the most artistic activity practiced with a percentage of 37,0%, followed by histrionic arts with a 25,9% whereas the least practiced activities are spiritual or religious music and literary arts with a 3,7% each one. Students might have this preference because it has many benefits "dance is not just an artistic interpretation or a way of exercising; is an educational tool, a therapy that combines creativity and well-being" (Kokkonen, 2014, p. 124).

Regarding histrionic arts, Urquiola (2011) claims that "they contribute to the personality development, enforcing imagination and creativity" (p. 87). Therefore, it can be affirmed that this artistic expression plays an important role in students' lives.

Table 2.6

	Responses	Percentage of cases
	N	
Urban music (Reggaeton, electro music, pop, hip-hop, etc.)	126	70,0%
Fusion music (Salsa, crossover, tropical, etc.)	93	51,7%
Alternative music (Rock, grunge, indie, etc.)	66	36,7%
Popular music (Balada, bolero, popular, ranchera, romantic music, etc.)	53	29,4%
Afro-Colombian, Caribbean or Pacific music (Cumbia, vallenato music)	36	20,0%
Cult or academic music (Acapella, instrumental, symphonic, etc.)	19	10,6%
Ethnic ritual or religious music (Christian music, gospel music, etc.)	16	8,9%
Traditional international music (Flamenco)	11	6,1%

Favorite musical styles

It can be clearly identified the three biggest favorite styles with the following answers: urban music 70,0%, fusion music 51,7% and alternative music 36,7%. It is important to highlight that most of the music that they listen to (urban and alternative), could be strongly related to the languages that they are learning (English-French), revealing a connection between studying a foreign language and the preferences for certain musical genres.

Comparing tables 2.1 and 2.6, it can be noticed that fusion music is one of the most representative music styles listened by the respondents. Thus, the significant difference with

other music styles, is directly related to the recognition of this same genre as the representative regional music of Santander de Quilichao.

Afro-Colombian, Caribbean or Pacific music with 43.1% and 20% in tables 2.1 and 2.6 respectively demonstrate that although this genre is not very popular among the surveyed students, it has a great recognition, being this the autochthonous music of the region.

Table 2.7

	Responses N	Percentage of cases
Musical arts consumption	32	31,7%
Pictorial arts	17	16,8%
Histrionic arts	16	15,8%
Other cultural products	16	15,8%
Cultural events	15	14,9%
Television and cinema	12	11,9%
Musical arts production	12	11,9%
Travels	8	7,9%
Leisure	8	7,9%
Literary arts consumption	7	6,9%
Literary arts production	6	5,9%
Spiritual or meditation activities	6	5,9%
Crafts	5	5,0%
Fine arts	2	2,0%
Factual sciences	1	1,0%

Consumption of other artistic expressions or leisure activities

Reviewing the consumption of other artistic activities or leisure activities, a 31,7% of the responses is related to musical art consumption. This high percentage might be due to the fact that students receive many benefits of music, since it reduces stress and improves academic performance "listening to music can bring multiple benefits that become notorious in the improvement of academic performance because it helps the brain when solving and learning university jobs" (Corporán, Pérez & Ortega, 2014, p. 4). In addition, pictorial arts are representative with a 16,8%, however, only a 1% of answers are factual sciences and a 2% fine arts being those the lowest ranges in the consumption of other artistic expressions or leisure activities.

9.3 Gastronomy

Colombian gastronomy is too wide that it is impossible to talk about a single cuisine in the country. Therefore, Colombian cuisine is divided by regions, and it is difficult to integrate them due to circumstances that have to do with geographical fragmentation, transportation, communication, violence, and marked regionalisms (Fondo de promoción turística Colombia, 2009).

Due to the above mentioned, it was necessary to group the typical dishes that characterized the family, the ethnic group or the town to which the students belonged in different regions.

Table 3.1

	Responses	Percentage of Cases
	N	
Another kind of Colombian dishes (Arroz con pollo, empanadas, longaniza, mazamorra, mondongo, caldos, agua de panela, mote, arroz con huevo)	133	79,2%
Valle del Cauca typical dishes (Champús, pandebono, cholado, lulada)	58	34,5%
Cauca typical dishes (Tamales, empanadas de pipián, helado de paila, chontaduro)	44	26,2%
Pacific typical dishes (Ceviche de camarones,)	21	12,5%

Local typical dishes

According to those results, it was evidenced on the one hand, the typical dishes are from different regions of Colombia corresponding to the 79,2% of the obtained responses. For instance, *"arroz con pollo, empanadas, longaniza, mazamorra, mondongo, caldos, agua de panela, mote, arroz con huevo"*, among others. On the other hand, the 34,5% of the answers given by students reveals that they eat the local typical dishes from Valle del Cauca whereas the 26,2% indicates that the dishes come from Cauca, which is reasonable, due to the location of the municipality of Santander de Quilichao 97 km north from Popayan (capital city of the Cauca department) and 45 km south from Cali (capital city of the Valle del Cauca department) (Gobernación del Cauca, 2012).

The results obtained show that typical dishes that characterize the social groups to which surveyed students belong come mainly from across Colombia, it means that they may prepare and consume them, additionally to the characteristic dishes from the nearby municipalities to the town, this could be due to in the Colombian cuisine each dish carries with it mixtures between

regions, culinary secrets, even so special moments, and those elements can be shared or modified according to where people live (Álvarez, Isaza, Idarraga & Zapata, 2016).

Table 3.2.

	Frequency	Percentage
Yes	112	58,9%
No	73	38,4%
Not answer	5	2,7%

Percentage of responses from people who know how to cook those dishes

The chart shows that over half of the responses 58,9% given by the students know how to prepare at least one of the typical dishes that characterizes their locality, as opposed to the 38,4% of the answers which establishes that they do not know how to prepare any of them. It is interesting to see that most of the answers are positive face to the fact of how to prepare the typical dishes in their area, enabling the understanding of local cultures, this is linked to the cultural gastronomic identity that shows local aspects related to food, such as the way to prepare, the ingredients, the ancestral recipes, among others. Cultural identity is presented in the eating habits resulting mainly from other parts, this influence has transformed the local cuisine. A cultural-gastronomic identity is not able to cover all the elements presented in its formation but it has unique elements of local identification. We are what we eat by the cultural habits that are acquired and reproduced throughout life, and by the meanings attributed to the foods that are consumed, which are adapted to each culture. Each region manifests its cultural-gastronomic identity socially formed as the culture incorporates changes to its character (Dos Santos, 2007).

Table 3.2.1.

	Responses	Percentage of cases
	N	
Andean Colombian Region (Ajiaco, asado, buñuelos, bandeja paisa, carne sudada, masato, mote de pezuña, sancocho de maíz)	37	33,0%
Another kind of Colombian Food (Jugo de uva, plátanos fritos, torta de yuca, caldo de gallina)	28	25,0%
Caribbean Colombian Region (Agua de panela, bistec, guisados)	18	16,1%
Another kind of food (Eggs, Spaghetti)	11	9,8%
Pacific Colombian Region (Ceviche de camarón, pescado frito o sudado)	8	7,1%
Indigenous food	3	2,7%
Fast Food (Jhonier's hamburgers, "papitas del parque")	1	0,9%

Dishes that people can prepare

In relation to the dishes that respondents know how to prepare, 33,0% of responses refers

to the students who know how to cook dishes from the Andean Colombian Region, followed by

25,0% of responses that states they know how to prepare another kind of Colombian Food.

These findings constitute a significant approach to the knowledge of students' identity, based on

the typical dishes that students prepare and consume, due to food plays an essential role in terms

of identity construction. Lazzarin, Pacheco, Uggioni & Zanette (2010) state that

(…) eating stands out as an important identity factor in a society and could therefore be

considered an Immaterial Cultural Heritage. According to United Nations Educational,

Scientific and Cultural Organization (UNESCO), this can be defined as a manifestation of

the intangible portion of the cultural inheritance of a people, including traditions, folklore,

language, festivals and other manifestations, citing gastronomy as part of this heritage. (p.

8)

Thus, gastronomy has a special connection with regional identity because food involves

customs, traditions, ways of viewing the world, what includes besides, different techniques that

go from cultivation, preparation, the way food is served and consumed. In many cultures, eating

has a social role, where there are established rules, rituals that could be considered taboo in any

society, but are allowed in others. "What is cooked and how it is cooked gives information about

the context and the social and economic condition of those who carry out this activity and about

the structures of eating behaviors" (Meléndez & Cañez De la Fuente, 2009, p. 191). This

provides a knowledge of the students in terms of what kind of food they produce and consume.

10. DIDACTIC IMPLICATIONS OF CULTURAL PRODUCTS ON THE MODERN LANGUAGES PROGRAM

Foreign language teaching should not only involve teaching the target culture, but also recognize the importance of local cultural aspects. According to Ellis (2002) "learning is successful when learners are able to summon up or construct an identity that enables them to impose their right to be heard" (p. 42). For this reason, it is potentially necessary to know students and to embrace their likes and interests in the foreign language class, since "in the language teaching, the best results are obtained when the linguistic content of the courses, is closed to the functional needs of the students" (Moreno, 1994, p. 111).

The curriculum of the Foreign Languages Program (2015) aims to include the sociocultural context of the students: "The teacher acknowledges his/her own reality and the reality of the students (...), taking into account the real conditions of the students and their contributions from their experiences" (p. 12). Thus, the students' cultural context is an important factor during the teaching-learning of a foreign language, therefore it is essential to include it in the classroom, since both things are totally related, and one does not exist without the other. Altamar (2015) states that "language and culture are inseparable elements in the language teaching-learning. Culture is the driving force behind the learning of other languages" (p. 2).

