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Enhancing English Language Learning Through Hip-hop Culture

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Research Report submitted

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Learning

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Declaration

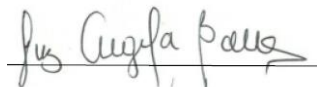
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Enhancing English Language Learning through Urban Arts

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Abstract

The current study examines the impact of hip-hop art and music in the English class to arouse intrinsic interest by improving spoken English vocabulary in learners. The researchers conducted the study with A1 students of two public schools from (Bogotá, Colombia) who showed apathy and lack of motivation towards English class. As a result, their attitude was aggressive and their performance very low. For this, the researchers resorted to hip-hop as pedagogical tool to attract the learners' interests as has happened in countries such as the USA, China and Brazil. However, in Colombia it has been scarcely implemented to motivate teenagers from marginalized communities to study and to keep them safe from drug traffic and gangs. The researchers used hip-hop resources such as graffiti and song lyrics along 12 sessions to expose learners to the language through pedagogical materials, which produced significant changes in students' attitudes going from skeptic to receptive. The researchers analyzed the collected data such as focus groups, surveys, video recordings and artifacts that included presentations and commentaries through the grounded theory method. Results revealed that learners experimented significant transformations in their attitudes, which produced better disposition towards the class to connect contents and young literacies. In conclusion, this study advances in the research about the impact of including cultural features in language learning by framing a new motivational approach based on urban artistic resources that arouse curiosity as well as critical thinking in teenagers.

Key words: Intrinsic interest, motivational approach, hip-hop, young literacies

Resumen

El presente estudio examina el impacto del arte y la música hip-hop en la clase de inglés para despertar interés intrínseco mejorando el vocabulario en inglés hablado en los estudiantes. Los investigadores realizaron el estudio con estudiantes A1 de dos escuelas públicas de (Bogotá, Colombia) que mostraban apatía y falta de motivación hacia la clase de inglés. Como resultado, su actitud era agresiva y su rendimiento muy bajo. Para ello, los investigadores recurrieron al hip-hop como herramienta pedagógica para atraer los intereses de los estudiantes como ha sucedido en países como Estados Unidos, China y Brasil. Sin embargo, en Colombia ha sido escasamente implementada para motivar a adolescentes de comunidades marginadas a estudiar y mantenerlos a salvo del tráfico de drogas y pandillas. Los investigadores utilizaron recursos de hip-hop como grafiti y letras de canciones de rap durante 12 sesiones para exponer a los estudiantes al lenguaje a través de materiales pedagógicos, lo que produjo cambios significativos en las actitudes de los estudiantes que pasaron de escépticos a receptivos. Los investigadores analizaron los datos recogidos, tales como grupos de enfoque, encuestas, grabaciones de video y artefactos que incluyeron presentaciones y comentarios a través del método de la teoría fundamentada. Los resultados revelaron que los estudiantes experimentaron transformaciones significativas en sus actitudes, lo que produjo una mejor disposición hacia la clase para conectar los contenidos y los saberes juveniles. En conclusión, este estudio avanza en la investigación sobre el impacto de incluir temas culturales en el aprendizaje de idiomas proponiendo un nuevo enfoque motivacional basado en recursos artísticos urbanos que despiertan la curiosidad, así como el pensamiento crítico en los adolescentes.

Palabras claves: interés intrínseco, enfoque motivacional, hip-hop, habilidades juveniles

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Chapter 1: Introduction

1.1 Introduction to the study

Engaging teenagers to learn a second language is perhaps the most difficult task that teachers face to change negative attitudes and feelings that usually hinder the effectiveness of learning. As many things in learning, there is not one recipe with the strict steps that guarantee that learners are going to develop good disposition and habits towards L2 learning. This issue depends strongly on different intrinsic and extrinsic factors like the context and learning styles, which teachers cannot entirely manage in the classroom. Additionally, motivation is the result of a complex process that begins with an authentic, personal and intrinsic interest to achieve a goal which as suggested by (Ferlazzo, 2015), motivation directs individual efforts and regulates personal behaviors towards the objective. The strong impact that interest has on language learning implies it is a relevant topic, which deserves attention.

The current study mainly analyzes the implications of using hip-hop, a social movement that uses the city and its member's experience to share feelings and opinions, as a pedagogical tool to generate intrinsic interest towards English learning in students from Bosanova and Manuel Zapata Olivella Schools and how they could improve their spoken vocabulary using it. According to (Mora, 2015), involving learners in environments where emerging literacies can promote authentic communication as well as a real wish to express feelings or thoughts may become a meaningful strategy to awaken curiosity and attention, creating an enjoyable atmosphere where anxiety for speaking can be reduced and learning can be produced. Considering this, hip-hop becomes a relevant topic that can help learners feel identified and empowered to talk about the problems or anecdotes they bring from their own context. The study can subsequently be considered as the starting point of the application of a cross-cultural

approach where the knowledge, the culture and the customs of a particular group become the basis to produce new learnings (Sharkey & Clavijo-Olarte, 2012).

1.2 Rationale of the study

Hip-hop culture is an artistic, but also a social movement, that basically uses the city and the experiences produced by living in it as a source of inspiration to narrate and share feelings, opinions and thoughts with others, about social inequality, poverty, political disconformity, and revolutionary ideas about how social systems must work. According to Motley and Henderson (2008), during the late 70's, urban art was restricted merely to visual design, "muralism" and graffiti, but during the 80's it was integrated to the conception of hip-hop culture and became part of the four elements that conform it. Some of the hip-hop elements like rap, graffiti, break dancing and turntablism can also be called street art, since the principal and ultimate reason of existing is communicating and creating artistic pieces from the experiences derived by living in an urban context (Lozon & Bensimon, 2014). Nowadays, hip-hop has grown as a social movement that promotes values of peace, love, unity and healthy entertainment, and has invaded young people's life around the whole world. It also promotes a new kind of literacy that involves teenage learners in a new way of perceiving and learning the city.

Hence, the research study wants to advance on the construction of a language teaching approach based on the knowledge derived from a popular young culture as a potential tool to arouse students' interest. This enables students to engage in artistic trends which have an undeniable influence not only on way they look but also on how they understand and read the reality (Mora, 2014). These artistic expressions are highly correlated with their lifestyle, expectations and concerns about their immediate context. Graffiti and rap not only stimulate students' willingness to carry out tasks due to their inherent capacity to amuse youngsters, but at

the same time, to develop learners' verbal aptitudes for expressing feelings and thoughts and even to discuss about their unconformities and discrepancies (Lin, 2011). Therefore, hip-hop culture may be helpful to generate learning spaces where students modify their attitudes towards the second language, involving their artistic abilities to complement the English subject area whereby teachers present contents and tasks in new and innovative ways.

1.2.1 Needs analysis and problem statement

Bosanova and Manuel Zapata Olivella are public schools, which belong to Bosa and Kennedy zones, in the southeast of Bogotá, Colombia. Both schools host populations with low-income families, social difficulties due to poverty, lack of employment, minor crime and drug dealing, which affect students' attitudes and willingness in classes. Regarding English language learning, the students show low performance in the test ICFES Test 11 (Appendix A) classified close to A1 level (Council of Europe, 2001). The students selected for this study correspond to two groups of 42 students in eighth and 40 students in tenth whose ages range between 12 and 17 years old making 82 totally.

A preliminary survey (Appendix B) applied to 82 students who have the lowest level in English class examined students' attitudes and opinions towards English class and the process of learning it. According to students, English is important since it could allow them to obtain better jobs or to join in more interesting college studies, travel or even meet foreign people. However, the lack of effective teaching strategies and the connection with real life experiences produced apathy and lack of interest to participate in class. According to the same instrument, learners expressed that there were many reasons why they disliked or even rejected learning English. The traditional teacher-centered strategies that favor grammar mechanics rather than critical thinking and autonomy, as well as the apparent lack of integration between the contents proposed by

teachers and students' needs, do not favor the English learning environment. Students argued they felt disappointed when they performed an agreed task whose purpose did not represent what they wanted to do or learn. As a result, half of the learners (29) preferred learning English through informal means such as video games and music. In addition, according to the preliminary survey, eighty 80% of participants felt attraction for the urban artistic movement known as hip-hop, which seems to be integrated in their community through graffiti, rap and fashion styles. That is why; the researchers perceive hip-hop as a means to foster intrinsic interest towards English learning in order to improve their spoken vocabulary. Firstly, due to its power to awake feelings, emotions and opinions (Lin, 2011) and secondly, because its relevant components such as graffiti and rap music can revitalize classroom contents promoting empowerment of the language in students.

In Colombia, the introduction of hip-hop into the English classroom is still poor but shows to be progressing as the city is changing itself, allowing young people to understand the reality from the frame of community practices that promote different ways of learning (Sharkey & Clavijo-Olarte, 2012).

