

**Promoting critical cultural awareness in ESL classes through rock and roll music  
content based workshops**

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**Abstract**

This paper presents an action research study based on the implementation of a content based workshop with rock and roll to develop motivation and a critical cultural awareness in ESL teenage students from the private institution Colegio Antares. The data was collected with two surveys to students, class observations and teacher's diary. The steps suggested by Robinson, (2011) Rock and Roll English Teaching Content-Based Cultural Workshops and language learning. The recommended structure of the workshops is: 1. The beginning: Roots and influences 2. The middle: Decades of change 3. The end: Rock and social distortion in the United States. where they develop a critical thinking about a specific culture, in our case The United States and England.

*Keywords: Content based workshop, critical cultural awareness, language learning, music, rock and roll*

### **Degree requirement**

This action research project is done in the frame of a teaching practicum at the institution Colegio Antares as a requirement to obtain a Bachelor education degree in foreign language teaching (English and French) at Escuela de idiomas, Universidad de Antioquia in Medellín, Colombia from august 2017 to June 2018.

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## **Preface**

Teachers face daily a lot of challenges inside the class, among these difficulties we found one of the most sensitive: the disrespectful attitudes of most students towards the differences in others and the integration of other cultures inside the classroom. This is an action research project whose principal objective was to encourage a cultural critical awareness in EFL classes through the use of content-based approach with music Rock and roll as content, where the concept of critical cultural awareness becomes a main constituent in Robinson, T (2011) where expresses the importance of the respect to other cultures inside the class. The project was carried out in a group of ninth and tenth graders at the private educational institution Colegio Antares.

In particular, the project focused on promoting critical cultural awareness through the use of a rock and roll content based approach due to the role of music in our society and in the influence of foreign cultures in our country.

### **Description of the context**

The “Colegio Antares” is a private school located in Robledo neighborhood in the north-occidental zone of Medellin, the entrance is a one way road at the right side of the main highway towards San Cristobal. It offers from preschool to eleventh grade with a half technical career in marketing and communication according to an agreement with the Foundation University ESUMER. The establishment has around 400 students. It has three main buildings all connected, two of them contain classrooms and bathrooms and the main building contains the cafeteria and administrative rooms. It also contains three playgrounds for kids, a sport yard, an outdoor gym, a pool and a garage for the administration personnel. The Mission of the institution is with the roles as private and inclusive character institution seek to implement a pedagogical proposal based in the development of multiple intelligences, teaching for comprehension and the second language acquisition routed to the entrepreneurship, the good acting and the acquisition of knowledge, based in a quality integral formation. Their vision is to position Antares school by the year 2020 as an educative institution locally leader by the integrity of its educative proposal for children and young people achieving the development of competences and the autonomy that allows them give response to the challenges of the social environment.

### **Description of the English class context**

The emphasis counts with a structural change which focuses on learning by playing and giving priority to the development of the four main skills of a language: speaking, writing, listening and reading, and implementing the enrichment and use of the Anglo-Saxon culture. Precisely when thinking about life, the institution realizes that the ability to develop

as a being is the ability to communicate, which is why English sessions are especially conversational, with a special emphasis on the development of verbal linguistic and interpersonal intelligences. Physically, we find in the English classroom some important tools like a LCD Television and a dvd like in every other classroom in the institution, yet the teacher takes his own computer with internet access, we can find also some musical instruments like guitars, an organette and a lot of sound amplifiers because the teacher is also in charge of the musical administration part. Students have to move from classroom to classroom. The English classes in the 9th grade A are conducted 4 times a week, there are 19 students, all of them aged between 14 and 16 years old, 16 boys and 3 girls. My cooperative teacher's name is Rodrigo Rios, he has a degree in Language Translation in the Universidad de Antioquia, and he has 9 years of teaching experience. In the 2018 the cooperative teacher has been changed and this new cooperative teacher's name was Juan Fernando, but then he quitted and the hired another CT Johana Cristina Mejia Garcia, she studied the degree in foreign languages at Universidad de Antioquia

Their background is very diverse, there coexist different kinds of levels and they are divided in a species of semi-groups chosen by them and grouping with the ones who are best friends or understand best each other, they all have similar behavioral patterns but with different points of view, there are ones who have excellent disposition towards working and the language on its own, those who like to work less but anyway they accept the guidance and look curious, some others show sympathy but they are constantly searching for distractions, ones that seem indifferent with the lessons and they work because it has a grade or because is a part of it, and finally there is another group that do not pay attention, look apathetic and it is very hard to work in class. Due to schedule issues and because I started practicum in 2017-2 I



had to continue in 2018-1 with the same grade but they are now in 10th grade, most of them remained together and there is just one new.