In this regard, cultural product consumption and generation is the main aspect in this research study, since it involves socio-cultural aspects that are essential when it comes to teaching a L2, according to the Ministry of National Education (MNE) in its article *Al tablero* (2008) teachers should include in their classes the cultural products consumed and generated by students, "when we are talking about theater, museums, libraries and radio, we are also talking about education" (para. 6).

By identifying students' cultural background, teachers might be able to design tools and material based on students preferences and the way they learn, Ausubel (1976) in his Meaningful Learning theory argues that "the potential significance of the learning material varies not only with the educational background, but also with factors such as age, IQ, occupation and relevance to a certain social class and culture" (p. 3).

Another important consideration for the class strategy development is didactic: "Didactic as a scientific discipline, it will study genesis, circulation and appropriation of knowledge and its teaching-learning conditions" Zambrano (2005).

Didactic has been developed to convert students into the center of attention, to give them the most important role in the classroom, to recognize them as subjects and not as objects, to change their position from the passive to the active one.

As it was mentioned above, students' culture and their interests cannot be excluded. In this chapter, according to the gathered information in each category (gastronomy, artistic expressions and leisure activities), some **didactic suggestions will be given taking into account the UNESCO culture concept, The Common European Framework (CEF), Modern Languages Educational Program Project (PEP), and the resolution number 18583 issued on 2017 by MNE and two didactic concepts: didactic contract developed by García & Fortea (2006), Evnitskaya & Aceros (2008), Brousseau (1980) and didactic transposition developed by Zambrano (2005).**

10.1 Leisure activities

Leisure activities are those actions that people develop when they are not working. These actions are meant to de-stress a person and divert his/her attention away from work. Leisure

activities can be any kind of activities that people really enjoy, sometimes, more than his/her own work (study, in this case). These activities are important because those bring a positive flow of energy in a person and help them refresh the mind.

Leisure, digital or physical activities can help to improve some cognitive functions, "such as visuo-motor coordination, response times, recognition, selective and divided attention, spatial, visual and auditory memory, working memory and long-term memory, among others", as it is mentioned by the psychologist Eulises Domínguez (as cited in an article of El Heraldo, 2016, para. 11).

Besides, leisure activities involve physical and mental benefits, which can become an important basis at the moment of designing a curriculum looking for a truly meaningful learning, especially if they belong to an environment where several cultures come together as in the case of the students of the University of Cauca in Santander de Quilichao.

In the teaching-learning process there are many factors that affect both achievement and failure which would determine the learning result, also it is fundamental the relationship between student and teacher, who according to their level of motivation in the educational process would establish a good or bad relationship. In this way, it is important to mention the **didactic contract** in which both teacher and students decide to act together, the learner agrees to cooperate with the teacher exchanging ideas, sharing projects or opinions and deciding in collaboration how to carry out the teaching-learning process. "These (specific) habits of the teacher are expected by the student and the behaviour of the student is expected by the teacher" (Brousseau, 2006, p. 180).

However, teachers should inquire and know the student likes, preferences and opinions as well as their culture and social life. In the teaching of a foreign language not only a new language

is learned but also the culture that represents it. Vygotsky (1983) affirms that "culture is the result of the social life and activity of human being, that is why it made the problem statement about cultural development of behavior and how it introduces us into the development social level" (p. 145-146). For this reason, it is ideal for the teacher to start from the culture of the students since Díaz & Carmona, (2010) affirm that "knowing a culture favors the knowledge of one's own, respect for each of them, recognition and respectful acceptance of difference" (p. 195-196). Thus, the teacher may choose different methods or strategies, taking into account the leisure activities practiced by university students which influence in their learning process. Furthermore, students may apply what they have learned from their teachers and during their Educational Process Orientation (OPE), achieving the pragmatic objective "to develop and apply concepts that contribute to the training of sensitive educators, respectful, critical, with human quality and social sense" (PEP, 2015, p. 58).

Educational leisure has been identified by literature and international organizations such as UNESCO or the OECD (taken from Spanish: Organización de Cooperación y Desarrollo Económicos) as an element of impact on the cognitive and social development of children and adolescents, especially those in more disadvantaged environments (Gonzales, 2016). Also a previous research has found that potentially more creative students participate systematically in extracurricular and leisure activities (Elisondo, Chiecher & Paoloni, 2018).

Based on it the present research, the leisure activities most practiced, frequented or preferred by Santander de Quilichao students are:

- **Visiting places:** specifically outdoors places such as rivers, natural and recreational environments.

- **Free time activities:** related to the cultural products consumption (reading, seeing movies or TV, surfing the internet)

- **Favorite sports:** specifically outdoor team sports practiced (Skating,tennis, soccer, basketball, volleyball, etc.)

- **People to spend free time with:** relatives

10.1.1 Visiting Places

The leisure activities carried out by university students in outdoor places are very important in teaching. The teacher may implement these spaces where several activities can be developed. Csikszentmihalyi (1998) argues that "when it is said that leisure activities motivate people and provide satisfaction, they will be willing to continue carrying out these activities" (p. 52), so that students will have a greater disposition in the class and want to continue with this kind of exercises.

Environmental activities have become very frequent for teachers who know the importance of teaching in outdoors places.

I struggle to think of one concept or subject that is impossible to teach using natural environment – science, biology, math, language, art, geography, chemistry, astronomy, technology, art. Nature takes all sorts of forms and shapes – from a backyard to the beach, cave, forest, meadow, lake, waterfall, creek, swamp. It all can be successfully implemented, explored, studied, tested, and examined in nature. (Rehbein, 2017, para. 13)

Regarding the **PEP** (2015), it establishes in Emphasis III subject, as one of its objectives "to promote the possibilities of conducting research and perform a critical work in real participation conditions" (p. 97). These conditions can be planned in order to create meaningful

experiences where the students can develop activities based on their daily life or hypothetical situations from other cultures. Tooth (2016) affirms that "Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative thinking skills" (para. 6).

According to a report by the Outdoor Classroom Day Australia Blog (n.d.), the lessons that are learned outdoors, either math, science or language, stay for the rest of life. In this way, meaningful learning can be achieved since "meaningful learning causes a lasting change, because it is an important learning in the life of who acquires it" (De Miguel, 2015, para. 6). This is related to the **CEF** (2001), which encourages to teach "based on the needs, motivations, characteristics and resources of learners" (p. 5).

10.1.2 Free time activities

The majority of Santander de Quilichao students dedicate their free time to the cultural products consumption, such as listening to music, reading, seeing movies or watching TV and surfing the internet. All these activities are part of audiovisual comprehension. According to the **CEF** (2001) in the audiovisual comprehension the person receives simultaneously input information. The activities include: comprehension of a text read louder and audiovisual aids.

The Western Governors University (WGU, 2014) in USA, indicates that teachers often find that as they coordinate their lesson plans with visual learning, students are more likely to stay focused and pay attention. Based on the above, popular TV shows, series or movies are a good tool for teaching and learning languages as well as:

It can be extremely valuable for teachers to understand and learn about popular shows

their students may be watching at home. Often, these programs will have some learning or

concepts that teachers can apply inside classroom. For example, when math teachers learn

about the popular characters in a show or movie like Harry Potter, they can then use those

characters in a math problem like this: If 9% of the Hogwarts student body is late to a

meal, and there are 450 students, how many students were late? Teachers may find that

using this teaching strategy will help their students feel connected to their learning in a

new way. (WGU, 2014, para. 3)

10.1. 3 Teaching foreign languages through films

According to a research conducted by López (2014), cinema is a beneficial didactic

resource because it covers not only linguistic elements but socio-cultural ones, which are

fundamental during the learning of a second language. Moreover, the author establishes that the

main characteristic of the movies is to present complete communicative situations. This is an

advantage for language learners because it represents real contexts and in an easier way, they

can get the factors that act on it.

More than 450 answers in this study selected the Cinema as one of the best tools or

strategy to be implemented in the language learning process. Lee (2006) states that cinema

offers the possibility to the students to reflect on interculturality, knowing the target culture

through films, but examining and ponder one's own cultural representations, also it allows to

improve communicative skills.

Cinema has been implemented in the Modern Languages Program to develop contents,

for instance, one of the thematic contents of the subject Elementary English and French II is "the

language in the mass media" (**PEP**, 2015, p. 24). In this case the cinema. However, most of the time an analysis of the film is made taking into account aspects related to the target culture, such as places, lifestyles, customs, among others without involving the students' culture. Therefore, it is necessary that "students can uncover how English or French speaking societies view their own social groups and those outside those cultures, and at the same time, they can ponder their own creation of identities within their country" (Lee, 2006, p. 66). For that reason, the present project sought to suggest some activities that involve the cinema as a means to understand and reflect on both the culture of the student and the target, and also to increase language skills.

Pursuant to the didactic component of the disciplines mentioned in the **resolution 18583** issued on 2017, teachers should develop pedagogical strategies to assume the students' educational needs in specific cultural, local, institutional and classroom contexts. Here is where the cinema could be included as an important strategy to teach a foreign language. Taking aspects related to interculturality could increase the language level if it is properly used. On the other hand, this component should be developed in the pedagogical practices as well, it depends exclusively on the teacher owing to cinema could be used to teach both thematic and linguistic contents.

Based on the findings, the film genres preferred by Santander de Quilichao students are comedy, drama, terror and romance according to this a series of activities that may be developed by teachers will be addressed. These are great opportunities for teachers in order to design and develop a class. Cinema is a good tool to work in any subject, for instance in semiotics, which is a discipline in which:

(...) meaning resides in both our manner of constructing messages and our manner of constructing them within certain cognitive and cultural conventions. By recognizing that,

students are interpreting the codes of cinema, teachers give them credit for what they

know while engaging them in the process of investigating how they know. (Costanzo,

1992, p. 33)

In relation to the above and the **PEP (2015)**, one of the contents addressed in the

semiotics subject is related to "semiotic constructions in the media" (p. 72) where teachers

could provide orientations to follow and to think before, during, and after seeing the film.