1.2.2 Justification of problem's significance

In the preliminary survey (Appendix C), students justified their lack of interest towards English learning as a product of class contents, which did not take into account their preferences. These conditions generated lack of class participation making communicative situations unreal, creating a class environment of low student engagement and boredom. Considering this fact, the researchers concluded that most of the students did not feel intrinsically interested in the class since it did not present a real connection between the language and the real life that they live. It

is possible to understand that this can be one of the strongest reasons why students could not achieve basic competences in English.

The results in standard tests as well as their own academic results show that for many students using and contrasting grammar patterns, as well as identifying differences to choose the correct pronunciation, become a serious problem that prevent them from expressing simple opinions or thoughts. In consequence, learners in the selected groups showed difficulties presenting ideas coherently from limited vocabulary. However, the researchers determined that arousing motivation and specifically intrinsic interest towards the class is a key factor to start changing the learning environment. It is necessary to provide learners with more opportunities to interact with the language increasing in this way their performance in class. Hence, in order to offer them a sequential and well- structured process the researchers decided to use one of a set of motivational strategies suggested by Dornyei (2001) to improve their engagement, especially regarding their spoken vocabulary which will be presented in detail in the next section.

1.2.3 Strategy selected to address problem

Motivation is one of the most researched topics in learning due to the extreme impact that it has on the achievement of learner's goals. In this matter, Dornyei & Kata (1998) suggest several strategies to motivate learners in the process of second language acquisition, which include distinctive actions that may foster positive attitudes towards learning. The actions belong to categories that look for enhancing different stages of motivation such as: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self- evaluation. Each stage proposes a series of strategies to improve the learning environments and to promote good attitudes towards the class.

From these strategies, the researchers selected the one related with the generation of initial motivation that looks for arousing learners' intrinsic interest in the L2 learning process. It is described as to 'whet the student's appetite' which means to kindle students' curiosity and attention and to create an attractive image of the course (Dornyei & Kata, 1998, p. 53). It is also suggested to connect L2 learning to activities that students already find interesting or hold in esteem. In consequence, to arouse learners' intrinsic interest, the researchers proposed engaging them through hip-hop. The strategy aims to create the conditions to help learners to improve their spoken vocabulary in an enjoyable atmosphere, fostering at the same time the ability to express their opinions in different contexts. In this regard, arts have proven to be effective to enhance many different cognitive processes (Brouillette, 2012; Chadwick, Hember, & Symes, 2008; Gillenwater, 2014), as well as to promote positive attitudes towards learning. Research in hip-hop as a tool to enhance learning has been included in many countries such as the United States. It has slowly become a new educational approach (Allender, 2004; B. L. Love, 2014; Petchauer, 2009) answering to learners needs by adding relevant changes in learner's motivation just as in their academic achievements.

1.3 Research question and objectives

The researchers study opened a discussion on how including hip-hop culture may help teachers to generate meaningful spaces, exposing learners to the language through motivating activities that foster positive attitudes towards English in Colombia. In this way, it looked for providing them with subsequently tools from their own environment that promote self-confidence allowing them to express their own feelings using the vocabulary learnt through graffiti and rap. This strategy may also permit learners to gain awareness about specific cultural issues about language.

Thus, the objectives of the project reported in this thesis were to explore the impact of using hip-hop to arouse intrinsic interest among eighth and tenth graders towards English and improve their basic vocabulary in answering the question: How might using hip-hop might arouse A1 eighth and tenth graders' intrinsic interest for learning English in order to improve their spoken vocabulary?

1.4 Conclusion

It is important to remember that intrinsic interest plays an important role in learning since is one of the main reasons why humans acquire knowledge. Bearing this in mind, the researchers established a set of systematic actions based on students' particular attraction towards hip-hop. Thus, the researchers expected to help them find English class enjoyable and at once useful for their purposes. Hence, this strategy is thought to create a more effective communication between teachers and learners a part from generating improvement in vocabulary used by learners in the English language.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents previous studies and the state of the art regarding the researcher's problem defined as the lack of interest of students from two state schools towards English learning. To solve it, the researchers selected the inclusion of hip-hop as a pedagogical tool to awaken learners' curiosity and willingness to assume an active role in the learning process improving their spoken vocabulary in a cross-cultural environment that generates better attitudes towards the class. The following literature review exposes the relevancy of the three constructs of this study: Intrinsic interest, hip-hop culture and spoken vocabulary improvement.

2.2 Theoretical framework

2.2.1 Intrinsic interest towards the English language

Intrinsic interest is a complex concept that goes back to Williams, Burden and Al-Baharna (2001) findings, which presented a motivational framework to classify external and internal factors that lead people to accomplish their goals. This framework was followed and adjusted by Dörnyei (2001), who describes a set of motivational strategies to explore how learners generate a disposition facing a target language. In this respect, Dörnyei claims that intrinsic interest for L2 involves positive disposition, influence of sociocultural patterns and a complex integration of attitudes.

In parallel with Dörnyei's findings, Kaboody (2013) determines constituents such as learners' ideas and feelings, which make part of the intrinsic interest. This type of interest addresses the learners to accomplish any particular task or goal pointing out the influence of classroom environment, teacher, learning context, teaching methods, classmates, and teacher personality. Likewise, Gardner (2010) corroborates L2 learning is influenced by the context and

the attitudes of the learners, presenting issues as key aspects that provide a determining influence which allows them to learn a language effectively.

In the context of learning English, intrinsic interest has a main role regarding the achievement of student objectives. In this matter, studies have revealed the importance of allowing students to discover their preferred contents as these develop better attitudes and disposition towards the new knowledge (Fulmer & Frijters, 2009; Oletić & Ilić, 2014; Wei, 2015). Besides, the positive results obtained when students feel attracted to learn English by different contents enhanced good rapport (Gao & Cheng, 2003; Moskowitz & Grant, 2009).

Another perspective about intrinsic interest, suggests lifelong learning as a continuous process in and out of school. Thus, Dörnyei, (1994) puts forward the importance of intrinsic interest for lifelong learners based on self-confidence, as this aspect might increase the attainment of a target language. In this light, Dörnyei employs the following constructs: 1. Trust in students to project their goals, 2. encouragement by providing praise, 3. success determined by ensuring a sense of self-realization and 4. opening to opportunities to tasks motivated by confidence-building (Dörnyei, 1994, p. 54). On one hand, these concepts have allowed us to identify the relevance of arousing intrinsic interest as a key motivational factor that facilitates language development due to the enhancement of self-awareness by increasing students' resilience. On the other hand, the researchers have adopted Dörnyei's considerations as authorities in learning have found them useful and appropriate in foreign contexts.

2.2.2 Hip-hop culture in today's learning

Although hip-hop belongs to the Afro-American culture and does not reflect Colombian roots, feelings, or emotions, this world phenomenon arrived in Colombia as an intercultural revolution. According to Motley and Henderson (2008), hip-hop has changed from marginalized

to popular in the United States and it has even gained access to other geographic regions. Such access has taken place worldwide dictating the use of paraphernalia, clothing and other styles in teenagers' worlds. In this matter Hall (2011), highlights that in hip-hop culture many scholars (Akomo, 2009; Hill, 2009; Perry, 2005; Mansbach, 2003; Rose, 2008; Stovall, 2006; Tanz, 2007; Watkins, 2005) have found that the four main components of this culture: the visual art, breakdance, the performance of the art and Emceeing based on rapping, attract powerfully today youngsters.

Hip-hop culture relates positive and negative content that students experience around their neighborhoods close to the school, which generates immediate identification and sense of belonging. Taking into account this consideration, an approach called hip-hop based education (HHBE) gained relevance among popular urban schools in the US for pointing out positive elements of this culture, demonstrating the importance of the process of identity of Afro-American communities as the pioneers of this rhythmical and visual culture. According to Love, (2014), hip-hop based education (HHBE) helps learners find their democratic questioning so that they become participants in a true democratic society. Moreover, Akomo (2009) stated that critical hip-hop pedagogy (CHHP) seeks to echo Afro-American voices from marginalization, difficulties, socio-economic inequity which empowers students with reflections from hip-hop and especially, rapping, to demand for social justice and a better political organization for black communities.

On the one hand, the topic has generated controversy among scholars for the ambivalent messages transmitted through artistic representations. On the other hand, negative aspects such as social conflicts, misogynous thinking and drug taking in different locations. Lozon Jeffrey, Lozon, & Bensimon, (2014) claim that hip-hop presents negative ideas through rap lyrics, which

notably justify acts of violence, male domination, and invites to women's degradation. Similarly, Cundiff (2013), clusters the lyric messages of hip-hop culture from coded-words, phrases involving strong aggression, women labeling in derogatory form and sexual conquest. All of these aspects allow young students to take part in reflections and opinions. On the other hand, authors like Awad El Karim and Ibrahim (1999) just as Johnson (2014), declare that hip-hop also has had a positive impact on youngsters. For this reason, Nas who uses messages to encourage the youth to move beyond where they come from, as well as juxtapose grounds of realities and hope in urban scenarios. The debate has opened a worldwide discussion about the strong and undeniable influence of hip-hop in modern teenage literacies (Alim, 2009; Petchauer, 2009) and the potential pedagogical power it can have (Akom, 2009; Barrett, 2013; Love, 2014).