The researcher's name is Juan Pablo Osorno Palacio, he is currently studying the degree in language teaching at the Universidad de Antioquia, his experiences as a researcher have been in the same program in the courses research 1 and 2 and his language teaching experiences have been giving particular classes. He has also studied 6 years of musical instruction in “La Red de escuelas de Música de Medellín” played different instruments, like the violoncello and the bandoneon, played in different orchestras and participated in choirs. He is very interested in observing and researching about how the music influences a person in learning languages, how music genres are connected with culture and the impact since there exists some connections in the meaningful way of the learning a second language as in the case of English, how it promotes a critical cultural awareness in the classroom.

### **Statement of the problem**

English Learning is getting strong and it is spreading fast across the globe, this spread is due to globalization, the ICTs and the new technologies that complement and connect our lives with millions abroad. Nowadays in Colombia there are some laws made by the government like the guide 22 or PNB (proyecto nacional de bilingüismo) among others that seek to become reality a “bilingualism” in a whole scale in our country, taking bases on the school with the primary and secondary education. It is in this second scenario where the problematic is founded and as a pre-service teacher in formation doing my practicum, I have been given the task of selecting and visiting one school in Medellin, in this process I decided to choose a private school called Colegio Antares because this school represents a significant source of knowledge, and with an interesting approach, to study which is based on Howard

Gardner's "Multiple Intelligences". The principal intention of the first part of the project is to start observing and teaching one of the groups of the English classes leaded by the teacher Rodrigo Rios. This process started wondering and searching any kind of problems that could arise in the classroom.

Moreover, the practicum started since August 2017 in the institution, and I have observed several behavior and tolerance problems in general, sometimes they do not listen to what the teacher says and they talk constantly among them about other issues, the teacher tried to call their attention and asked them about what he has just said, and why were they talking so much but without a response or even ignoring him for a few moments, but finally after some attempts they responded, sometimes in a disrespectful way. When the CT was asked about this lack of respect and discipline, he answered: "*I am not that strict with them about the discipline or obliging them always to listen to me, it becomes very difficult or stressful for both when you generate too much pressure, I think students who want to work do it without pressure, but anyway they should be aware of their own processes*". He preferred them to cooperate in freedom and autonomy, as the principles of the institution above instead of strictness, discipline and keeping silent all the time. There was also found a problem concerning classroom distribution, it was "divided" in two groups, the students who seemed to be attentive, participate and knew more about English were those who are generally sitting in the front and by the other hand the ones who always made disruptive talking, did not care about what the teacher was doing or did not like English. This became a trouble for the teacher who constantly was calling the attention on the backwards, but they did not change their attitudes, instead of that they just continued doing it, laughing, screaming, arguing and even insulting among them. Additionally, these same apprentices had very low motivation and they always did what they wanted, or maybe doing nothing at all. We had all these

problems, but the teacher seemed to have high levels of patience and he did not bother about this. Moreover, the way how they stand towards the English class concerning their attitudes were in most part negative, this problem when students did not get involved with the lessons and started getting lost with what the teacher, their parents and the institution expect, even though most of their problem looked like disciplinary ones and they actually seemed not so motivated.

The teacher used music generally as a relaxer or within what the workbook provided, however, he used it in almost every class and this was fine, but sometimes it had no transcendence more than just filling the blanks exercising. Music can be used in language teaching because it can influence a lot of lifes, and so on language learning because you can take a lot of elements of the musical origin culture and put them together to enhance learning comprehension with the main four skills speaking, listening, reading, and writing, that often boost motivation and rise attentiveness when students want to know about the meaning and significance of a song and when they want to go deeper knowing and discovering this foreign culture, but not only discovering, thinking and reflecting about it, but also about their costumes, ways of life and respecting it through a constant work in critical cultural awareness which gives students another perspective and a more objective view of other contexts in order to achieve a respectful way of looking foreign persons and cultures in general.

### **Theoretical Framework**

The use of music in language teaching has been increasing during the last decades and with the arrival of the globalization and mass media we can always be connected everywhere. We always have contact with all kind of cultural and social aspects and a lot of resources inside and outside classroom which can be combined with different ways of exposure to language bounded to what we see and hear everyday, brought to our lives by the internet and connected to our context which has been disappearing little by little to make a way to foreign cultures, yet still remain something of all our history in our houses, museums, streets and schools. Music as languages do, have a similar structure in means of learning a systematic and complex operation way of communication through the rhythm, tone, stress and accents among other characteristics that construct a connection between language, culture and music.