Before seeing the film it could be useful to give handouts describing the film's

production team and cast are useful, as are excerpts from film reviews, lists of related films, and

bibliographies.

These may serve as prompts for the discussion and guide to student projects (...) some

teachers have their students read the script or story first, then compare it to the film

experience. Others show an adaptation before reading the original to make it clearer how a

filmed interpretation affects the reader's imagination. (Costanzo, 1992, p. 77-78)

During the film students with teacher's help may create a film or part of it, this could be a

challenge for them, since they must conduct research about cinema production. They may work

in production teams for writing the film's script, shooting, sets, soundtracks, special effects or

they can work in the edition of the film. In the middle of the production, students could analyze a

scene or a set of scenes produced by their classmates trying to guess what would happen next, in

this way they can use their imagination and also increase their language level because through

this process they are going to involve the language skills, besides this could be developed since

third semester in English or French classes, where semiotics could be introduced to do that

analysis, in order to the teaching of these subjects does not occur separately, but on the contrary, semiotics can be included in the development of foreign language classes.

After seeing the film students and teachers may have a discussion comparing the film with their life experiences. "Discussing a film enables students to articulate their personal experiences, to compare their first impressions to other points of view, to connect what they have seen to larger social, political, and cultural events" (Costanzo, 1992, p. 77).

According to Lee (2006), another suggestion might be:

Before seeing the film students have a guide with a short summary and questions to think about (...), also students could actively participate in the sessions, submit the written answers to the film guides, and write and present to the class a short essay. The topics for the essay may include, among others, evaluating the intercultural encounters in two or more films, analyzing which film made them reflect more on their own culture, and criticizing film reviews based on their own perspectives. (p. 67)

Taking into account the **didactic contract** which leads the explicit or implicit distribution of the responsibilities of teachers and students in a teaching-learning situation (Evnitskaya & Aceros, 2008). Teachers may let students take more responsibility in their learning process, in this way, students might work by groups, choosing the film, preparing materials for working before, during and after the film. Also they may lead the class, asking questions to the rest of their classmates and starting the discussion. This allows them to improve their communicative abilities and shifts the focus of instruction from teachers to students through independence and autonomy.

10.1.4 Reading and writing

Reading and writing are fundamental skills in the learning and the teaching of a foreign language, to read in a foreign language is relevant in the social, educative and practical area (Antich de León, Gandarias & López, 1986).

Reading is one of the most beneficial leisure activities, it prevents the loss of memory, stimulates the brain activity, improves the writing and avoids stress. Nevertheless, in Colombia, according to the last survey of cultural consumption by the National Administrative Department of Statistics in Colombia (DANE, 2016), less than half of the Colombian people read books, and most of the times they read because it is mandatory. Teachers may take into account the students interests, likes and preferences in order to get their attention by making reading a tool to know other cultures, learn about different lifestyles and compare those cultural aspects with theirs.

Reading is not just a process of identifying letters and the main idea of a paragraph. Reading has a broader context. Reading is a way to communicate and understand our environment; consequently, it must have a specific intention or purpose. It is a way to open our minds to other cultures and fields of knowledge. Reading can be a tool to explore the world, other cultures and compare them with our own. Thus, teachers must show that we always read to give meaning to the world and the world comes to us through reading, too. (Olaya & Goyeneche, 2005, p. 63)

In the current research, it was found that most of the students from Santander de Quilichao dedicate their free time to cultural products consumption among them reading. They prefer to read virtual content such as web pages, blogs, scholarly articles, informative texts as well as literature that includes novels or stories. This could be an advantage for teachers in

classes, since they may use those means to engage the students in their own learning. In relation to virtual content, it is suggested that teachers motivate and guide students in the creation of their own blog where they could share their favorite books or readings. "As reading and writing are two hand-in-hand processes" (Ariza, 2005, p. 38), there is a web 2.0 tool that mixes both skills. This web is called storybird that is available at www.storybird.com where students can activate a personal account to write narratives using images to create storyboards. Teachers may use this tool for students to expand vocabulary, improve grammar through reading texts that others have published and strengthen writing. There is an option where students may follow a chapter book format to write novels or poetry. Also through that web page "they negotiate and create meaning by defining the context, the content, the situation and characters of a story" (Herrera, 2013, p. 178). The great diversity of activities that go with it, helps the acquisition of basic competences such as the competence on linguistic communication, the cultural and artistic competence, the autonomy and the personal initiative (**CEF**, 2001).

Besides, the present research revealed that despite the fact students from Santander de Quilichao prefer reading, they do not like writing. This could be due to "writing for EFL (English as a Foreign Language) students is not an easy matter, especially when the students' English competence is not very well developed" (Ariza, 2005, p. 38). Writing could be frustrating to some students, especially if they are in higher levels. The **CEF** (2001) refers that for having a C1 language level, it is necessary to be able to write about complex subjects in a letter, an essay or a report. That could be the reason why the literature subject in English and French I, and II are addressed in last semesters of the program.

Additionally, students use to write to show grammatical, structural and lexicon competences for tests, essays or homework but they do not realize that writing goes beyond since

it could increase critical thinking and cultural interaction; as Homstad & Thorson (1996) affirms "the authors specifically believe that extensive writing assignments such as weekly dialogue journals and e-mail exchanges strengthen writing skills and may also enhance critical thinking and cultural interaction" (p. 5).

The pragmatic objective in English and French I looks for "familiarize the student with the appropriate language for different significant everyday situations in a foreign language" (**PEP**, 2015, p. 24). According to this, Torres (2009) states that

> By reading publications, newspapers in a foreign language you can know the economic, socio-political, scientific and cultural activity in general from the country of origin, as well as its history, traditions, customs and many other aspects that provide a better understanding of their people; (...) and at the same time the reader enjoys this artistic manifestation. (p. 24)

In relation to the above, there are different books that help to improve grammar and vocabulary to achieve a better writing such as *Developing writing: writing skills practice book for EFL* (Peterson, 2003). But those books may lead to foreign culture where the source culture may not be taken into account.

According to what was found in the current study, most of Santander de Quilichao students prefer to write in paper but part of them do not practice it. "From a student's perspective, writing may instead be a laborious and even dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format and grammar" (Defazio, Jones, Tennant & Hook, 2010, p. 34).

Thus, with this information teachers may use books that contains the target and source culture as referents to motivate them to write through their likes and preferences, for example: creating short publications per semesters involving what was mentioned above, writing stories about their culture, family or lived experiences.

All of this could contribute significantly to the achievement of one of the specific objectives of the program, "Publish the production written in the Vision bulletin or other media" (p. 24-36) mentioned in the **PEP** (2015) for semesters I, II, IV, V, VI. In addition, it is suggested that students could integrate or retake those writings in their degree projects, which could be interesting and motivational for them.

To sum up, the fact that Santander de Quilichao students prefer reading than writing should not be considered as a weakness, on the contrary it is a relevant fact to foster writing from students preferences. If they prefer reading through virtual contents or printed novels, teachers may take advantage of that including those elements in their classes taking into account the previous suggestions, owing to according to Kroll (1991) reading is a starting point for writing. In this way writing involves the action of coding ideas, and reading is the act of decoding them.

10.1.5 Favorite sports

The objective of the Modern Languages Program is to strengthen the knowledge of the own sociocultural environment and the native language through the study of other languages. As mentioned in the gastronomy section, the learning of a second language not only involves the target language but the own culture plays an important role too (**PEP**, 2015).

According to the British council magazine (2017), there are more connections between learning a language and playing a sport than we think. In most sports, somebody is usually part of

a team. Sometimes, helping is needed and friends can assist to get the main goal which is to win. The same happens at the moment of learning a language. If the theory of **didactic contract** is taken, then it is possible to affirm that team sports are effective for a better practice of a second language not only in a classroom but outside too.

The Modern Languages Program includes the study and analysis of the language in all its dimensions and possibilities, inquiring about substantial aspects of itself, about its codes, structural elements, and mode of use and the functioning in spaces or concrete situations of interaction (**PEP**, 2015). This means that not only the academic life is important, but also the time students spend on their free time.

According to the results obtained in this study, most of the students prefer to spend their free time in outdoor team sports. This is an activity that they can perform during their career and the teachers can take advantage for the teaching and learning of a language.

It is possible to combine the section of favorite sports with different topics in order to develop activities such as discussions and socializations to improve the language skills as shown in the investigation by Cook (2010):

(...) the English classes depend on the topic or grammatical point being taught. For example, the drugs in sport material could be used in the topic area of health or drugs. Sports using animals could be used in the area of wildlife or environment and so on. (p. 2)

On the grammatical skills, the lexical field about sport can be used for giving directions, commands, expressions at the moment of playing, then the vocabulary is taught depending on the level of the students.

Writing experiences can be a useful way to express the experience about the games played. It can be on a journal of experiences where the students can practice both writing and reading.

In oral production activities, the language user produces an oral text which is received by an audience of one or more listeners. Examples of speaking activities include :(...) addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, *sports commentaries*, sales, presentations, etc.). (**CEF**, 2001, p. 58)

Listening skill is improved through seeing movies or documentaries related with sport, also the practice of the activities mentioned above including the topics students like the most.

The activities description proposed by the YMCA (Young Men Christian Association) program for the English immersion summer camps, in its "pedagogical leader manual" states:

Field Sports team: Activities that develop cooperation and communication while establishing roles and strategy skills. It is done in outdoor and green areas. Here the participant practices activities like soccer, ultimate frisbee, rugby, kickball and wiffle ball, strengthening physical and coordinative abilities.