These studies present different perspectives about the advantages and disadvantages of including hip-hop in a process of learning language from social issues. However, the researchers have found there is a gap; since most studies have a common focus mainly on developing social skills instead of learning a second language. In this respect, the research study becomes significant for Colombia, as learners require developing both aspects: Language and social skills.

For the purpose of the current investigation, hip-hop culture becomes a useful tool to connect students' interest on this urban phenomenon within the teacher- researchers' English lessons. Thus, with the aid of rap lyrics and graffiti messages, students can express their ideas to reflect about positive and negative aspects that hip-hop culture contains. This will gradually improve their spoken vocabulary in basic level of English.

Vocabulary in the ELL classroom is highly attached to what Nagy and Scott (2000), describe as the importance of explicit instruction of vocabulary which allows students to increase memorization of instructed words in a motivational context guided with pedagogical resources to

benefit comprehensible learning. In this matter, the research study involves the use of pre-teaching vocabulary to exploit students' opinions such as basic expressions and common words in context. According to Mehring (2015), individuals have four vocabularies such as words we comprehend when we hear them, words that can be read and words in written and spoken discourse. Thus, it is necessary to involve words and expressions and a set of compound words (Roberts, 2008) to help students identify them within different contexts a learner can gradually identify when using oral production in English language learning (Todd, Khongput, & Darasawang, 2007; Dikilitas & Duvenci, 2009).

Similarly, Nation and Webb (2011) signal spoken vocabulary as a wide set of words that need to be mastered by L2 learners so that they understand a spoken discourse in different contexts. Close to this, Milton (2009), claims that frequent words used in a context are vital for an oral communication process to learn a language gradually.

Other authors take into account language lessons for improving vocabulary as well as activities that play a meaningful role to increase spoken vocabulary in foreign language learners by using a gradual process. In this matter, (Beck, McKeown & Kucan, 2013; Dikilitas & Duvenci, 2009a; Todd & Darasawang 2007) claim that to appropriate vocabulary there are two tiered processes: the first refers to the words we use frequently in different contexts and the second, relates to words that can have connections with other words and concepts expressed by the learners in distinctive activities. To achieve these processes, Beck et al. (2002) also suggest that understanding plays a meaningful role, as the learners need to have a clear comprehension of the concept of words as well as precision and particularity when using them.

2.3 State of the art

2.3.1 Enhancing intrinsic interest in the English language learner

There are plenty of studies regarding the content of intrinsic interest in the classroom scenario. An example of this aspect in the Asian context is the study carried out by Lucas, Pulido and Miraflores (2010) with Philippine students. It suggests the importance of intrinsic interest relates to the students' preferences in regards to the skills they choose for communication such as speaking, reading, writing or listening. Other studies regarding the same topic in European schools present important advances in learning taking learners' interests into account as a starting point to scaffold regular lessons (Coleman, Galaczi, & Astruc, 2007; Jurišević & Pižorn, 2013).

In the same respect, studies like the one conducted by (Zinovia, 2012) within a Greek high school, showed the relevance of external and internal motives as well as the needs of the learners to follow the importance of initial interest in lessons. In this study, the researcher found that students with intrinsic interest presented lasting positive effects in learning a language than those who enhanced extrinsic interest. Similar findings of positive effects from personal interest are addressed in Asian studies of high school and undergraduate programs, which are focused on the students' personal elections when using cross-cultural aspects to learn a foreign language (Anyaeibu, Ting-Jessy, & Li, 2012).

In the local context, some studies have dealt with intrinsic interest for learning English. The qualitative study conducted by Nielson Nino (2011) in Bogotá with eleventh graders, showed that students increased their interest for learning the English language mainly based on playful activities in lessons (e.g. guessing games, puzzles and crosswords).

Another Colombian research study within a public school with seventh graders showed they had no previous interest for learning as they did not have the opportunity to practice it outside the school. In this research, Aguilar (2001), suggested that most of the students felt encouraged to work in activities when the styles of learning and interests had to do with their preferences. In conclusion, when contrasting these studies, the researchers could determine that arousing intrinsic interest has been a widely-used strategy with relevant results that demonstrate that interest improves learning processes when is consistently fostered through learners' own preferences.

2.3.2 The impact of hip-hop culture in learning

Various studies reflect the importance of integrating hip-hop culture to learning. Especially, regarding the cross-cultural impact that generate in youngsters. For example, rapping as a constituent of hip-hop shows current generation with their interests, experiences and cosmovisions (Blanchard, 1999; Brown, 2004; Tinson & McBride, 2013; Wu, Addanki, & Saers, 2013). Thus, rapping shows lyrics containing messages, which affect students' perceptions. A sample of this concern is shown in the study conducted by McKeithen (2010), in a public institution in Florida (USA) with American, Latin American and other foreign students. The study revealed the positive impact of hip-hop in students' life, as a vehicle to express opinions and experiences in two ways: first, in oral class discussions and second, as an artistic resource for personal creativity. Similarly, Rowland (2011) exposed in his qualitative case study the influence of hip-hop culture in high school lessons with different students from the state of Ohio in the US. His study showed the perceptions that students and teachers had regarding hip-hop in its different styles, and in the different subject areas taught at school. Thus, to understand the huge influence of hip-hop, Rowland used a set of questions in a guided interview, illustrating the

students' points of view related to hip-hop at university to unveil how it changed their perception, behavior and current lifestyle. In concordance with Rowland's findings, most of hip-hop studies in learning comprise the importance of identity, reflection on the woman's role and perspective regarding social issues that affect youngster nowadays (Beck, McKeown, & Kucan, 2002; Chang, 2007; Emdin, 2010; Hill, 2009; Mitchell, 2003; Morrell & Duncan-Andrade, 2002; Stovall, 2006). These previous studies coincide with the objective the researchers pursue in order to determine the way hip-hop impacts students' learning from its social content. In addition, the study conducted by Jacobson (2009), illustrated visions of students in order to analyze the incursion of hip-hop in the learning process of the University of Florida (USA). Along the study, Jacobson obtained vital information about students' stance facing famous interpreters, their realities in the community where they settled down which paved the way to understand a rebel and controversial conception of adolescents facing social problems today through the messages they listen from the hip-hop music.

It is important to say that previous studies illustrated the importance of including hip-hop in learning as a tool to engage learners in schools. The purposes vary from reducing the effects of school dropout until teenage motherhood. As a whole, it may enable students to develop critical awareness to transform community realities. However, the hip-hop integration field for English learning remains not too much explored. In this matter, the researchers seek to involve hip-hop culture within the ordinary English lessons to revitalize them arousing students' interest for this culture while improving their spoken vocabulary spoken vocabulary for expressing ideas.

Conversations in English, short dialogues and talks are part of a wide range of activities that require the effective use of spoken vocabulary. In this matter, (Nation & Webb, 2011) claim that improving vocabulary has a direct, positive impact on our capacity to build up our language

proficiency as a whole. In addition, having rich vocabulary makes the language skills easier to perform. Bearing this in mind, numerous studies in L2 learning have searched ways to strengthen vocabulary as a way to enable students to communicate successfully with others. Gudu (2015), conducted a study with secondary students from three Kenyan schools proving speaking activities need to be focused on basic words, non-verbal language and audience. Likewise, the study revealed participants felt intimidated when speaking to an audience due to limitations in the techniques to exploit speaking abilities. Similarly, Bengochea (2014), found that oral discussions based on selective vocabulary allowed sixth graders to increase the number of words used for communication. The inclusion of new basic words repetitive in distinctive context benefited the retention of meanings and at the same time reduced the speaker's anxiety to speak.

Regarding the perspective of ICT skills for oral vocabulary, Lee (2009), led a study based on Computer Mediated Communication with a small group of American college students to increase verbal production in the English language by using voice-based conversations that helped learners negotiate meaning, check spelling and even improve acquisition of vocabulary. This study presented a different alternative of students' participation allowing learners to use language naturally with multimedia devices, increasing the level of vocabulary acquisition. The main instruments were questionnaires, which validated the researchers' findings based on observational face-to-face verbal interaction on a specific content of vocabulary such as new words and expressions for opinions. Additionally, a set of pre-test and post-test revealed that vocabulary such as car parts, and echo questions for approval or disapproval were improved by learners while using the ICT tools when dealing with conversations.