#### **Inside and outside classroom culture**

Mass media and globalization bring us the opportunity to know and learn more about different kinds of cultures that have influenced significantly in our lives, anyway the time class is dedicated in most of cases to work with curricular contents. But in the exterior we can find thousands of content possibilities to work with students in order to engage and motivate them: as *Rhinehart M (2011)* talking about outside classroom actions and influences stated: *“Time outside of class can be utilized to influence language learning. Outside school, many students are involved in a great deal of internet activity in relation to their love of popular music...”* *Morrell, (2004). (p. 30)*. In the school, we find different ways to give the information, and it seems they feel bored or exhausted all the time with schedules. The school is the place where we can measure learning and the ideal of the teacher should be combine

activities that learners normally do outside the classroom with curricular thematics in order to cope some of their interests more than just giving them what to study, approaching to what they feel and like we can achieve an engagement through cultural references. We have made a distinction about culture and as said by Z. Chlopek, (2008). *The big-C part of a given culture and it constitutes factual knowledge about the fine arts... "Small-c culture, on the other hand, comprises a wide variety of aspects, including patterns of interaction and discourse organization. (p. 11)* We use both parts of the culture inside a ESL classroom and with music as bridge and fine art we can give a lot of opportunities to know and experience another culture, not only with songs but their meaning and connections with history of mankind, how it affects thousand of human lives and the social effects caused by different thinking movements.

### **Culture, motivation and behavior**

Motivation is that inner and outer force that allows learners to have a better disposition to work and keep advancing through bad or hard times, as stated M. Rhinehart (2011) in a chapter about motivation and culture involvement.. *Some students like to receive good grades and demonstrate their ability to study hard, while another reason would be that the students are trying to learn how to communicate in the target language and be as native as possible (Shrum and Glisan (2010) (p. 13)* Instrumental motivated learners are those who want to get grades and work by means of a higher recognition by obtaining good grades, and the integrative motivated learners are those who want to integrate the knowledge in their life not only grades or rewards and the equilibrium among these two ways of learning and get motivation is very important within the classroom, music and critical cultural awareness give us a different focalization of how to connect both views and give a motivational way to learn. Then, some of the behavioral problems could be related in a great part to how they feel in the

classroom and maybe a change of mind through constant culture awareness could help them to be conscious of these attitudes as stated by Robinson (2011) *Teaching about culture does not necessarily entail behavioral change among students, but it does help students recognize the cultural influences affecting their own and others' behaviors (Tomalin and Stempleski 1993) (p. 15)*. The recognition of these influences is very important because some persons do not recognize diversity, and it could be very difficult in cases in which someone is talking decontextualized or out of place and could be branded for harassment, lack of tolerance or for mocking someone. The lack of respect only can be surpassed by a constant work in tolerance and acceptance for the differences in others. The target language culture is normally explored in classroom by the use material containing different situations that help improving interactions among students and teachers, this gap between language and culture gives us tools to develop language learning and Barbara LeBlanc and Joseph Dicks (2002, 2003) stated that: *"Ethnological studies place importance on the people, objects and experiences that help us understand a target culture..." "...In the present context the second-language learner comes face to face with the way of life of the target culture."* (p. 14) The process of self-discover involving interaction with the target language environment could lend the learner to a enlightenment driven by curiosity about the ways of living in that Target Language Culture, taking the student to be a little more a "risky" and go deeper in other fields of interest.

### **Towards a critical cultural awareness competence in ESL class**

In the ESL classroom context, generally we face a lot of different negative reactions towards other cultures and their lifestyles, ways of talking, manners, habits, accents, etc. that could be seen as ridiculous. Moreover, as teachers we have the invaluable task to teach students respect and tolerance among other cultures and give them the opportunity to know

the other, as cited by Linares, Moncada (2016) *“The ‘Other’ as an epistemological concept intertwines with the notion of Othering, denoting the ways in which an individual or a particular group of people is objectified, differentiated, simplified, exoticified, or created in position to the Self (Suomela-Salmi & Dervin, 2009; Staszak, 2008; Woodward, 1997) (p. 131)* In the whole Colombian context and specially schools where the negative image of the other is very common and reinforced, teachers must act towards a critical and meaningful interaction with students in order to take them out of their prejudices. Linares, Moncada (2016) stated that teacher should: *“...approach learners to explore cultural complexity and multiplicity, so that they face a different social identity while questioning their own. (p. 130)* The ESL cultural context is very important, because it is in this place where communication and social skills must be developed together to the point that every student or teacher should always have a place in mind for other persons, their perceptions, opinions no matter if they are wrong or decontextualized.