Court sports team: Activities that aim to develop cooperation, decision-making, communication and agility. It can be an outdoor or indoor (courts) activity and some examples include basketball, volleyball and some american games (4 square or Ga-Ga). (National English immersion camps, 2016, p. 34)

In the case of the OPE subject in the Modern Languages Program curriculum, the activities proposed above can be included within the hours of practice as an effective pedagogic tool for the development of the sessions at institutions, since most of the time the practice is

developed with children with whom outdoor activities could be more effective and useful than being in the classroom. Besides, one content of this subject approach to the understanding of the kid and the spaces and new pedagogical experiences (**PEP**, 2015). As claimed in the **CEF** (2001) "leisure skills such as sports (team sports, athletics, jogging, climbing, swimming, etc.) are practical abilities that the learner will need/be required to possess in order to communicate effectively in an area of interest" (p. 105).

Fulfilling the main objective of the OPE which is:

To contribute to the formation of a Licentiate able to develop and reflect on the Educational Process from his area of knowledge, within the framework of the relationships and interrelationships of this with the social context in which his educational actions are developed. (**PEP,** 2015, p. 67)

And taking into account Rights of Children and Youth and School difficulties also proposed as content of the OPE. Sports values applied to language learning are a vital opportunity to develop attitudes and behaviors that may be related to any other context of life. For example, companionship, strength of will, concentration, training, perseverance, adequate provision. In short, those same values applied to learning English lead to positive results.

10.1.6 People to spend free time with

Since a person is born, he/she is surrounded by people, who could be doctors, nurses, family or family's friends. Through time they could be an important part in the life of a person. According to Bandura (as cited in Schunk, 1997): "(…) cognitive and other personal factors, as well as environmental events, are determinants that interact with each other" (p. 18). In most of the cases parents and friends are presented in each lived experience and they mark the way of

thinking and acting (UNICEF, 2015). In the teaching of a foreign language many resources and activities could be used and implemented by the teachers for a meaningful learning of their students.

Based on the obtained results, family is fundamental in the educational and learning process of the students as it was stated by Cominetti & Ruiz (1997), the variables that affect school performance, such as family expectations, which are a reflection of a set of prejudices, behaviors and attitudes that may harm or benefit students in their school performance.

Juana Morales psychologist (as cited in an article of El Tiempo, 2017) states that "the learning that children acquire as they grow, the development of a number of areas of the brain and the acquisition of skills and achievements, as well as many areas of development, depend on the relationship with others" (para. 5), due to the brain is a social organ which is built through relationships.

On the other hand, parents should also encourage the participation of their members in the family environment, where a climate of active listening, respect, dialogue, etc. is created. This is important because, the family is the first context of children's learning and the way of living participation in the family, will be reflected in the commitment of children's participation in other areas such as school as it was affirmed by Brezinka & Gervilla (as cited in Rodríguez & Sarramona, 2010)

Another important aspect is the free time parents spend with their children. Family is the first link to the society and this helps to build the personality of a person taking account the social and cultural capital of the family (Espitia & Montes, 2009). According to the mentioned study and also with the article in El Tiempo by Catalina Gallo (2017), the family role represents one of

the most significant tool in the learning process because this determines the education from their own vision and expectations.

According to the current research, the teacher may design classes in the communicative area as proposed by the **CEF** (2001) based on the personal area, since it could start a conversation with a visitor about the family, tastes, experiences and description of it.

The importance of including communicative activities in the teaching-learning of a foreign language is what allows the student to have a better interaction with others, taking into account the Vocational Training Profile in the **PEP** (2015), "a professional of the foreign languages with a communicative and linguistic competence that allows him/her a competent performance both in the teaching field and in other psychosocial and work spaces in which he/she works" (p. 20).

The **CEF** (2001) refers to communication strategies such as *Pre-planning*, *Execution*, *Monitoring*, and *Repair Action* to the different kinds of communicative activity: reception, interaction, production and mediation. In the same way, the strategies are means which the language speaker uses to balance his/her resources and to activate skills and procedures, in order to fulfill the demands of communication.

In conclusion, these contributions will allow the teacher to take into account the role played by the family in the students lives and in this way, he/she may design classes where learners can get involved or talk about the family environment encouraging their participation.

10.2 Artistic expressions

Nowadays, students play an important role in the classroom since their role is not passive but dynamic. This role let them participate actively, thus, students can propose new learning strategies and suggest the development of the class that fits with their likes and interests. "A change from the passivity of the one who receives the activity to the one who manages his own knowledge, summarizes and redefines who is the university student in the knowledge society" (Leon, 2018, p. 39), as in the **didactic contract** where students and teachers express their opinions, feelings and needs or decide to collaborate actively together, this can also happen with student-student, as a result, the teacher allows a classroom full of diversified contents that enable the student to feel like a receiver and transmitter of knowledge.

> There is a **didactic or learning contract** when the student and the teacher explicitly exchange their opinions, comment on their needs, their feelings, share projects and decide in collaboration how to carry out the teaching-learning process and they reflect it orally or in writing. (Garcia & Fortea, 2006, p. 1)

Nevertheless, to get to that point, it is truly important to know the students, in this way, the class could be more interesting and motivational; moreover, foreign language teachers have the important task to be a guide and a role model as Bandura (1987) states "human beings learn most of behavior through observation, through modeling: by observing others" (p.45). Additionally, teachers are in charge of creating a learning-teaching environment, where sociolinguistic competence plays a significant part since it includes cultural precepts, perspectives and the context within which speakers evolve.

Sociolinguistic is an approach or a perspective of study that is characterized by interpreting the acquisition as a social process in which the communicative interaction is decisive and for interpreting the language as an essentially variable entity and conditioned by social and situational factors. (Moreno, 2007, p. 56)

Therefore, it could be said that communication skills are essential part of the foreign language learning process, and there are different methods to improve them through the use of artistic expressions which have become an efficient tool for teachers as Green (2013) affirms:

Currently the aim of artistic expressions is not to train professional artists, but to use them as a tool to facilitate learning, since in the area of language and communication students must reach many competencies related to literature and communication; which connect perfectly in order to work on artistic expressions. (p. 1-2)

18583 Resolution (2017) states that

(...) in the case of programs in Modern Languages (...), which have an emphasis on a foreign language, it must be evidenced that the students have achieved the C1 Level in the language of emphasis, according to the standards of the **CEF.** (para. 49)

Hence, it is suggested that, artistic expressions may be implemented in the foreign language classroom as a tool to achieve this objective. Given that through this, it might be possible to develop the four language skills (reading, writing, listening, speaking) since "arts activities afford a beneficial opportunity for young students to practice language skills, but many teachers have received scant training in the arts" (Brouillette & Mulker, 2013, para. 1).

Regarding this study, the most practiced artistic expressions by Modern Languages students in Santander de Quilichao are: dancing, music and theater. Consequently it will be focused on the advantages of implementing these practices in the classroom.

According to Henry (2002) in her article *Arts education has academic effect*, the next benefits can be reached through the implementation of art in education:

Drama: Helps with understanding social relationships, complex issues and emotions; improves concentration and story comprehension. (para. 10)

Music: Improves (...) reading and cognitive development; boosts SAT verbal scores and skills for second-language learners. (para. 11)

Dance: Helps with creative thinking, originality, elaboration and flexibility; improves expressive skills, social tolerance, self-confidence and persistence. (para. 12)

In addition to all the benefits mentioned above, Vazquez (2018) states that "art can take the spectator into different times and into different worlds. It can also be used to introduce different levels of vocabulary to learners of a second language" (para. 2). Moreover, Gómez (2017) specifies some linguistic content which can be addressed through arts, "to include content topics like greetings, farewells, parts of the body, and family members" (p. 25). In this sense, these topics are an example of what can be included in the lesson plan in the OPE subject mentioned in the **PEP** (2015), since through artistic expressions, children are encouraged to enrich their language level and are aware of their own culture.

Below, theater, dance and music aspects will be divided to get deeper into the specific benefits of each one of them in the foreign language learning and teaching.

10.2.1 Theater in foreign language learning and teaching

As it was mentioned above, it is important to know students and include their likes and interests in the foreign language class; in this way, motivation is increased and classes are more effective as The National Research Council (1997) affirms:

> Getting to know students and getting to know about them are important prerequisites for effective teaching, especially since it is becoming increasingly likely that today's students will differ more in their demographics, preparations, attitudes, and interests than when they were undergraduates. (p. 55)

It was also said that communication skills are an essential part of a foreign language learning process and theater has become one of the most useful tool to improve these skills. It provides multiple benefits as it is affirmed by Torres (1996), "the final performance of a play helps the student to learn new vocabulary and structures in an integrated and fully contextualized way thus fulfilling the objectives of the communicative approach" (p. 56).

According to the analysis conducted, one of the most practiced artistic expressions by Santander de Quilichao students, is theater, therefore, it is highly recommended to use it in classroom for the above considered reasons.

The Modern Languages program establishes as an objective in its educational program "to develop communicative skills and techniques which allow to enhance the learning process of the foreign language" (p. 18), and this objective may be reached through theater, since Kodotchigova (2001) states that theater "prepares L2 learners for L2 communication in a different social and cultural context" (p. 10).

On the other hand, **CEF** (2001) refers to "sociolinguistic competences as the socio-cultural use of language, (...) it considerably affects linguistic communication among people from different cultures" (p. 13-14), and the use of theater will be an appropriate practice to those competences too, since it allows to improve oral expression skills and to develop sociolinguistic competences. "Oral language work through dramatization of specific situations or the representation of a theatrical work, offers several opportunities to address both aspects of linguistic and discursive, sociolinguistic or strategic competence" (Corral, 2013, p. 120).