Furthermore, the role of the teacher in leading speaking activities is notably important as it is demonstrated in a case study conducted by Tůmová (2002), which reveals the implications of controlled-practice of conversation with a small group of students. The researcher found that students acquired English words by using not only controlled practice on the student's book but also through independent practice. The results showed that students felt bound to express ideas with other partners instead of a single participation, which notably influenced oral communication with basic EFL vocabulary.

Other studies also shed light on the level of importance of improving vocabulary with basic words and expressions. Most of them point out on the relevance of involving students through contents of different topics to exploit retention of words and phrases apart from improving short commentaries. In this matter, Boonkit (2010); Chia-Wen, (2005); Nagy and Scott (2000); Reynolds and Turek (2012); Shumin (1997); Zhang (2009), demonstrate advances in vocabulary acquisition by students from other languages through specific contents and guided activities to fortify basic oral language.

In sum, all these recent studies result in the field of spoken vocabulary demonstrated the relevance of strengthening vocabulary gradually enabling students to interact within the class single or in multiple peers. Therefore, the researchers studied proposes a corpus of words that includes new terms and expressions derived from hip-hop culture in a close relation with their students' reality to allow them to find stronger connections between the words and their meanings to express their opinions in short sentences. This corpus allowed participants to gain confidence when speaking encouraging them to interact orally.

In the local context, a study directed by Waden (2005), manifested that teamwork and speaking activities enhanced students' participation and reduced anxiety. However, the

improvement in vocabulary and its verbal use was not so significant. This study illustrated through questionnaires, videotapes and face-to-face interactions **whose** results provided by students' comments were poor regarding the use of vocabulary facing stated open questions and personal comments. Despite this conclusion, the researchers want to demonstrate that vocabulary acquisition is a process that fostered through different ways but it does not happen suddenly. It requires to be tiered to allow learners find consistent connections among words enabling learners to build up communicative skills.

Other studies have unveiled the relevance of scaffolding vocabulary activities and their importance to build up the other communicative skills. The qualitative action research conducted by Gómez (2014), with tenth graders from a private school revealed learners' advances in using specific scientific vocabulary as a more useful tool to help them find applicability in the contents they needed to learn. Close to this, Peña and Onatra (2009) and Rodrigo (2014), found that transactional activities involving new vocabulary promoted confidence in students mainly about their preferred topics in short presentations, thus benefiting improvement in oral language more than in single comments or presentations.

2.3.3 Justification of research question/objectives

Hip-hop has generated different ideas and visions around the world. Its effect in youngsters is undeniable and underestimating its value as a pedagogical tool would result illogical if teachers are trying to find real and relevant connections among students' contexts and language learning. Aware that research on hip-hop connected to language learning need a robust exploration especially in Latin America, the researchers decided to explore the possibilities of using hip-hop to arouse intrinsic interest of our learners towards improving their spoken vocabulary.

2.4 Conclusion

This chapter succinctly mentioned the intrinsic interest as a key element to improve English language learning. This way, the main three constructs; intrinsic interest in students for the English language, hip-hop culture in the learning process and spoken vocabulary improvement in basic level of English were detailed along distinctive studies carried out by seminal authors in the corresponding literature as well as experts on the specific concepts. Therefore, the inclusion of last studies allowed the researchers to refine the preliminary notions of intrinsic interest and its components of self-realization, confidence and trust. In the same way, the hip-hop phenomenon might guide the researchers to connect the importance of distinctive contents' inclusion to benefit students' learning meaningfully integrating cross-culturality with their basic vocabulary in oral discourse.

Chapter 3: Research Design

3.1 Introduction

The previous chapter discussed several previous studies that analyze the effect that hip-hop has had in other contexts that share similar characteristics with the researcher's students: Low levels of learning engagement in class and low language proficiency. Likewise, constructs revealed the close relation that exists among motivation, culture and language development, which supports its implementation as a tool to arouse learners' intrinsic interest to learn English and to improve their spoken vocabulary.

The following chapter presents the different procedures involved in this study, as well as the teacher and participants' role. Additionally, the chapter encompasses the instruments applied to ensure reliable results.

3.2 Type of study

As it is stated by Burns (2009), qualitative action research deals with real classroom situations and strives to generate changes as well, as reflect about one's own practices and behavior. Having this as a framework, this qualitative action research study aimed to determine if students arouse their intrinsic interest to improve spoken vocabulary with pedagogical material such as worksheets, videos, photos and artistic creations within the context of hip-hop culture.

3.3 Context

Bosanova and Manuel Zapata Olivella schools have a population of approximately 1200 students each. At the time of this study, both schools offer high school education and they are located in the south west of Bogotá, Colombia. Both schools also provide English language to students in an intensive-oriented program with an aim to fortify the four common language skills such as speaking, writing, reading and listening. Regarding the first school, Bosanova started its

high school education program in 2007 with English language as part of its vision of bilingualism as a project for the whole institution. Meanwhile, Manuel Zapata Olivella started its high school education program in 2009, guiding students with an intensive English process.

3.3.1 Participants

The study took place in Bosanova and Manuel Zapata Olivella schools with a group of 45 students in each school. Eighth graders from Bosanova aged between 11 and 12 years old and tenth graders from Manuel Zapata Olivella aged from 12 to 13 years old from Manuel Zapata Olivella approximately. Both school grades hold a rank of English to an A1 level according to the CEFR (2001).

Students belong to heterogeneous socioeconomic backgrounds, predominantly lower, which represent a variety of complex social problems mainly associated to poverty, unemployment and gangs. Despite these common difficulties, students are in a good transition to improve their communicative abilities, fortify the concept of citizenship and try to improve language skills from their very basic levels. All the aspects mentioned above affect students' attitudes in classes, especially their interests for learning, which reflects their low academic standards.

Regarding the English language, both schools' ranking is close to A1 (CEFR) in two different forms. For Bosanova School, Andes University proposed and monitored the bilingualism project and ranked students with a placement test of English, while in the case of Manuel Zapata Olivella, the school staff designed a placement test for their students similarly to Flyers from Cambridge University.

3.3.2 Researcher's role

The role of the researchers was in agreement with Burns (2009) an active, participant-observer oriented, since the researchers took part in some of the activities aimed to arouse their intrinsic interest. As observers, the researchers set the environment for the proposed activities within the lessons. Regarding observation, videotaping registered students' voices during the activities while they participated in the elaboration of hip-hop artistic based production.

3.3.3 Ethical considerations

Ethics are an invaluable part of a research study that involves confidentiality principles to bear in mind. According to McKinney, Emerson and Neubert (2010), learners have the right to expect their data or personal information kept private in any study. In the same way, the researchers followed the principle of confidentiality by using a consent letter for the school board (Appendix D) and another one for students and parents (Appendix E). The preliminary consent, obtained the principal and coordinators' authorization to carry out the researcher's project while the second received acceptance of students and parents for the research study. Students' participation in the process along the research, maintained anonymity.

3.4 Data collection instruments

The instruments designed obtained accurate data from lessons' observations, monitoring and assessments of the activities carried out in the classroom. Thus, to assure the effectiveness of motivation in learning English and the use of spoken vocabulary, the researchers proposed four main instruments to validate the research study. The instruments used with students were surveys, focus groups, video recordings and field notes. In the upcoming sections, the researchers describe the implications of each instrument.

3.4.1 Descriptions and justifications

3.4.1.1 *Surveys*

The researchers applied to both students' population from Bosanova and Manuel Zapata Olivella Schools a pre-survey asking for their motivation in learning English, their specific interest for learning it, and strategies to improve it. Afterwards, the researchers employed a final survey to identify new points provided by students in order to contrast their responses with the initial survey. Researchers proceeded to transcribe the information provided in order to verify complete answers and track validity of the information given by students according to the content of the questions proposed by the researchers (Appendix F). In this matter Kerlinger (1977), holds that surveys as a research instrument are mainly focused on individuals to explore their beliefs, attitudes, behavior, and interests.

3.4.1.2 *Focus groups*

Focus groups were useful for this study since they enabled students to talk about their interests and perspectives about the impact of the English language through hip-hop culture. The focus groups included opening questions for a group of 10 students from Bosanova and Manuel Zapata Olivella schools each. These instruments are practical and do not lead to correct or incorrect answers. Learners have the possibility to evaluate others' perspectives in a quiet and reflexive environment (Kruger & Dunning, 2002). The focus groups were applied in the beginning and final stage of the piloting. They were completely piloted for a reliable and valid process when collecting the responses of students (Appendix G).

3.4.1.3 *Field notes*

This study used various sets of field notes, which registered most of the students' impressions, considerations, expectations and improvements. To start, the researchers designed

a template to register comments, perspectives and use of the language within the activities. The researchers also wrote down results of observations regarding artistic production of students, their proposals about their favorite song lyrics, and their oral production facing activities for presentations and discussions. In this matter, Mulhall (2003) signals that researchers might have an agreement that is important to record in field notes observed events and write a report in situ.