### **Enhancing acquisition through Music**

Music has been used in most cases to relax while they are doing classwork or tasks while having background music *“All too often, music in the classroom has been relegated to recreation and entertainment status...” (Weaver & Price, 1993)(p. 3)* and it really works great indeed. Moreover, the use of music inside the classroom represents a learning tool that uses a series of patterns of repetition in a way they can follow a rhythm to acquire skill in a language Weaver & Price (1993) stated: *“Music may allow a teacher to introduce a more advanced text through music because, unlike spoken conversation, there are pitches and melodies, rhymes, and beats and measured phrases, that may help students remember vocabulary or grammatical structures and aid in comprehending the general meaning...” (p. 6).* Students’ interests are very subjective but music gives other perspective and as stated by

Weaver & Price, (1993) “...Music could be the stimulus which makes communication pleasant” (McKenna, 1977)” (p.4). This “stimulus” makes part of a lot of possibilities that music gives to what an ESL class and a whole community could need to improve their approach to the new ages with the internet and growing technology showing us a great information source gathering tool. Furthermore, every context has its own needs and as a teacher gets experience it becomes necessary be constantly updated and very open minded to develop abilities. In our context students are not very willing to express what they feel because our educational system tends to impose what learners must see, listen, write and even express in classes, in most cases they do not have a personal point of view of reality and society. This is why is so important they get involved and express what they feel and think, and music is a very powerful way to transmit feelings as Lake, R (2002-2003) stated that “...A song is more than just words and notes on paper. Music is an environment that expresses emotion and conveys a message”(p.98) Teachers should use music in a critical way profundizing in the intention of author, more than just grammatical features of the language or senseless songs. Music and language have some similarities or same paths to be learnt, Steven Feld and Aaron A. Fox (1994) stated that: “Many approaches to music have been predicated analogy where musical sound is viewed as an autonomous formal domain, abstractable as hierarchical structure or cognitive process. (p27). The aim is to recognize how languages and music are learned using different methods providing tools to construct their own ways of learning and exploring the world together with construction of their own perspectives. Finally Steven Feld and Aaron A. Fox (1994) make a great parallel between language and music learning in which he analyses both paradigms in which they stated:”Musical structures are thus taken as generally analogous to grammatical categories



*or processes that can be analyzed using linguistic approaches to syntax, morphology, and phonology. We consider these analogies under the heading of “music as language.”(p.27).*

### **Research Question**

**How to promote student’s cultural critical awareness in EFL classes through rock and roll music content based workshops?**

### **Objectives**

#### **Main objective**

- To encourage a cultural critical awareness in EFL classes through the use of content based approach with music Rock and roll as content.

#### **Specific objectives**

- To make students conscious of cultural differences through music using a content based approach.
- To promote critical awareness using music culture through different artistic expressions in the target language.
- To combine language learning and music culture in a meaningful process.
- To foment respect towards other cultures and other persons.

### **Action strategies**

The action plan is based on the content based methodology and workshops according to Robinson, T (2011) *Content-based workshops are a sure way to achieve positive results because they encourage fulfilling, productive, and rewarding language learning experiences in a context where students find the material meaningful to their lives.* With an approach to music cultural awareness we expect they learn differences among cultures and stands as a

critic, which has a relationship with discover and get awareness to everything that take place within a specific culture. In this action research project learners will be able to work with musical genres of their preference as final work, specific groups and its relevance for the history of humanity.

### **Development of actions**

The development of actions was supported on the Rock and roll content based project written by Robinson, Tim (2011) “...*When creating a content-based cultural workshop, I like to organize it as if I were writing a story with a beginning, middle, and end (Curtain and Dahlberg 2009).* A learning guide was designed for them to develop in classes, it contained steps and activities to follow in order to get points and get a grade that will be taken into account at the end of the school period. It begun with students forming groups to create a band, as suggested by Robinson, Tim (2011): “...*to develop social and oral communication skills more effectively*”. Everyone had roles inside the groups, e.g: spokesman, composer, manager, etc. These roles helped students to get more involved in the process. The next step was creating the band history and future plans using past and future tenses in their writings, when they have finished they shared it aloud for all the class. The second action consisted in listening to the song “*Paint it black*” from The Rolling Stones where they had to complete, unscramble the lyrics, and correct the mistakes, then they had some questions about the lyrics meaning and see if they liked it or not. The third action consisted in watching the video: “*The History of Rock 'n' Roll 01 The Rock 'n Roll Explodes*” with this video we discussed about their impressions and then in groups, they wrote a definition of Rock and roll in passive voice. The fourth action consisted in watching the movie: “*School of rock*” and then talk and answer some questions about their concept of rock and roll and how it has changed through

the time. The final action was a presentation of a musical style band or artist. Every group chose a musical or artistic expression of their preference with like a stage play, dramatization of songs or the life of the artist, etc. The instruments used to collect the data were: teacher's journals, survey to the CT and two questionnaires to students.