Regarding the **PEP** (2015), theater can be used to achieve specific objectives set within subjects such as French, English, Sociolinguistic and Intercultural communication, some of them are:

- To develop communicative strategies and linguistic forms to express oneself with clarity, property and accuracy (p. 27)

- To promote activities that provide new communicative experiences, in order to advance in the oral and written pedagogical comprehension and expression (p. 29)

- To analyze differences in everyday speech, academic and formal speech: (conferences, speeches, radio program, interviews, etc.) (p. 34)

- To strengthen the students' linguistic and communicative skills (p. 38)

- To identify and analyze the different obstacles in order to get a better understanding of their own culture and the one they are learning (p. 39)

- To uncover elements of the relationship between specific sociocultural contexts and variables such as socio-cultural origin, gender, age, educational level, ethnic identity, among others (p. 77)

All these objectives have in common cultural aspects, sociolinguistic competence and communication skills, which can be addressed from theatrical activities as it has previously been stated.

Artistic expressions are explicitly mentioned in the **PEP** (2015). In the case of the English and French subjects, it refers to this practice as specific objectives in the following cases:

- To encourage creativity and oral production through artistic activities (theater, drama, literary centers, etc.) (p. 26)

- To promote artistic expressions (p. 33)

CEF (2001) suggests the representation of plays with or without scripts, owing to it argues that "imaginative and artistic usages of the language are important in both the educational field and in themselves" (p. 59).

There is more than just one reason to implement the use of theater in the foreign language classroom, however, it is the teacher who takes the action, and the success of its implementation depends on him/her, as it is claimed by Athiemoolam (2004):

The success of theater implementation depends on the creativity of the second/foreign language teacher and the value that he/she attaches to this method of teaching. Most teachers feel limited in using drama-in-education techniques as they have not received training in this regard. Consequently, they tend to shy away from using drama in the classroom. (...) If teachers extend demonstration further to include visualization and role play exercises they have actually started to adopt drama-in education principles. (p. 6)

In conclusion, it is strongly recommended to design a lesson plan that includes theater as an effective instrument to improve multiple skills, Williams (2014) states that "a theatre based curriculum promotes higher language acquisition than the more traditional teaching approaches" (p. 2).

10.2.2 Dancing in foreign language learning and teaching

The use of dancing for learning and teaching a second language is an appropriate technique since it allows the development of learning environments that motivate students and promote learning in a positive manner. Regarding this aspect Fabellini (2012) claims: "We believe that it is worth highlighting an aspect that is an intrinsic part of dance in general, that is, the ability of this body expression to develop leisure environments that promote learning". (p. 12)

In this regard, Varela (as cited in Fabellini, 2012) points out the great benefits that playfulness brings to the Spanish class as a foreign language: "When we have fun, we learn more and better, we relax, we find motivation to perform tasks and we feel more comfortable when we take the risk to make mistakes" (p. 12).

Additionally, this artistic expression helps students to use and go deeper through their cultural knowledge while using the foreign language:

Integrating dancing on a regular basis into language learning curriculum, for example, necessitates rich use of the target language to communicate in a variety of contexts and for a variety of purposes. Dancing affords language learners the opportunity to delve into deeper cultural meaning and understanding. (Gardner, 2008, p. 80)

Dancing as one of the most artistic expression practiced in the present research is recommended as a useful tool to learn a foreign language; since it is connected to language and

provides advantages at the time of teaching it such as: the use of extensive vocabulary, the use of questions and answers linked with everyday situations.

> When introduced in a classroom that is founded on practices that require comprehensible input, dancing allows language learners and teachers to employ a variety of vocabulary including body parts, locations, words related to historical and folkloric stories and to music and rhythm. Other linguistic features inherent in a dancing lesson are the use of the imperative voice, the use and formation of questions and answers related to steps or other related topics, and utterances of joy and happiness, or discomfort and complaint if participants become fatigued and thirsty. (Gardner, 2008, p. 84)

Some main reasons to implement dancing as an important mean to teach a language will be made known, according to Bell (as cited in Gardner, 2008):

> There are seven major and compelling reasons to integrate dancing into the language learning classroom, as follows:

> 1. Dance in the language classroom provides engaging ways in which students can gain functional control of language by emphasizing phonological chunks, sentence stress and intonation, conversational rhythm, gesture and body movement, and other paralinguistic features.

> 2. Dancing and gesture can combine to provide powerful kinesthetic connections for vocabulary development.

> 3. Dancing can be used as a force to unify the community of the classroom, to enact and visualize language learning objectives, and by so doing lower affective factors in the classroom. The Case for Integrating Dance in the Language Classroom.

4. Dancing has a power to transform our notions of classroom space. When you begin to make use of the open spaces of the classroom, you discover both that there is a lot of unused working space in a classroom and that large classes are much less formidable and remote than they appear when arranged in rows behind desks.

5. Dancing helps expose language learners to the culture which underlies the target language. The dances I have used in class draw on a wide range of rhythmic sources: children's skipping or jump rope songs and rhymes, hand- clapping, sports chants, cheer-leading, together with blues, jazz, gospel, rock and roll, rap, etc.

6. Dancing may allow students to get in touch with those rhythmic resources which played a part in the acquisition of their first language and make these available for the kinesthetic learning of their second language.

7. Dancing liberates language learners from the silence and stillness which pervades many language classrooms, thereby helping to prepare the body (and the mind) for the more cognitive demands of language learning. (p. 84-85)

With regard to the **CEF** (2001), "sociolinguistic competence includes the knowledge and skills necessary to address the social dimension of language use. How it stood out regarding socio-cultural competence, since language is a socio-cultural phenomenon" (p. 116). Taking this into account, dancing is an appropriate practice to implement in a foreign language teaching-learning as it is linked to socio-cultural aspects, according to Dox (as cited in Gardner 2008), "the idea of dance (…) allows for greater attention to the categories that define movement systems within individual cultures, nations, or societies" (p. 80).

Also, it is notable that this tool contains important respects such as: culture, history, geography, clothing, motion; which are related to what it is proposed on the **PEP** (2015) where content of English and French Subjects talks about cultural concepts and topics, geography, history, body language, cultural diversity etc.

As an example of this socio-cultural thematic that may be acquired through dancing, it can be mentioned that the Axis Global biannual Event developed by the Modern Languages program students, organized a cultural event and it consisted in: a country was chosen by each semester to show its culture through dancing; while some students made presentations about custom, history, food, likes of the selected country, the others showed important cultural aspects through dance.

In conclusion dancing is a great implement when teaching and learning an L2, given the fact that it includes important aspects at the time of a language acquisition, providing the student the necessary tools, the motivation and the socio-cultural environment for its development.

10.2.3 Music in foreign language learning and teaching

Music is one of the essential aspects in the human being, it has accompanied people in different times and areas of life. This art is a great tool for teaching the foreign language considering that it is a communicator and transmitter element, Bernabé (2012) affirms:

Music is an artistic manifestation; it is a way of expressing ideas, emotions and society experiences. Musical art combines its own elements in such a way that it brings the listener closer to the people culture who produced it, and to human emotions. For all this, we can consider it as a basis for the establishment of intercultural dialogue. (p. 108)

In the context of Santander de Quilichao, it was found that music is a practice highly used by students, that is to say that it should be valued as cultural practice, and this should be taken into account in the academic field to enable an optimal teaching and learning process, recognizing the student as an active and important subject in the classroom.

> Music is a mode of expression that is related to a social community and to all aspects of its environment. Its content or meaning is interpreted in relation to these specific and proper aspects of said community, with which, we can deduce that its character is not universal and comes compelled by the same idiosyncrasy of a population. (Peñalver, 2008, p. 8)

Music as a didactic resource for the teaching offers benefits such as motivation, and since the musical tastes of the students are known, this will allow the teacher to make use of them, in such a way, students could feel identified and recognized. "Numerous investigations assure that the inclusion of songs and/or sound-musical elements in the teaching of foreign languages brings benefits in the learning process to linguistic, affective and sociolinguistic levels" (Toscano & Fonseca, 2012, p. 1). Thus, the motivation would be affected in a positive way, and this would make the participation of the learners greater as well as their learning. "Motivation is the motor of learning; it is that spark that allows igniting it and encourages the process development" (Ospina, 2016, p. 1).

According to the survey applied to the students in Modern Languages Program regionalization mode, it was found that urban music and fusion music are the most favorite music styles, and since these types of music are dynamic, it exists not only in Spanish but also in French and English languages. In this way, it could be included as a facilitating tool for L2 learning without forgetting the customs of the L1 culture. This could be done in English II and III since

one of their objectives according to the **PEP** (2015) is: "To encourage creativity and oral

production through artistic activities (theater, drama, literary centers, etc.)" (p. 26). "Art:

manifestations" (p. 30). Through practices such as creation of orchestras, karaoke, auditions and

interaction with instruments. In addition, for encouraging students to work with motivation, it

could be used background music when they are carrying out different activities in the

classroom. "Listening to music can bring multiple benefits that become obvious to the

improvement of academic performance because it helps the brain when solving and learning

university jobs" (Corporan, Pérez & Ortega, 2014, p. 4).

It can be said that music has numerous benefits in the area of learning and teaching a

foreign language, but it will depend on each teacher and the students to make their use

effective and collaborative, joining efforts could be accomplish a correct experience for both

sides (teachers and students), always taking into account the words written in the **PEP** (2015):

"It is necessary to know and recognize different forms of thought and cultural practices at the

local, regional, national and international levels that enable communication for the integral

development of the individual and the community" (p. 12).