According to this, the researchers decided to use a Microsoft Word format in order to register the most important findings regarding the previously mentioned aspects in order to identify progress or drawbacks in the students' use of language and the connection of hip-hop culture with the spoken vocabulary (Appendix H).

3.4.1.4 *Video recordings*

Specific lessons regarding oral production exhibited students' creativity through urban arts when using posters with graffiti and explanatory bulletin boards of hip-hop, just as the spoken vocabulary added in the students' reports and presentations.

These instruments enabled the researchers to monitor the enhancement of the English language based on the pre, while and post stages (Appendix I). In this aspect Flewitt (2006), pointed out "the use of video to collect dynamic visual data in education research and proposes that using visual technologies to collect data can give new insights into classroom interaction and established methodological practices" (as cited in Jewitt, 2012, p. 18).

3.4.2 *Validation and piloting*

Throughout the study, the researchers divided the use of instruments into three stages called preliminary action, implementation and post-action carried out at the beginning and final stages of the implementation. Based on 12 sessions, students intervened in lessons during three months of observations. Along the stages, the researchers along with

other researchers evaluated instruments such as surveys, focus groups, field notes and video recordings to identify ambiguity and lack of pertinence. The last sequences of triangulation allowed researchers to amplify their vision of the instruments in order to correct them before their application. In this regard Denzin (1978), characterizes the use of distinctive collection of data, multiple researchers, and different methodologies to investigate a phenomenon and validate its findings.

Along the triangulation stage, the researchers established four valuable concepts provided by the instruments such as personal interest for the English language, hip-hop activities involving English, basic vocabulary, and oral presentations. They offered a clear view of the students' intentions and points of view to guide them in the lessons.

3.5 Conclusion

The chapter has described the plan design for each of the stages in order to overcome possible difficulties students could have found when dealing with questions, ambiguity and even clarity in the use of the instruments. According to this, the appropriate application of triangulation based on the research colleagues' view, an expert from the university helped us refined the instruments in order to be used in the implementation stage.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

This chapter aims to explain the pedagogical intervention, including a detailed description of the steps that were followed to determine the possible effect of using of hip-hop culture in the forms of rap and graffiti, to promote students' engagement to their English class and to foster in them spoken vocabulary improvement when interacting through community based learning activities.

With this study, the researchers expected to help learners to find more effective ways to identify and learn new vocabulary so they are able to talk about the situations that happen in their everyday lives and share them with their peers. By using hip-hop, the researchers hope to provide them with a motivating and meaningful tool to be exposed directly to English language, allowing them to practice in a more flexible and authentic environment. Thus, learners will have the possibility of learning words and common expressions used in rap lyrics, that are useful to express their own opinions about community practices like graffiti or rap.

Engaging students and heightening intrinsic interest for learning English using hip-hop demanded planning and using different systematic and sequenced actions to allow them to incorporate new vocabulary to express their thoughts and opinions. In order to identify the impact of the implemented actions during the intervention, the project followed the action research cycle proposed by Kemmins and McTaggart (2008), which consisted of four phases: planning, action, observation and reflection. However, the process' interest does not reside in the mechanical act of following these stages, but in generating in students a strong and authentic sense of development and evolution and understanding on their practices, and the situations in which they practice. As a result, the entire intervention encompassed two big stages in which

students received meaningful input and produced good quality output represented in the incorporation of new vocabulary to simple expressions about hip-hop and their life. In addition, data collection instruments presented the impact of the tasks implemented during aforementioned phases.

During the planning stage, the researchers identified a problem that affected learners' performance in English class, which related to motivation. When being asked about the reasons why they did not find English appealing or useful, the researchers noticed that the use of traditional strategies and a teacher focused curriculum made students feel frustrated about learning. Additionally, researchers observed that students felt more attracted by new artistic trends such as hip-hop, rap and graffiti, which showed a great potential not only to increase their interest but also to make them reflect about real daily-life topics in their native language as well as in English.

A deep analysis of the ideas provided by other authors in previous similar studies and the researchers' observations related to the influence of hip-hop culture as a predominant agent that shapes the personal and community identity allowed researchers to reflect and decide to integrate hip-hop in regular classes to improve learners' interest for learning.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

This study considers language from a constructivist perspective which it is the result of an internal and individual process of continuous interaction between the person and its social and cultural environment (Corrales, 2009). For this reason, language mediates a set of perceptions, personal experiences, and meanings, transmitted by the natural environment that involves individuals and also customs, daily techniques and the mass media influence. In addition, human

language is determined by aspirations attitudes transmitted by the social group in which learners are immersed (Jones & Brader-Araje, 2002). In this respect, this study looks for integrating social common situations related with hip-hop in which learners cannot only learn about the elements that conform the language but how to use them in different contexts as well.

From another view, Vygotsky's theories cited in (Powell & Kalina, 2009) regarding the relation between thought and speech consider that culture is the product of human life and human social activity, and language is the vehicle through which knowledge is transmitted. However, it is not its only purpose. Language is also the representation of human superior mind processes and serves as a psychological tool that causes a fundamental change in mental functions (Jones & Brader-Araje, 2002). As a result, language has a very important role not only to express what we think or feel, but also to participate in the construction of meanings in the individual as in the community sphere determining their consequent behaviors, attitudes and conceptions. Having this in mind, the researchers can observe how hip-hop has spread among particular social groups with thousands of terms and expressions that not only name things in a different way but also that generate a sense of belonging to a group and identity due to the values of this culture (P. A. Duff, 2002; Ibrahim, 1999; Rose, 2008). Language in this context becomes an instrument that empowers and joins the members of the group around a common code to express and share with their pairs about their collective reality.

4.2.2 Vision of learning

This research study agrees with Vygotsky's (1987) concept that learning occurs when the individual is able to relate the historical, social and cultural context to his own process. In this sense, the learner is an active agent who assimilates and accommodates new experiences in order to relate them with his previous knowledge, causing in this way modifications to the established

patterns (Hirtle, 1996). Hence, from a constructivist perspective, learning is the result of multiple factors that link prior knowledge with new experiences and the direct relation between the social context and the individual interpretation of the reality that each student makes and the particular meanings that life acquires (Jones & Brader-Araje, 2002). In this study, students learn from hip-hop as a community based practice whose cultural value young people appreciate. The researchers have chosen two hip-hop elements that could improve language aspects: rap and graffiti. These social movements have become significant for them since they show their reality and their collective conceptions about life, which could arouse their intrinsic interest for learning English in order to be able to interact more effectively with the other members of the group.

4.2.3 Vision of curriculum

The curriculum in this study considered the criteria group, study plans, programs, methodologies and processes that contribute to the integral formation of individuals, and to the construction of cultural, national and local identity. Regarding this concept, both Bosanova and Manuel Zapata Olivella designed curriculums to respond to meaningful learning and constructivist approaches that consider the learner as owner of previous concepts that combined with new meaningful, stimulating and contextualized input. This generates an imbalance that produces modified knowledge. In the case of Bosanova School, bilingualism processes promote comprehension methods while Manuel Zapata Olivella promotes principles of leadership and entrepreneurship through a meaningful learning approach that provides learners with tools to compete in the areas of graphical design and business management.

Both curriculums at Bosanova and Manuel Zapata Olivella were designed considering the standards for English language teaching established by the common European Framework references (Council of Europe, 2002), and the standards provided by the Ministry of Education

(Ministerio de Educación Nacional, 2006). The syllabus is process-oriented which implies that teachers focus on the skills and processes necessary to acquire a foreign language. It is organized around tasks rather than grammar or vocabulary, which means that using the language in authentic situations is more relevant than recognizing the elements that conform it (Nunan, 1988). Both schools considered a process in which contents, especially those regarding learners' preferences, can determine a final product associated with English learning. At the end of every year, learners expected to fulfill the requirements established by the national standards provided by the Ministry of Education. However, given the intensity of three hours a week and a fragmented level of exposure to the target language, the learners are still far from a considerable improvement in the English lessons.

4.3 Instructional design

4.3.1 Lesson planning

Adults and teenagers who have successfully learnt a foreign language usually report being involved in three situations that positively influenced their process. The first situation contemplated exposition to the foreign language regularly even if learners understand it but cannot produce it spontaneously. The second is being motivated for any reason to learn, and the third is having the chance to use the language in different contexts or having the opportunity to interact with other people (Harmer, 2001). In normal conditions, any person would learn in these situations. However, as students are part of difficult contexts replicating these conditions into the researcher's particular classrooms becomes difficult. The exposure to the language is very low since their local environment does not use English on a daily basis. For that reason, the only contact that they have with it is in the English class and with the English teacher. This lack of exposure makes the process slow and boring, which generally causes low motivation and apathy

to try to learn in different ways. As a result, interaction becomes almost impossible and generates a sense of inability to advance in a particular content, which frequently derives in the learner's perception that English is useless and too hard to achieve.