### **Data analysis: findings and interpretations**

The present action research project implemented a set of activities with rock and roll content based musical workshops as above mentioned whose principal aim was to promote a critical awareness towards English language. The information required for the data triangulation has been gathered taking into account impressions during the project through different sources: two surveys to the students, one at the end of the first semester of the practicum and a another at the end of the process, class observations, and teacher's diary. Some relevant findings have emerged from this project concerning how has been promoted critical cultural awareness in classes through rock music among the students of 9th - 10th grade from Colegio Antares

The first data collection technique used was a survey (see appendix B) which aimed to know about the participants preferences in English second language learning connected with culture and their musical tastes. There were 10 questions in total answered by 3 out of 19 students, very few students agreed to make it, and it was made in Spanish. Moreover, most of them answered the questions in a conscious way. In one of the questions students had to answer if music had helped them in a second language learning (SLL) environment, all of them responded positively arguing that it motivates to search further information; :E.g of a response "*Si, porque a medida que se va escuchando más la misma canción o artista con las*

*letras se va motivando a la persona para cantarla y mientras más se canta más se va entendiendo la letra*” (november 8, 2017). This student showed motivation towards music and language learning, maybe repetitiveness is the way how she/he wants to learn. Another question was about if learning a language through cultural content could help them improve and being attentive in class. In the answers we found positive conceptions and all of them agreed that culture helps them being engaged. E.g response: *“Sí, ya que esto motiva a la persona a que aprenda más de la cultura del país y que aprenda más el idioma de origen de la canción”*(november 8, 2017). In general these answer gives us the idea that students are willing to investigate and learn more about the target culture music and language. Based on these responses of the first survey a learning guide (see appendix C) was made for students in order to follow and complete it. It was asked about musical preferences in order to establish a general musical genre that everyone likes, but due to the lack of responses it was very difficult to scrutinize, so rock and roll has been chosen due to the majority of responses gathered. The first action was called: “Rock and roll bands challenge” in which students had to form groups as suggested by Robinson, T (2011) in which they had roles, they showed a lot of interest towards class work as the teacher’s diary: *“even though students were noisy they look motivated towards working in groups with the tematic given despite their likes.”* (April 5th, 2018) the creative part of the band challenge was very important in designing the logo, inventing the band’s name and the history where they were very engaged. The second action was “Paint it black, The rolling stones challenge,” in which students had to analyze the lyrics of the song and its history. They had to compare their impressions before and after hearing and reading about the meaning and intention of the author, in general students said that the song results very sad for them as stated in one of the answers in the learning guide: *“He wants to say that the world is a black place”* (april 9th, 2018) This step of the activity

resulted not so well because most students seemed not really engaged with the song and this could be seen on their answers which were very short and repeated in some groups, moreover students showed their critical point of view about the song. The third action implemented was “Rock and roll challenge definition” based in the documentary: “Rock and roll explodes” in which they had to observe the documentary and start building their conceptions of rock and roll, in this action students had to use passive voice to make a short paragraph with their conceptions about the musical genre and the culture as in one of the writings: *“Is a kind of music sad and rebel, it begun with the black race and with the church”*.(april 19th, 2018) This definition gives us a proximate approach to what students constructed with the video and what they have retained from it. The fourth action was based on the movie “School of Rock”, where students watched the movie and expressed their opinions about the movie and the culture of the foreign country. in the round of questions about the movie, some students showed interest. One of the question was: What do you think about the changing attitude of the school’s principal when she sees the “school of rock band” in the stage? According to the teacher’s diary: one student’ answer called the attention: *“rock and roll es una expresión artística que va más allá de eso que los padres o las autoridades piensan que es por que representa las emociones”* (May 10th, 2018) In this part the student stated reasons about the meaning and how some persons have prejudices. The second survey to the students (see appendix E) was made in the final part of the project, this survey aimed to know students impressions, perspectives and ideas. When was asked if their perspective has changed towards other culture like The North american culture connected with rock and roll, we can see different opinions where they already know about this culture and it has not changed at all, but in some of them changed like in the answer *“Que todas las culturas tienen su historia y su alianza con otras culturas”* (may 23rd, 2018) In this short answer it is very important to highlight this alliance of cultures because this was part of the video on the roots of rock and roll where was showed that rock and roll and rap had the same historic beginning, so they took it as an alliance and found more similarities than the differences they had. In another