In conclusion artistic expressions, culture and art contributions in education are multiple,

having the opportunity to be part of different cultural and artistic events, students open up to

inclusive learning, being motivated to be creative and collaborative. Taking into account that

the most used artistic expressions by the students from Santander are: theater, music and dance,

and considering that Henry (2002) affirms that students "exposed to drama, music and dance

may do a better job at mastering reading, writing (...) than those who focus solely on

academics" (para. 1), teachers might use them to design different pedagogical materials and

events that can reinforce the foreign language.

When education meets art and culture, a path opens to give children and young people the possibility of developing all their potential. A rich artistic and cultural education, well thought out and executed, not only helps students to enrich their artistic projects, motivating them to use all resources creatively within their reach, but also to formulate proposals that go into benefit of their integral development. (Hernández, 2016, p. 8)

The above can be included in the classroom, on the part of music and theater, since language can be expressed in an authentic and natural way, which may let students to have a better pronunciation and enhancement of the speaking skill. In addition, the students will be able to learn new vocabulary while they have fun, since it is their own interests that have been granted to reach these conclusions. Besides, music and theater offer the opportunity to know different accents, allowing the student to develop the listening skill.

On the other hand, dancing allows the sociocultural competence development considering that it provides a full surrounded environment by culture. The **CEF** (2001) remarks this competence by saying that "language is a sociocultural phenomenon" (p. 118) and dancing is an excellent mean to improve this competence owing to it gives a permanent interaction between the target and the own culture through the representation of typical dances.

There are several reasons why artistic expressions are beneficial and should be considered in foreign language classroom, nonetheless, everything depends on the way how teachers implement this practice in the classroom to exploit students' potential, and how students act and navigate into this environment. "Teaching a second language including Arts (...) could be beneficial for learners due to the fact that it opens many doors for discovering students' innate potential" (Gómez, 2017, p. 8).

10.3 Gastronomy

10.3.1 Gastronomy in the language learning and teaching process

Learning a foreign language not only involves knowing the culture from which the language comes, but also being aware of the own culture. The role of the foreign language teacher is not limited to transmit information about other people and their culture, but to provide spaces for students to reflect and be conscious of their own culture and their target culture (Kramsch, 1993). In this way, the Modern Language students should be aware of his/her role as future educators. The pedagogical objective in the Educational Process Orientation (OPE) subject is focused on the training of an educator who reflects on his/her own educational process and involves the context of his/her students (**PEP**, 2015). Starting from that premise, it is truly important that pre-service teachers take into account culture in their own training process because they are the ones who will promote this initiative with their future students.

The **PEP** (2015), specifically in the subject of intercultural communication in English and French, considers that the similarities and differences arising between cultures can be an opportunity for students to affirm their self. However, it is important that educators take into account student´s identity fostering an intercultural dialogue, since it will allow the recognition of oneself to understand and be aware of the otherness, "to propose a dialogue between equals and in equal conditions, the meeting between people and cultures, the exchange of knowledge, towards an intercultural, inclusive and diverse education" (UNESCO, n.d. para. 3). For that reason, it is suggested that the subject of intercultural communication be taught in elementary English levels, considering the need of students who travel to participate in immersion camps or exchange programs. It is essential to promote spaces in the classroom where students can interact in a foreign language recognizing aspects of their own culture, because through that subject

students might increase their language level, inasmuch as they could develop or improve the communicative competence "which empower a person to act using specifically linguistic means" (**CEF**, 2001, p. 10). The above could be fundamental for becoming a proficient English user, which according to the Common European Framework (**CEF**, 2001) a proficient user can recognize implicit meaning in text, also he/she can construct texts with coherence and structure, in addition he/she can speak fluently and spontaneously. This could also help to raise awareness among students and teachers about the importance of interculturality in the language teaching and learning process.

CEF (2001) establishes that "an intercultural approach is a central objective of language education to promote the favorable development of the learner's whole personality, and sense of identity in response to the enriching experience of otherness in language and culture" (p. 1).

Gastronomy is, therefore, a fundamental part of identity since, "(…) it is not only the set of typical food or dishes of a locality, but it comprises a broader concept that includes drinks, food customs, traditions, processes, people and lifestyles (…)" (Torres, Romero & Viteri, 2017, p. 4). Including gastronomy in the foreign language class is a practice that may allow learning from the senses, because it is enough just to touch and smell the elements that are part of a recipe to activate the mental lexicon in the apprentice of languages (Bosio, 2012). Thus, using the gastronomic products that are part of the identity of students, could stimulate the different skills in Modern Languages Program students from Santander de Quilichao. This "(...) aims to produce socialization between students and between students and teachers, self-promotion, cultural enrichments and opportunities for a cultural relativism, overcoming the traditional separation between the mother language and the target language" (Bosio, 2012, p. 360).

10.3.2 The gastronomic products that Santander de Quilichao students produce and consume and their usefulness in the teaching of English and French

The idea of teaching a language using gastronomy is not new, countries like Spain, Italy, France, England, among others, have implemented cooking courses where different languages are taught. For instance, the Newcastle University in England developed a project called Lancook, this project consists of a preparation of a recipe available in seven languages, English, French, Catalan, Finnish, German, Italian and Spanish (Universia, 2014). The focus on these courses is that students learn to use language, by learning part of the culture, where cooking is fundamental. Notwithstanding, these courses always start from the teaching of the language through cultural aspects of the target language, leaving aside the own culture. For this reason, the present project seeks that teachers might take into account students identity aspects as gastronomy in the learning of foreign languages and also those aspects may be included in the **PEP.**

According to the findings obtained in this study, the typical dishes that characterized the students´ identity come from different departments of Colombia, such as Valle del Cauca and Cauca departments, as well as other characteristics dishes of the Colombian Andean region. This can occur because food practices are assumed by people to migrate from one place to another one, although these can be transformed, since there are differences in obtaining and preparing food in a different place than the origin (Álvarez, et al., 2016).

Santander de Quilichao is considered a multicultural municipality, composed mainly of Nasa communities, Afro-descendants and mestizo population, therefore it has forms of expression, customs and even gastronomy of these people (Alcaldia Municipal de Santander de Quilichao Cauca, 2011).

In relation to the gastronomic products that students prepare and eat, these can be exploited in the teaching of a language being this an interesting topic for them, inasmuch as, they will be able to talk, show, prepare and delight to their classmates and teachers with typical dishes or foods that are part of students' essence. Thereby, this will strengthen their identity and the sense of belonging to their community; which will almost naturally lead to the development or increase of foreign language skills because learning will become meaningful.

According to Ausubel (1976): Significant learning presupposes that the student manifests an attitude towards meaningful learning; it means a willingness to relate, not arbitrarily but substantially the new material with its cognitive structure (p. 1). Moreover, meaningful learning refers to the learning where the knowledge is understood fully (Zins, 2007). The Meaningful Learning theory raises an interaction between teacher, student and teaching materials that is where the role of the teacher and the good choice of materials make the student learn in a meaningful way. The teaching methodology will be equally important and this must be directed towards the development of communicative competences that involve linguistic means, in this regard, gastronomy is characterized by having syntax, lexicon and specific vocabulary.

Then, a thematic content as well as a specific objective of the subjects English and French of the Modern Languages Program that may be related to gastronomy will be addressed. Only these two will be mentioned because they encompass in a broad sense what has to do with issues such as interculturality and identity, gastronomy will be presented as an interesting topic that might help to implement strategies as possible solutions to language learning problems and the development of the language skills. Also a series of didactic suggestions will be established, in order to be taken into consideration by professors when teaching a foreign language in Santander de Quilichao.

One of the thematic contents of the Elementary English and French subject is to talk about "cultural and intercultural issues" (**PEP**, 2015, p. 24). However, many times the teaching is focused on dealing with grammatical aspects, leaving aside this type of contents that seeks an approach to reality to the context of students. According to the pedagogy component in **MNE 18583 resolution** (2017), it is important that teachers propitiate or create environments that make the comprehension of the socio-cultural characteristics of the students possible, recognizing their particularities to establish what should be and can be taught. In light of the above, it is suggested to address these topics regarding students' previous knowledge, it is also necessary to provide students with a confident environment where they feel comfortable to talk. It is here where the **didactic contract** arises. Evnitskaya & Aceros (2008) state that

> (...)normally in the **didactic contract**, the teacher has the role of expert who, in addition to deep and to have sufficient knowledge about the subjects, has different skills to organize and manage the classroom activities, while the student assumes the role of non-expert and allows the teacher guide and help him/her. But this is not a law, since the students can also become experts and be actively involved in their learning process helping and addressing others. (p. 46)

Allowing Santander de Quilichao students to talk about their local typical dishes, the way their family members prepare them, the ingredients used and even the history behind each dish could be attractive for students, motivating and also making them gradually lose their fear of speaking. As it was said before, teachers as a guide should provide the students a comfortable atmosphere. Ricciardelli, 2016 states that:

> Materials and topics have to be chosen wisely; in fact, how the teacher outlines each lesson can lead to different results, but during the phase of corrections, errors and

mistakes (...), teachers should not (...) use them to humiliate or demean the student in front

of the classmates (...). When the student is relaxed, the adrenaline becomes noradrenaline,

a neurotransmitter which facilitates the acquisition. (p. 72)

As it can be seen the teacher's role involves a big responsibility, it is worth mention that

the role of a teacher is not an easy task. Also, it is necessary that teachers know how to articulate

their knowledge, and transform it in an accessible and appropriate way for students, this is known

as **didactic transposition** (Zambrano, 2005).

In the subjects called French III and English III is sought to develop class projects close to

the student' environment, which would allow the identification of problems in the learning of

foreign languages and would lead to solutions (**PEP**, 2015). In relation to the classroom project

Rico (2009) states that "the project is focused on the student, and the theme or content arises

from negotiations and consensus between the teacher and students" (p. 40). This kind of project

is based on the students' interests and the need to provide solutions to problems that arise in

relation to the learning process. According to this, it seems interesting to approach a classroom

project that, besides starting from the students needs from Santander de Quilichao allows a

cooperative work that leads to the development or improvement of the language skills through

contents related to gastronomy. In this sense, project work is recommended as a tool that may be

useful for this purpose. Haines (1989) affirms that project work is transverse and integrative

whilst it includes multi skills activities and can be applied to real life situations.