Bearing this in mind, this study uses Harmer's classroom sequence that integrates engagement, study, and language activation (ESA) to imitate the conditions in which individuals usually show success. The use of hip-hop as a tool to raise the learner's intrinsic interest has a double purpose taking into account its features as widespread cultural form of expression. On one hand, hip-hop shapes individuals as well as their community identity while gathers them around common daily life issues and hobbies. On the other hand, it exposes them to the real use of the language and gives them the chance to interact challenging their own progress.

Engage stage: During this stage, the teacher involves the student's emotions and feelings to arouse intrinsic motivation and generate a better disposition to learn. Engagement in this study happens at the very beginning of the class usually driven through image discussion or brainstorming. Both image discussion and brainstorming deal with controversial topics treated in rap lyrics and graffiti pieces, which communicate issues like poverty and resilience, violence, sexism, family disintegration etc. Engagement can be identified by the teacher through some observable indicators such as body language, consistent focus, verbal participation, student's confidence and enjoyment (Thangam, 2013). During this stage, two main actions take place:

Warm up: Presentation of a general-purpose question related with the topic of the song or the graffiti piece. During this stage, students analyzed pictures or photographs that encouraged them to express their opinions.

Pre-teaching vocabulary: The teacher selected a group of words that affected the understanding of the lyrics. This means that the words selected are those that have strong

meaning in the lyric and related directly with the topic of the class. It is important to highlight the fact that the teacher-researchers presented a pre- selected vocabulary does not mean that it would be the only vocabulary which learners would work with.

Excerpt 1. Activity, Bosanova School, Appendix J, Listening exercise.

Listening exercise

1. Vocabulary:
How can you define the following words? Match the definition that belongs to each word.

<ol style="list-style-type: none"> 1. Stereotypes 2. Preconception 3. Characteristics 4. Decision 5. Conservatives 6. Predisposition 7. Change 8. Oppression 9. Gender 10. Human rights 	<ol style="list-style-type: none"> a. _____ A set of privileges that all humans have no matter their race, nationality or gender. b. _____ Taking a choice or option c. _____ Transformation, evolution, to make something different d. _____ An idea or opinion that you have before having an experience e. _____ A feature that distinguish a person, an object or anything else. f. _____ A person who do not like the change. A person who wants to preserve things the way they are. g. _____ Preconceived ideas about some specific kind of people. Example: Black people= drug dealers h. _____ The exercise of authority and power in a cruel or unjust manner. i. _____ A tendency that appears before having the natural attitude to do something. Example: a genetic predisposition j. _____ Male or female.
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Study stage: During this stage, learners focus their attention on vocabulary, and how they use it to express distinctive ideas. Study is a typical element of the English language classroom that involves awareness and conscious effort. In this stage, learners infer and identify vocabulary and meaning of sentences as a whole, contextualize words, frequent patterns and make interpretations of messages in their own elaborated graffiti.

Activation stage: This element describes activities and exercises in which the principal aim is to get students to use language through role-plays, presentations, compositions, etc., that put learners in communicative situations. During this stage, students produce spoken speech to express their ideas and the main aim is to help them practice oral vocabulary by involving them in a based hip-hop activity.

4.3.2 Implementation

The research study took place in a 2-hour lesson along three months. For this, rap and Graffiti aimed at arising learners' intrinsic to improve their spoken vocabulary enabling them to talk about daily issues. However, each one contributed in a different way bearing in mind their nature and their specific potential to activate knowledge. This means the inherent capacity of each one to provide input or to promote outcomes.

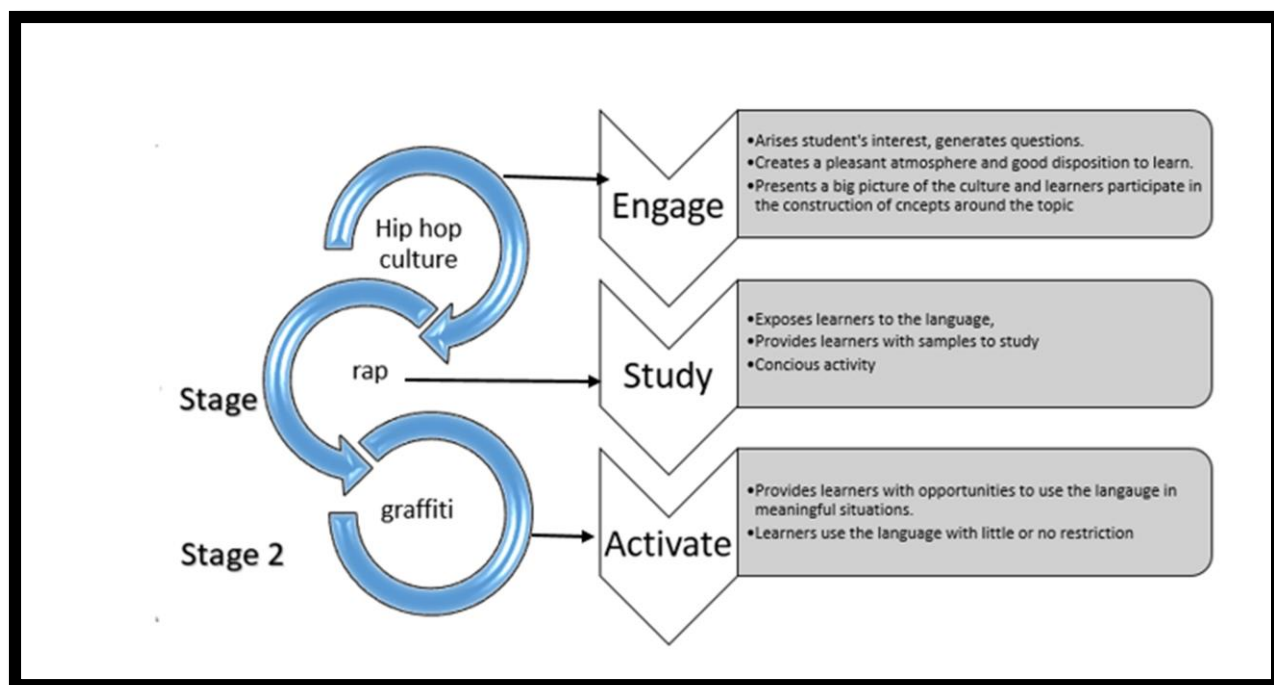


Figure 1. Diagram of the implementation based on Harmer's 2001 (ESA)

Considering these ideas and following Harmer's, (2001) learning sequence: Engage, study and activate, the lessons were organized into two blocks assigned to each one of the components as Figure 1 shows. The implementation started with an opening session about history, elements and purposes of hip-hop culture, which motivated students to speak and to participate in the planned tasks, and provided them framework about the vocabulary that they were going to deal with.

In previous studies (Lin, 2011; Schmidt, 2003), it has been demonstrated that the power of rap cannot be restricted to its catchy rhythm and its riming lyrics. Rap is a phenomenon of expression that has spread throughout the world contaminating everyone with new words, sayings and topics. In other words, it has influenced not only as a music gender but also as a transformative element of language. For this reason, learning rap becomes a vehicle to provide learners with input on vocabulary and language forms during the study stage. As a result, learners focused their attention on the way rap presents new words, and how they used them to express different kinds of feelings and opinions.

During the following five sessions, learners focused their attention in the vocabulary and contexts presented in three rap songs suggested by them. As a result, they were involved in different listening and speaking tasks whose main purpose was to encourage them to produce spoken speech based on the topics proposed during each class. As part of the evidence of the outcomes produced by students, they were supposed to create a rap song using the words and ideas that they had learnt during the rap study sessions and then record it.

The second stage deals with the activation of previous English knowledge in learners by interacting with graffiti art. This part of the project started with the presentation of a graffiti

artist who talked to students about how this style had changed many people's lives and how visual work is a way to express new perspectives about politics, teenage life, problems, religion, and other debatable issues.

As in the rap song analysis phase, students were immersed into this new artistic trend during the following five sessions. In these lessons, they talked about their own points of view about different topics, enhancing in this way their spoken speech. The most relevant aspect of this part of the research study was that learners interacted with their peers using the language acquired during previous sessions in authentic situations about graffiti that is around them. The use of some of these artworks through photographs, videos and pictures, encouraged students to share their own feelings and opinions. The whole sequence of activities proposed in the instructional design explains details in the following timetable.

Table 1

Implementation sessions

Session number	Date	Number of Hours	Activities
1	March 16	2	Introduction to Hip-hop culture
2	March 21	2	Learning vocabulary and expressions through a rap song: "Same love" (Macklemore, 2012)
3	March 28	2	Rap workshop: (Smile- 2pac, 1997) Using words from the song in different contexts.
4	April 6	2	Rap workshop. Lose Yourself (Eminem, 2002) Learning verbs and narrating events using them.