question about what new have learned in the project the answer was : “ *Que todas las culturas son diferentes, que lo que para mi puede ser raro, para otra persona normal*” (survey 2, May 23rd, 2018) In this response the student emphasizes in the tolerance towards others and this answers a big part of the objectives of the project where the critical cultural awareness and the respect to other cultures is encouraged, anyway in the other responses to the same question, students agreed concerning in the importance of accepting and being of other ways of living and their different expressions as a manifestation of tolerance. In a question concerning motivation and rock and roll as content we see that this topic was very divided among them because when they do not like a topic it is hard to get their attention but in one answer one students states “*No, porque me gustan otros generos, pero es interesante*”(survey 2, May 23rd, 2018) This part is tied to student’s preferences and their connection to what they want to learn. In the question about if the student think that their schoolmates have changed their perspective about mocking other cultures, 4 out of 6 agreed that it has changed their own and the other’s perspectives, but one of the other responses was: “*No, por que las personas todavía dicen que lo “raro” o que no se está escuchando en la actualidad es extraño y por esta razón nunca les va a gustar*”. (survey 2, May 23rd, 2018) This answer talks about some kind of discrimination is still ongoing and some persons are very closed and reluctant to listen to other musical styles and therefore to know more about the culture.

## **Conclusions**

As this paper has demonstrated the critical cultural awareness has been promoted in students from 9th-10th grade of Colegio Antares from the perspective of acceptance of the differences, especially in this project with other cultures like the North American, or UK related to Rock and Roll music.

This type of project is reliable in different instances inside an institution and an ESL class, moreover it has to be modified according to different kinds of contents regulated by students likes and learning necessities, the curriculum of the institution, and the government laws.

One can conclude after ending this project that students got conscious despite their different preferences, with this musical and cultural approximation they have learned to be tolerant.

As the project has revealed, students learned to not judge at first sight another culture because it could have more relationship than they imagine with their own culture or with any of their preferences.

Language learning and musical cultural content has been adapted and combined with the school curriculum in the learning guide and in the different activities made in class.

The use of group work boost motivation in most cases, but if there are no clear roles inside it could becomes a factor of indiscipline, disruptive talking and low interest.

### **Reflection**

We can reflect from this paper that students in general are willing to learn but all this depends on how the teacher implements activities and shows them in an interesting and innovating way. The content seen in classes is sensitive and aims to a criticalization of the concepts that students already have about a culture promoting tolerance.

Interactive and interesting tasks like inventing stories, role games, and challenging activities boost engagement in students independent of the content.

It was suggested by some students to change the musical genre, they argued that they would like to see other genres that neither of them like it because the half of the class like rock and roll and the others do not, and they thought it was unfair.

Students also suggested an activity that moves them out of the classroom, an observation race with challenges outside of the project to motivate them to learn English

This work has helped the CT in another course, she also suggested to do it with younger students because in their ages they could be more engaged with music and discovering their influences in life.



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**Filmography**

Andrew Solt, The History of Rock 'n' Roll 01 The Rock'n Roll Explodes (1995)

Writing Credits (in alphabetical order) Andrew Solt

Richard Linklater, School of rock (2003) Produced by: Scott Rudin, Written by: Mike White, Productions Distributed by Paramount Pictures Release date October 3, 2003 Running time 109 minutes[1]

**Appendix A: Action plan schedule**



Action	Week	Activity	Content	Objective	Technique(s)	Material	Possible constraints
1	1	1. Pre project presentation to the community 2. Consent Form signation	Pre-project	To show the community how the project will be worked and start the protocols to apply it	Exposition	Computer, projector, and quality speakers for the use of PowerPoint, videos, and music.	interruptions in class, events
2	2	Selecting the preferred music genre chosen by most students	Students opinions	Start discovering students likes, To choose a topic for the workshop	Round table, pair work	A list of songs and artists	Disruptive talk, indiscipline
2	3	surveys and interpretations	surveys	To motivate students ask their self about their musical preferences	Data analysis	Surveys, interview	Disruptive talk, indiscipline
3	4 and 5	An example from Robinson, Tim (2011) Show The beginning: Roots and influences Most popular and general Cultural movements in music	Historical music movements, lyrical music, instrumental music.	To Introduce students to the content about to see.	Workshops with music content and the four main skills exercises	A pen/pencil and a pad of paper for participants	Any cultural activity in the school
3	6	The middle: Decades of change in the history of music 3	Historical music movements, lyrical music, instrumental music.	To Show the advances in the chronological advance of the genre through time	Workshops with music content and the four main skills exercises	Computer, projector, and quality speakers for the use of PowerPoint, videos, and music.	Pedagogic visit
4	7	The end: Rock and social distortion in the United States.	Historical music movements, lyrical music, instrumental music.	How the genre moves until what has become today, changes	Workshops with music content and the four main skills exercises	Computer, projector, and quality speakers for the use of PowerPoint, videos, and music.	Illness
4	8	Presentation of students' preferred musical movement as evaluation of the course	Any music genre or musical expression.	To Evaluate as a performance to grade students	Presentations, performances, sing a song, play an instrument, karaoke	Computer, projector, and quality speakers for the use of PowerPoint, videos, and music, microphone	Trimestral exam