Project work requires an active role on the part of the students to reach a common goal. In

this regard, students are active "doers" of learning, that is, they are able to construct their

own knowledge based on the meaningful interaction they experienced. Specifically, we

gradually shifted responsibility to the students in order to get a metacognition

process going, peer assessment and cooperative work. (Diaz, 2014, p. 39)

A classroom project as project work is ideal to develop topics related to gastronomic products that characterize Santander de Quilichao students. In a general manner contents are presented below that may be developed within that type of project in relation to those gastronomic products. In order to propose the following contents, the proposal *(Re) learn Spanish through gastronomy* (taken from the spanish: (Re) aprender español a través de la gastronomía), developed by López-Gutiérrez (2016) in her end-of-master project was taken into account.

Functional contents: talking about the past, talking about the present, expressing wishes and future plans, asking for preferences and getting answers.

Grammatical content: verbal tenses such as past, future and present. To be vs. other verbs, tense markers, discursive connectors, nouns, direct object and indirect object pronouns.

Contents about the discursive genres: face-to-face talks, interviews in newspapers and magazines, cooking recipes (recipes from across Colombia such as *sancocho, arroz con huevo, arroz con pollo, cremas, tortas, caldos*. Recipes from Valle del Cauca and Cauca department, and other departments from Andean Region. For instance, *cholado, luladas, champús, pandebono, aborrajados, bandeja paisa, tamal, chontaduro, empanadas de pipián*), riddles and jokes, questionnaire with closed and open answers.

Lexical contents: quantities, volumes, temperature, qualities, nutrition.

Evaluation: Evaluation is not only a responsibility of the teacher, but students and partners could participate in feedback using self-assessment and peer-feedback. (Diaz, 2014, p. 38)

In conclusion, language and culture are part of the daily life. Every ingredient represents the community and habits, Mary Douglas (1972) establishes that "food is a code expressing its message through a pattern of social relations and events, which are the expressed through a language" (p. 363). Also, different skills could be involved while it is taught through gastronomy: listening, speaking and communication with others.

With those suggestions it is not intended to have the absolute truth, the educational field is built day to day and there are tools to achieve it. As an important factor influencing learning is what the learner already knows. Getting this, the student could be taught accordingly (Ausubel, Hanesian & Novak, 1968).

11. CONCLUSIONS

The students characterization in terms of cultural products consumption and generation is a truly significant element, not only because it allows to identify what they consume and produce, but also because it gives an account for who they are, their roots, their likes and their interests. In a certain way, it allows the recognition of the students' identity to help cue a better understanding of their cultural background. Here is where education plays an important role since it is essential that students' identity features be taken into account in the design and implementation of classes, as this will provide meaningful learning for them.

The findings in the study allow to generate awareness of students likes and interests, based on the cultural products of their daily lives. Hence, they could be taken into consideration in a micro curriculum design or in the lesson plans and, even on future expansion projects of the Modern Languages Program in regionalization mode; since it is an investigative input facing sociocultural population aspects.

In the leisure category, it is concluded that students from Santander de Quilichao spend more time in closed places, revealing the high cultural products consumption such as reading, which is predominant in writing. But, it is important to emphasize that they would rather spend their free time in open places. In addition to this, it was evident that their favorite sports and the practiced ones are developed outdoors.

On the other hand, Santander de Quilichao students were asked about food consumption and preparation; it was found there is a close relationship between what they know to prepare and what they consume, correspondent to the Andean Region food. Finally, most of the students affirmed to practice artistic expressions, therefore these elements are becoming an important part

of their lives. The most execute practices are music, dance and theater; being the first one

the most relevant in the artistic expressions results, since students affirmed to know, listen

and practice different local types of music.

Finally, reading documents such as the PEP and the resolution 18583 by the Ministry of

National Education, it could be concluded that such files are focused on the foreign language

teaching and culture, but not on the native one. This cultural wealth are important in the foreign

languages area, students become part of their own learning process. Being aware of this,

teachers and directors in the Modern Languages Program and even other programs, could

achieve a significant learning on the students.

12. RECOMMENDATIONS

According to the results obtained, it is evident that students' culture is an important aspect in the foreign teaching and learning processes. Hence, it is relevant to take into consideration students' cultural background as well as their identity roots in foreign language teaching. In this way, it is recommended that MNE formulates educational policies that include it as a primary base. In addition to this, it is suggested the design of didactic materials in the foreign language teaching regarding the context of students. The MNE created in 2010 a series of textbooks called "English, please!" in an attempt to teach English based on themes close to the students reality, however, those textbooks are still far away from the sociocultural context of Colombian students, as Cárdenas (2017) mentioned "if the foreign languages teaching is better contextualized, the result would be better. This because of the realities and interests of Colombian students would be taken into account" (p.268).

In the case of the University of Cauca specifically in the Modern Languages Department, it is suggested to take into account the consumption and generation of cultural products of Santander de Quilichao students, and implement them in the PEP. Furthermore it has been highlighted that including likes and students preferences in concordance with their cultural background, will motivate and lead to a meaningful learning in a language learning process.

Moreover, as an objective of the professional profile of Modern Languages student, it is established that the teacher knows his/her students environment, therefore it is suggested that the educator considers in his/her lesson plans the student cultural identity, as well as cultural aspects of the target language without forgetting the local culture; since every student has his/her own cultural characteristics and he/she learns in different ways.

GLOSSARY OF TERMS

CEF: common European framework

DANE: departamento administrativo nacional de estadística

ELE: español como lengua extranjera

ICFES: instituto colombiano para el Fomento de la Educación Superior

MNE: ministry of national education

OECD: organización de Cooperación y Desarrollo Económicos

OPE: educational Process Orientation

PEP: educational program project – Proyecto educativo del programa

RAE: royal Spanish Academy

SPSS: statistical package for the social sciences

UNESCO: united nations educational, scientific and cultural organization

UNICEF: united nations children's fund

YMCA: Young Men Christian Association

APPENDICES

UNIVERSIDAD DEL CAUCA

Departamento de Lenguas Extranjeras
Grupo de Investigación Alteridad, Lenguas y Escrituras Creativas – GALEC Encuesta
a Población Estudiantil – PLLMIF Santander de Quilichao

Proyecto de Investigación:
Caracterización sociodemográfica en términos de rasgos de Identidad Cultural, con base en la definición de *cultura* de la UNESCO, de los estudiantes de la Universidad del Cauca matriculados en el Programa de Licenciatura en Lenguas Modernas Inglés-Francés (PLLMIF) en el municipio de Santander de Quilichao, departamento del Cauca, cohortes inscritas entre 2012 y 2017

Sección A

1. Por favor indique cuáles de los recursos o servicios se encuentran disponibles y funcionales en su lugar de habitación	Agua potable Electricidad Combustibles para la preparación de alimentos Alimentación balanceada (legumbres, frutas, lácteos, cereales, proteínas-carnes) Instituciones educativas públicas de enseñanza primaria Instituciones educativas públicas de enseñanza secundaria Instituciones educativas públicas de enseñanza media Instituciones educativas públicas de educación superior Centros de salud Clínicas Hospitales Consultorios jurídicos u oficinas que asesoren de manera gratuita a los ciudadanos en sus derechos constitucionales Bibliotecas, Casas de cultura o centros de expresión o difusión de cultura

2. ¿Cómo considera la calidad del agua potable en su lugar de habitación?	Alta Media Baja ¿Por qué?
3. ¿Cómo considera la calidad de los alimentos disponibles en su hogar?	Alta Media Baja ¿Por qué?

4. ¿Cómo considera la calidad de la educación en las instituciones públicas cercanas a su vivienda?	Alta Media Baja ¿Por qué?
5. ¿Cómo considera la calidad de las instituciones públicas de salud cercanas a su vivienda?	Alta Media Baja ¿Por qué?
6. ¿Cómo considera la calidad de la asesoría legal en su lugar de vivienda?	Alta Media Baja ¿Por qué?
7. ¿Cómo considera la calidad de los servicios de cultura disponibles en su lugar de vivienda?	Alta Media Baja ¿Por qué?

8. ¿Considera usted que existe algún tipo de dificultad para acceder al agua potable o a los servicios básicos en su zona de vivienda?	Sí No ¿Por qué?
9. ¿Considera usted que existe algún tipo de dificultad para acceder a los servicios sanitarios en su zona de vivienda? (aseo, alcantarillado, zonas de tratamiento de basuras)	Sí No ¿Por qué?
10. ¿Considera usted que existe algún tipo de dificultad para acceder a las instituciones educativas en su zona de vivienda? (Educación básica y media, educación superior)	Sí No ¿Por qué?
11. ¿Considera usted que existe algún tipo de dificultad para acceder a los servicios de salud en su zona de vivienda? (hospitales, clínicas, centros de salud, medicamentos)	Sí No ¿Por qué?
12. ¿Considera usted que existe algún tipo de dificultad para acceder a los servicios de asesoría legal gratuita en su zona de vivienda?	Sí No ¿Por qué?

13. ¿Considera usted que existe algún tipo de dificultad para acceder a los servicios de cultura en su zona de vivienda?	Sí No ¿Por qué?