5	April 10	2	Creating a rap song- cooperative work
6	May 11	2	Urban arts around the city- Graffiti presentation.
7	May 15	2	Graffiti: Art or Vandalism- photo gallery and reading task
8	May 26	2	Graffiti workshop: Street art based on graffiti styles: discussion
9	May 29	2	Graffiti workshop: participating and interacting with classmates using common graffiti vocabulary and interaction with partners (painting)
10	June 1	2	Graffiti Vs Rap: Discussion
11	June 5	2	Final session Product presentation
12	June 12	2	Final session Product presentation

It is important to emphasize that during the whole process; students were active participants and each one developed vocabulary according to their own needs and expectations. In this sense, the results of every student are different. However, the researchers can affirm that hip-hop provided them with reasons to study the language, heightening in this way their curiosity

and intrinsic interest to continue improving their knowledge of the language and adopting autonomous behaviors to achieve the goal. In terms of acquisition, the researchers can say students learn vocabulary as result of the relation established between the form and the meaning, which gave them the opportunity to focus more on the ideas that they wanted to transmit. The results discussed in next chapter depended on the amount of effort that each one of the students put to solve and to participate during the tasks.

4.4 Conclusion

This chapter discussed the main actions and materials used by researchers to carry on the study. The inclusion of a cultural aspect of students' immediate realities showed that as suggested by (Mora, 2014; Sharkey & Clavijo-Olarte, 2012). The communities around the schools rejects English language as important in a globalized world because the residents perceive it as a hard content to digest. However, it is present in the music listened in the community changing their life style. In this matter, hip-hop shapes their identity and gives them reasons to behave in certain marginalized ways when using jargons that make part of a daily communication code. Hence this study, will reveal how hip-hop as an opportunity to increase learners' performance in a foreign language leaving aside preconceptions of difficulty and boredom.

Last considerations make part of important points for further research. The next chapter will show how the collected information validated and confirmed if the initial research question improved learners' motivation to study English and if there is really a relevant improvement in learners' spoken vocabulary.

Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter discusses the data analysis procedures carried out to answer the research question of this study. In addition, it presents the resultant core category and its subcategories that explain the relevance of arousing intrinsic interest through hip-hop culture to improve spoken vocabulary.

5.2 Data management procedures

The research study used qualitative data provided by learners and teachers through the following data collection instruments: Surveys, focus groups, video recordings and checklists to determine the categories that represented participants' most frequent opinions and behaviors regarding the impact of integrating hip-hop as a pedagogical tool in the English classroom and its effect in students' spoken vocabulary. Data analysis followed the grounded theory and as suggested by Strauss & Corbin, (1994), it was divided into three main stages: Open coding, axial coding and selective coding which allowed researchers to define categories and to respond the research question as detailed below.

Open coding: After obtaining information from observations, perceptions and students' performance along the lessons through the data collection instruments, the researchers organized the data into a Microsoft Excel matrix to be able to contrast and prioritize it. Then, the researchers reduced, grouped and coded information looking for defining general patterns across them. As a result, a list of twenty- three frequent and relevant codes emerged.

Axial coding: The researchers contrasted and compared the most frequent codes. This process allowed researchers to find associations and a hierarchical structure among the concepts,

which led us to create consistent categories and subcategories to answer the initial research question.

Selective Coding: As a result of the aforementioned procedures, a core category emerged supported by three categories that explained how using hip-hop as a pedagogical tool arouse learners' intrinsic interest to study English, facilitating the improvement of their spoken vocabulary in three main ways: promoting positive attitudes towards learning; fostering cultural awareness, and encouraging learners to express their ideas orally. In this respect, Corbin & Strauss, (1990) describe the selective coding as "the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (p. 116).

5.2.1 Validation

This study employed the triangulation of previously stated instruments to validate the findings in the distinctive data obtained. From the view of Moisander & Valtonen, (2006), the common application of the triangulation process is the use of multiple methods that constitute a qualitative research. Therefore, the researchers transcribed the resulting information from the instruments and the artifacts used during the implementation. Having done this, the researchers used the open coding method (Corbin & Strauss, 2008) as a method to discriminate and characterize codes to form blocks of data. The researchers coded the different concepts obtained from a selected population of 10 students from both institutions. Likewise, the researchers labelled them as "participant #" to identify and contrast their responses throughout the data analysis process. In addition, the information was color coded to discriminate segments of data that allowed researchers to group them into concepts that shared some commonalities (Charmaz, 2006).

5.2.2 Data analysis methodology

As a systematic process, the grounded theory allowed the researchers to reduce the amount of information obtained through data collection instruments which were subsequently triangulated with three purposes. First, to ensure the concepts were comprehensive and robust regarding the initial question (Denzin, 1994). Second, to elucidate real complementary aspects that occurred during the implementation. Third, to examine the consistency of the different data sources.

The initial stage of open coding provided us with a list of twenty-three codes that consistently appeared through the data collection instruments. Table 2 shows the preliminary codes resulting from the triangulation.

After systematizing and contrasting the results from the open coding, the researchers found patterns evidenced different concerns: A first group of insights referred to the perception that students have about improving their personal experience towards the English class. A second group of comments showed how students identified hip-hop culture as an integrative element that triggered their willingness to talk about the way they understand the world and how this view actually shaped their identity. The final set of answers referred to the linguistic gain, of using hip-hop as a useful strategy to learn words and expressions that they can use to interact to express their agreement or disagreement.

The next figure shows the researchers' findings of commonalities and associations among codes. The result of this procedure allowed researchers to establish proper connections, group and label codes into subcategories.

Table 2

Open coding

<p>How might using hip-hop might arouse A1 students in 8th and 10th grade intrinsic interest for learning English in in order to improve their spoken vocabulary?</p>	<ul style="list-style-type: none">• Self- confidence to express my ideas• Willingness of improvement• Self- perception of evolution• Sense of usefulness and applicability• Perception of enjoyment• Challenging environment• Novelty• Learning by doing• Relatedness with the context• Sense of belonging• Familiar vocabulary words• Integration of culture to learning• Easier to learn new words• Connection between images, words, meaning• Recognition of word order• Opportunities to interact• Team work• Expressing opinions and personal ideas• Agreeing and disagreeing• Discussing on social values• Authentic situations
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	Communication based on real topics.
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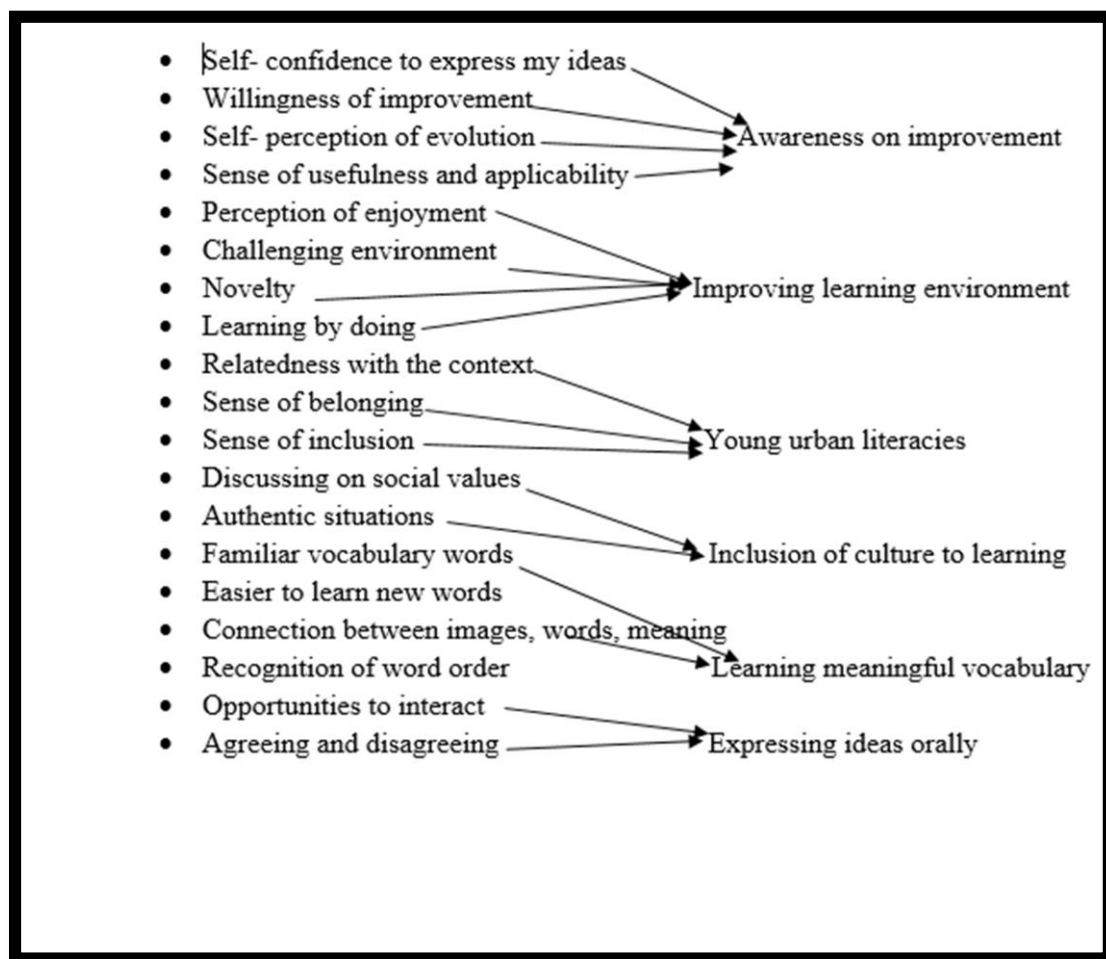


Figure 2. Axial coding

5.3 Categories

5.3.1 Overall category mapping

After a continuous and selective analysis, the researchers managed to group the codes into major categories. Figure 3 details the organization of the categories found after contrasting and comparing the information.