## Appendix B

### Survey on student's interests responses

[https://docs.google.com/forms/d/1ycYoGkKn2\\_IkUApytr6ASSQGNR6WMZW67v9H-rBEIzo/edit#responses](https://docs.google.com/forms/d/1ycYoGkKn2_IkUApytr6ASSQGNR6WMZW67v9H-rBEIzo/edit#responses)

## Appendix C Learning guide

 <b>Antares School</b>	 <b>Universidad de Antioquia</b>
<b>Subject: English - Languages Area</b>	<b>Learning guide: N1</b>
<b>Unit 1: Rock and roll content based and language workshop</b>	<b>Grade: 10 A</b>
<b>Student-Teacher: Juan Pablo Osorno Palacio</b>	

**Goals:**

- Explore different musical groups across ages and tastes!
- To express opinions.

**Student's full name:** \_\_\_\_\_

**Recommendations:**

1. Prepare yourself to experience different time travels in a machine called "Musio"..
2. Read carefully and follow the instructions of the teacher in order to complete and develop this unit.
3. Remember to bring dictionary to class
4. Always bring your better attitude to class
5. Participation in very important
6. Get ready to rock!

**Performance, Topics and competences**

**COGNITIVO**

Expresa opiniones

Describe y diferencia los grupos musicales, así como los diferentes géneros

**PROCEDIMENTAL**

Presenta de manera oral y escrita una exposición relacionada con su grupo favorito

Escribe un artículo corto describiendo un género musical de su preferencia

**ACTITUDINAL:** Se manifiesta positivamente en el desarrollo de actividades en la formación de espacios de diálogo dentro del grupo.

#### Topics

- Expressing opinions.
- Passive voice
- Expressing a sequence of events
- Past simple, past perfect and past progressive.
- Identifying main and secondary ideas in a text.
- Giving account of past actions.
- The music world
- The musical instruments world
- Social revolution and political changes in the 20<sup>th</sup> century
- So many/little/few
- Verb patterns with verbs like enjoy, let and attempt.

#### Standards and Competencies from Guide 22:

**Escucha:** Muestro una actitud respetuosa y tolerante cuando escucho a otros.

**Lectura:** En un texto identifico los elementos que me permiten apreciar los valores de la cultura angloparlante

**Escritura:** Escribo textos expositivos sobre temas de mi interés. 1, 2

**Monólogos:** Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados.

**Descriptor del PIA de la institución:** :

**COGNITIVO:** Habla acerca de los estilos de vida en diferentes tiempos.

**PROCEDIMENTAL** Expresa de una manera adecuada sus opiniones.

**ACTITUDINAL** Se manifiesta positivamente en el desarrollo de actividades en la formación de espacios de diálogo dentro del grupo.

#### Rock and roll bands competition:

This unit will bring students the opportunity to compete among them to get points and exchange them for a surprise reward at the end, and also the grade for the work done

1. Students will gather in groups,
2. Establish roles
3. They will see some logos in the Image 1 in which we have some examples of different bands around the world.
4. Create your own band name and design the respective logo.
5. Invent and write: Members names and nicknames
6. history of the group and how was it founded
7. What are going to be your plans as a band for the future: trips, concerts and places.

Felipe Garcia, Santiago

**Basic Activities**

1. Listen the song "Paint it black" from the Rolling Stones and complete the lyrics according to what you hear.

[Chorus]  
 I see a red door and I want it Painted black  
 No colours anymore, I want them to turn black  
 I see the girls walk by Dressed summer clothes  
 I have to turn my head until my darkness goes

[Verse 1]  
 I see a line of cars and they're Painted  
 With flowers, both never to come back  
 I see people turn their heads and quickly look away  
 Like a newborn baby, it just happens every day

[Guitar solo]

2. Number the lines as they appear

[Verse 2]  
 1. Maybe then I'll fade away and not have to face the facts  
 2. It's not easy facing up when your whole world is black  
 3. My love will laugh with me before the morning comes  
 4. I see my red door and must have it painted black  
 5. I could not foresee this thing happening to you  
 6. No more will my green sea go turn a deeper blue  
 7. If I look hard enough into the setting sun  
 8. I look inside myself and see my heart is black

A 8 B 4 C 1 D 2 E 6 F 5 G 7 H 3  
 8 1 2 6 5 7 3

3. Now correct the mistakes:

[Chorus]  
 I see a red door and I want it fainted black - Painted Black  
 No colours any long, I want them to turn park - Anymore - Black  
 I see the girls walk by dressed in their winter clothes - summer clothes  
 I have to run my head until my darkness cause - turn - darkness goes