14. ¿Cuenta con un cuarto, estudio, lugar de la casa u otro espacio en el que pueda realizar sus actividades académicas, tareas de la universidad o para estudiar?	Sí No ¿Por qué?
15. ¿Cuenta con un cuarto o habitación propia en el que pueda pasar tiempo a solas en su lugar de habitación?	Sí No ¿Por qué?
16. ¿Qué lugares o tipo de lugares disfruta frecuentar durante su tiempo libre?	
17. ¿Cuenta con un espacio de tiempo en la semana, durante el que pueda realizar sus actividades académicas, tareas de la universidad o para estudiar?	Sí (¿cuántas horas por día o por semana? _____) No ¿Por qué?
18. ¿Cuenta con un espacio de tiempo en la semana, durante el que pueda realizar sus actividades extra-académicas, desarrollar sus habilidades deportivas o artísticas, o disfrutar de sus aficiones?	Sí (¿cuántas horas por día o por semana? _____) No ¿Por qué?
19. ¿En qué actividades o tipo de actividades prefiere invertir su tiempo libre?	
20. ¿Con qué persona o personas prefiere compartir su tiempo libre?	

21. ¿Qué platos típicos caracterizan a la localidad en la que vive, su grupo étnico o aún a su familia?	
22. ¿Sabe usted preparar al menos uno de estos platos?	Sí No ¿Cuál?

23. ¿Qué tipo o tipos de música característicos de la localidad en la que vive o de su grupo de origen étnico conoce?	
24. ¿Conoce otros modos de expresión artística o cultural característicos de su grupo étnico de origen o localidad?	Sí No ¿Cuál o cuáles?
25. ¿Practica usted alguno de estos modos de expresión musical, cultural o artística?	Sí No ¿Cuál o cuáles?

26. ¿Pertenece usted a algún grupo de expresión cultural, musical o artística relacionada con su localidad o su grupo étnico de origen?	Sí No ¿Cuál?
27. ¿Practica usted algún tipo de deporte o de expresión artística (música, teatro, danzas, u otras)?	Sí No ¿Cuál?
28. ¿Cuál es o cuáles son su(s) estilo(s) de música preferido(s)?	
29. ¿Cuál es o cuáles son su(s) programa(s) de televisión preferido(s)?	
30. ¿Cuál es o cuáles son su(s) tipo(s) preferido(s) de película(s) cinematográfica(s)?	
31. ¿Cuál es o cuáles son su(s) deporte(s) favorito(s)?	

32. ¿Qué otro u otros tipos de expresiones artísticas o actividades de esparcimiento gusta de consumir?	
33. ¿Con cuánto dinero cuenta usted en promedio para sus actividades de cada día, a parte del destinado a transporte y alimentación?	
34. Por favor indique el tipo de vivienda en el que habita	Propia Arrendada Familiar (casa de abuelos, tíos o parientes, compartida con personas diferentes al núcleo familiar)
35. Por favor indique en qué material están hechos los siguientes elementos de su lugar de vivienda	Techo: _____ Paredes: _____ Pisos: _____ Servicios sanitarios: _____ Vía pública (calle): _____
36. Por favor indique cuáles de los siguientes electrodomésticos se encuentran disponibles para usted en su lugar de habitación	Televisor Equipo de sonido Reproductor DVD o BD Computador de mesa Computador portátil Consola de videojuegos Estufa de gas o eléctrica Nevera Plancha Lavadora Secadora

37. ¿A qué estrato social pertenece el barrio en el que vive?	Estrato 1 Estrato 2 Estrato 3 Estrato 4 Estrato 5 Estrato 6

Sección B

1. ¿Existe en su familia próxima alguna persona que practique algún tipo de arte o deporte de manera constante, y que comparta dichas actividades o el producto de las mismas con usted?	Sí No ¿Qué relación filial tiene con la persona en cuestión? _____ ¿Qué arte o deporte practica y comparte dicha persona con usted? _____
2. ¿Existe en su casa algún espacio dedicado al consumo de productos culturales? (Estudio, biblioteca familiar, u otros)	Sí No ¿Cuál?
3. ¿Practica usted algún tipo de escritura? (Escritura de textos en cualquier tipo de soporte: papel, blogs, Wikies, u otros)	Sí No ¿Cuál?
4. ¿Cultiva usted el hábito de la lectura, ya sea en medios impresos (libros, revistas) o digitales (libros virtuales, blogs, u otros)?	Sí No ¿Cuál?

5. ¿De qué manera o maneras considera usted ser diferente de las personas con las que comparte sus concepciones espirituales, sus orígenes étnicos, o aún de sus amigos o familiares?	
6. ¿Existe en su familia próxima alguna persona especializada en algún campo del conocimiento o de las ciencias, y que comparta dichas actividades o el producto de las mismas con usted?	Sí No ¿Qué relación filial tiene con la persona en cuestión? _____ ¿En cuál campo del conocimiento o de las ciencias es especialista la persona en cuestión? _____

Sección C

1. ¿Considera usted que cuenta con personas en las cuales pueda confiar y apoyarse en la toma de decisiones importantes o en los momentos o circunstancias en los que considera ser vulnerable?	Sí No ¿Por qué?
2. ¿Considera usted pertenecer a un grupo de identidad de género en particular?	Sí No ¿Cuál?
3. ¿Sus amigos y familiares conocen sus preferencias en términos de identidad de género?	Sí No ¿Por qué?

4. ¿Cuál es su configuración cromosómica de nacimiento?	XX (mujer) XY (hombre) Intersexualidad 46 XX (órganos externos de apariencia masculina, órganos internos femeninos) Intersexualidad 46 XY (órganos internos masculinos o ausentes, órganos externos de apariencia femenina) Intersexualidad gonadal verdadera (órganos internos masculinos Y femeninos) Intersexualidad compleja o indeterminada 45 XO, 47 XXY o 47 XXX (número impar de cromosomas sexuales)
5. ¿Considera usted que sus relaciones sociales al interior de la Universidad se han visto afectadas por las eventuales particularidades de su identidad de género en relación con su configuración cromosómica de nacimiento? Por favor, explique.	
6. ¿Cómo considera usted que podría disminuirse la intensidad y la ocurrencia de eventuales expresiones de violencia o exclusión motivadas por el género al interior del Programa?	

Sección D

1. ¿Profesa usted algún tipo de religión, fe, o creencia relacionada con la existencia de un orden espiritual o de alguna forma de deidad?	Sí No ¿Cuál?

2. Si lo tiene a bien, por favor comparta la razón o las razones por las cuales profesa la forma de espiritualidad elegida en el punto anterior. Si no profesa ninguna forma de espiritualidad, por favor comparta las razones de dicha decisión.	
3. ¿Profesan o profesaban sus padres o acudientes algún tipo de religión, fe, o creencia relacionada con la existencia de un orden espiritual o de alguna forma de deidad?	Sí No ¿Cuál?
4. Si lo tiene a bien, por favor comparta la razón o las razones por las cuales sus conceptos sobre la espiritualidad eventualmente difieren de aquellos de sus padres o acudientes	
5. ¿Cómo podrían sus conceptos espirituales explicar las diferencias entre la visión que usted tiene de sí y la visión que sus compañeros parecen tener de sí mismos?	
6. ¿Cómo describiría lo que es un buen ciudadano a partir de sus conceptos espirituales?	
7. ¿Cómo describiría lo que es un buen miembro de su comunidad espiritual, si la tiene?	

8. A partir de sus conceptos espirituales, ¿cuál es el lugar que ocupan las otras personas, o el rol que ellas juegan en la sociedad?	
9. A partir de sus conceptos espirituales, ¿cuál es el lugar que usted considera ocupar o el rol que usted considera jugar en la sociedad?	
10. Por favor indique con cuál de las siguientes comunidades étnicas se identifica o de cuál de ellas proviene	Afrodescendiente Caucásico / blanco Indígena Mestizo (caucásico + indígena o caucásico + afrodescendiente) Mulato (indígena + afrodescendiente) Otra ¿Cuál?
11. ¿Considera usted que comparte la visión de mundo, espiritualidad y formas de vida que caracterizan la comunidad étnica de la que proviene?	Sí No ¿Por qué?
12. ¿Cómo podría su origen étnico explicar las diferencias entre la visión que usted tiene de sí y la visión que sus compañeros parecen tener de sí mismos?	
13. ¿Cómo describiría lo que es un buen ciudadano a partir de las concepciones del grupo étnico del cual proviene?	

14. ¿Cómo describiría lo que es un buen miembro de la comunidad étnica de la que proviene?	
15. En la comunidad étnica de la que proviene, ¿cuál es el lugar que ocupan las personas provenientes de otros grupos étnicos, o el rol que ellas juegan en la sociedad?	
16. A partir de su origen étnico, ¿cuál es el lugar que usted considera ocupar o el rol que usted considera jugar en la sociedad?	
17. Por favor mencione algunas de las actividades que caracterizan tradicionalmente a su familia (por ejemplo: particularidades en la celebración de fechas que consideren especiales; particularidades en las actividades que llevan a cabo durante las reuniones familiares; particularidades en las relaciones intergeneracionales)	
18. ¿Cómo se trata lo que se considera errores de los niños o de los adolescentes en su familia?	

Sección E

1. ¿Cuál es su edad biológica y fecha de nacimiento?	Edad: _____ Fecha de nacimiento: _____
2. ¿En qué semestre tiene matriculadas la mayoría de las asignaturas del PLLMIF en este momento?	Semestre (en números arábigos): _____
3. ¿Cuenta con la disposición para entrar en contacto con el grupo de investigación que ha llevado a cabo la encuesta, con el fin de ser seleccionado dentro de un grupo de análisis, en pleno respeto y protección de sus datos personales y de la información consignada en este formato?	Sí No **Información de contacto** Nombre o pseudónimo _____ Correo electrónico _____ Número celular _____

Sección F (para uso exclusivo del grupo de investigación)

Código de sistematización	
Tipología preseleccionada Fase2	

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