[Outro]  
 I wanna see it tainted, painted clark  
Black - Dark as night, black as coral - coal  
Coal I wanna see the sun blotted out from the sky  
 I wanna see it fainted, tainted, painted, painted black  
 Yeah Painted Painted

#### 4. Brief History of Paint it black from the rolling stones

"Paint It Black" (originally released as "Paint It, Black") is a song by the English rock band the Rolling Stones. Jointly credited to songwriting partnership of Mick Jagger and Keith Richards, it was first released as a single on 6 May 1966 and was later included as the opening track to the US version of their 1966 album. The song's lyrics are, for the most part, meant to describe bleakness and depression through the use of colour-based metaphors. Initially, "Paint It Black" was written as a standard pop arrangement, humorously compared by Mick Jagger to "Songs for Jewish weddings" The song describes the extreme grief suffered by one stunned by the sudden and unexpected loss of wife, lover or partner. It is often claimed that Jagger took inspiration from novelist James Joyce's 1922 book, Ulysses. taking the excerpt, "I have to turn my head until my darkness goes", referring to the novel's theme of a worldwide view of desperation and desolation.

Source: wikipedia [https://en.wikipedia.org/wiki/Paint\\_It\\_Black](https://en.wikipedia.org/wiki/Paint_It_Black)

#### Discuss and answer about the song:

- Did you like the song "Paint it black" from The rolling stones and why?  
No, because is very sad

- When was released "Paint it black" for the first time as a single?  
11 6 may 1996

- Do you know songs like this, can you name one at least?  
No, because I dont like the rock

- What do you think is the intention of the song?

- What does this song mean for you?  
the mean for me are very sad

- What do you think the author wants to say?  
He talk about some thing that is very sad

- What do you think of the sentence: " I have to turn my head until my darkness goes"?

the man was running away for the darkness goes

Use this page with the lyric of the song <https://genius.com> and answer these questions after you visited the page and explore the song:

- Was the significance of some phrases clear enough for you?

- Has changed your opinion about the song, yes or no and why?

- What is your new impression or keeps the same?

## Appendix D second survey

### **Entrevista a los estudiantes del Colegio Antares basada en el proyecto: Promoting critical cultural awareness in ESL classes through rock and roll music content based workshops**

El propósito de esta entrevista es la recolección de información con respecto a su opinión y perspectivas sobre el proyecto implementado en la clase de inglés sobre **música, rock and roll, conciencia crítica cultural y aprendizaje de otras lenguas llamado: “Promoting critical cultural awareness in ESL classes through rock and roll music content based workshops”** Realizado en la institución educativa privada Colegio Antares como requisito para la Práctica 2 y Seminario 2 en la Licenciatura en Lenguas Extranjeras de la Universidad de Antioquia cursado por Juan Pablo Osorno Palacio.

**A continuación se le harán una serie de preguntas las cuales pedimos contestar de una manera detallada.**

**Luego de la realización de este proyecto:**

1. ¿En qué ha cambiado tu perspectiva sobre otra cultura, en este caso la cultura del rock en estados unidos e inglaterra?
2. ¿Que nuevo consideras que has aprendido sobre otras culturas y sus diferencias?
3. ¿Consideras que tus compañeros y tu han cambiado algo en su perspectiva sobre burlarse de las diferencias con otras culturas o personas?
4. ¿Crees que el respeto por las diferencias a los demás es importante en el aula y en la vida? ¿Por qué?
5. ¿Consideras que las actividades realizadas en clase como los retos te motivan al aprendizaje del idioma? ¿De qué manera?
6. ¿Piensas que este tipo de proyectos con género musical rock and roll como contenido es atractivo para ti? Si o no ¿Por que?
7. ¿Te gustaría que se implementaran este tipo de proyectos pero con otros géneros musicales en tu colegio?
8. ¿Alguna sugerencia? y ¿En qué piensas que podría mejorar este proyecto?
9. ¿Buscarías información extra sobre uno o varios de los artistas que fueron expuestos en el proyecto? (outside classroom culture)

Muchas gracias por sus respuestas.

Answers to the survey

- ① No ha cambiado mucho, esta cultura ya era muy interesante desde antes.
- ② Aprendí mucho sobre sus inicios y sus emociones sobre estos géneros.
- ③ Todos hemos aprendido mucho, pero de todos modos nos burlamos, pero en buen sentido.
- ④ Sí, porque ayuda a desarrollarse sanamente en la sociedad.
- ⑤ No tanto al aprendizaje, sino más bien la práctica. Porque las actividades son con lo que uno sabe.
- ⑥ Sí, porque este género musical es mi favorito.
- ⑦ Sí, con el rap.
- ⑧ Mostrar músicas más conocidas, y sus historias
- ⑨ Sí, algunas canciones.



Appendix E photos: Bands competition