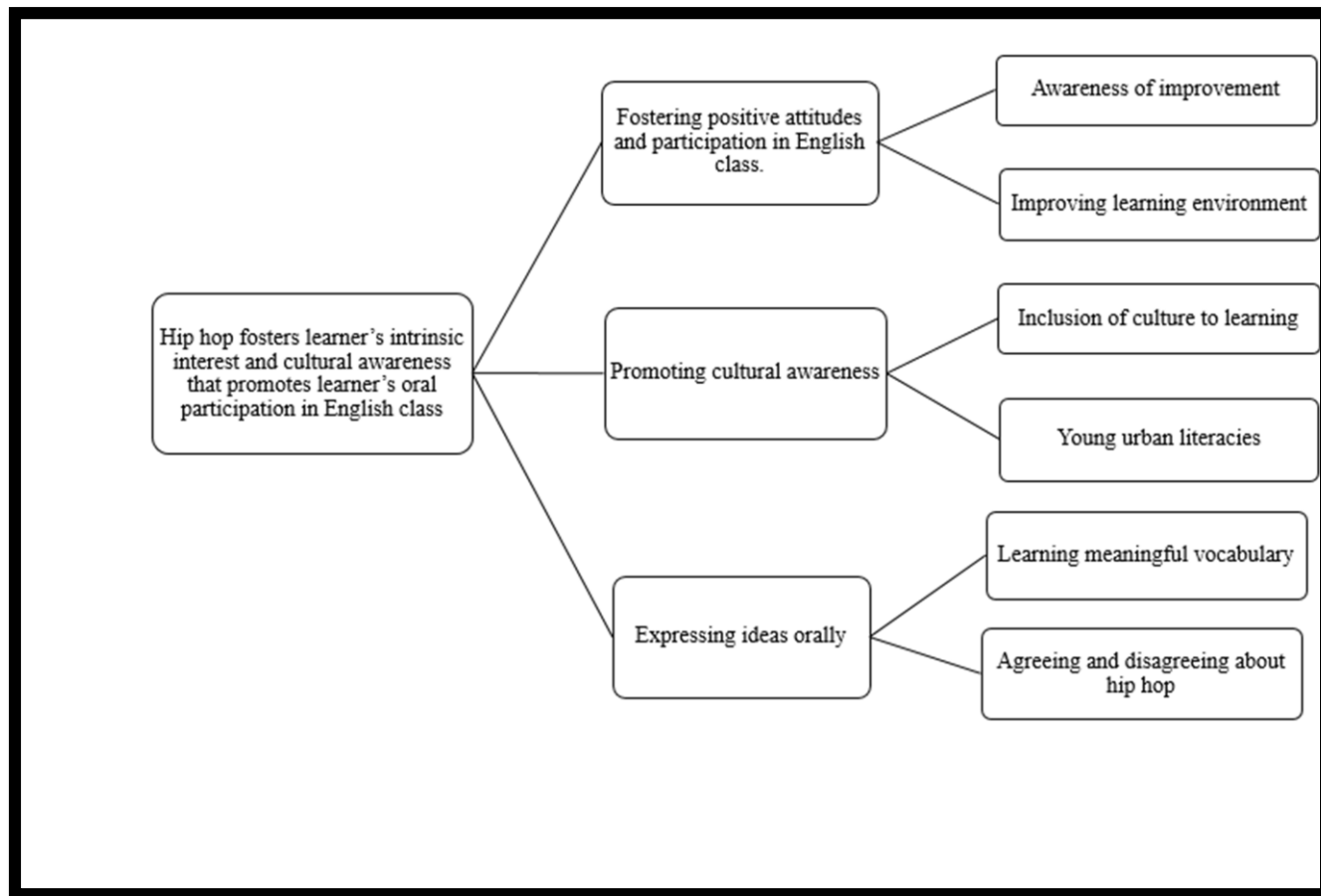


Figure 3. Final categorization

Finally, after a progressive and extensive contrast and relation of concepts with the proposed subcategories, the researchers broadened codes into major categories, regrouped to validate the discriminated information to state the selective coding, which justifies the stated research question. Thus, the coding process allowed the researchers to find similarities in the identified codes to relate meaning in the responses provided by the application of all the instruments.

5.3.2 Discussion of categories

After the open and axial coding process, three categories emerged: First, hip-hop fosters learners' positive attitudes and participation in English class. Second, hip-hop promotes cultural

awareness. Third, hip-hop promotes oral production to express ideas and opinions in spoken interactions. The following is the description of the categories obtained during the data analysis carried out after implementation stage.

5.3.2.1 Category 1: Hip-hop fosters positive attitudes and participation in the English class

A contrastive analysis between the first and final surveys (Appendix O) applied to students, and the final focus group, showed how the integration of hip-hop to the English classroom transformed students' opinion about English as a subject. At first, 63% of students answered that they did not like English since it was boring and difficult. In addition, they felt classes were very grammar-centered which made them non-authentic in terms of communication. However, after the pedagogical implementation, 80% of participants revealed different perceptions regarding the same question as shown in excerpts 2 and 3 below.

Excerpt 2. Participant 10, Bosanova school, Appendix K, Focus group.

“Pues me ha parecido que la clase cambió mucho y yo me siento más alegre de aprender estas nuevas cosas. He aprendido a escuchar rap con otro punto de vista y el inglés ya me parece más fácil” (Participant 10)

“Well, I think the class changed a lot and I feel happier to learn these things. I have learnt to listen to rap from a different point of view and now I think English is easier. (Participant 10)

Excerpt 3, Participant 1, Manuel Zapata Olivella school, Appendix L, Focus group.

“Esta música a veces es un poco pegajosa y la gente aprende más cantando que estando haciendo ejercicios. También cuando hablan sobre canciones mejora su percepción”. (Participant 1)

“This music is sometimes catchy and people learn more singing than doing exercises. Also, when they talk about the songs they improve their perception (on English).” (Participant 1)

5.3.2.1.1 Subcategory 1: Hip-hop generates awareness on improvement

The data revealed that integrating hip-hop to the English classroom allowed learners to identify their own progress, producing a feeling of self-evolution. As a result, learners' interest in learning started and was sustained during the intervention, which means students consciously adopted a more relaxed attitude towards the class and showed commitment on the proposed tasks. This new learners' disposition allowed them to adopt strategies to learn and remember new vocabulary according to their necessities and then used it to participate in prepared talks and discussions. Excerpt 3 shows the observations that teacher-researchers made at the end of the process regarding one of the participants.

Excerpt 4. Teachers notes, Appendix M, Field notes.

Session 1: His attitude towards the class is very bad. He seems sleepy and disgusted with the task. He could not find connection between the vocabulary and the song and for that reason he could not complete the exercise. He liked the song and asked me about its meaning.

Session 10: His attitude has evolved. He seems more committed on the task although he still has difficulties to express general ideas through complete sentences. However, he is using the vocabulary provided correctly to communicate what he thinks. He seems more confident and involved in the graffiti topic.

In the survey applied in the last session, 92.1% of the students answered that rap and graffiti were relevant to learn English. In this matter, Bosanova students showed more interested in rap lyrics since they presented explicitly situations that were similar to the ones they were immersed in in their own contexts while Manuel Zapata Olivella students preferred graffiti since it allowed them to interpret messages in different ways facilitating communicative exchanges about their own ideas. Additionally, students considered that these activities helped them to find the necessary associations to remember the meaning of new words presented in class. The following graphs show the opinion of learners regarding the usefulness of rap and graffiti to learn English.

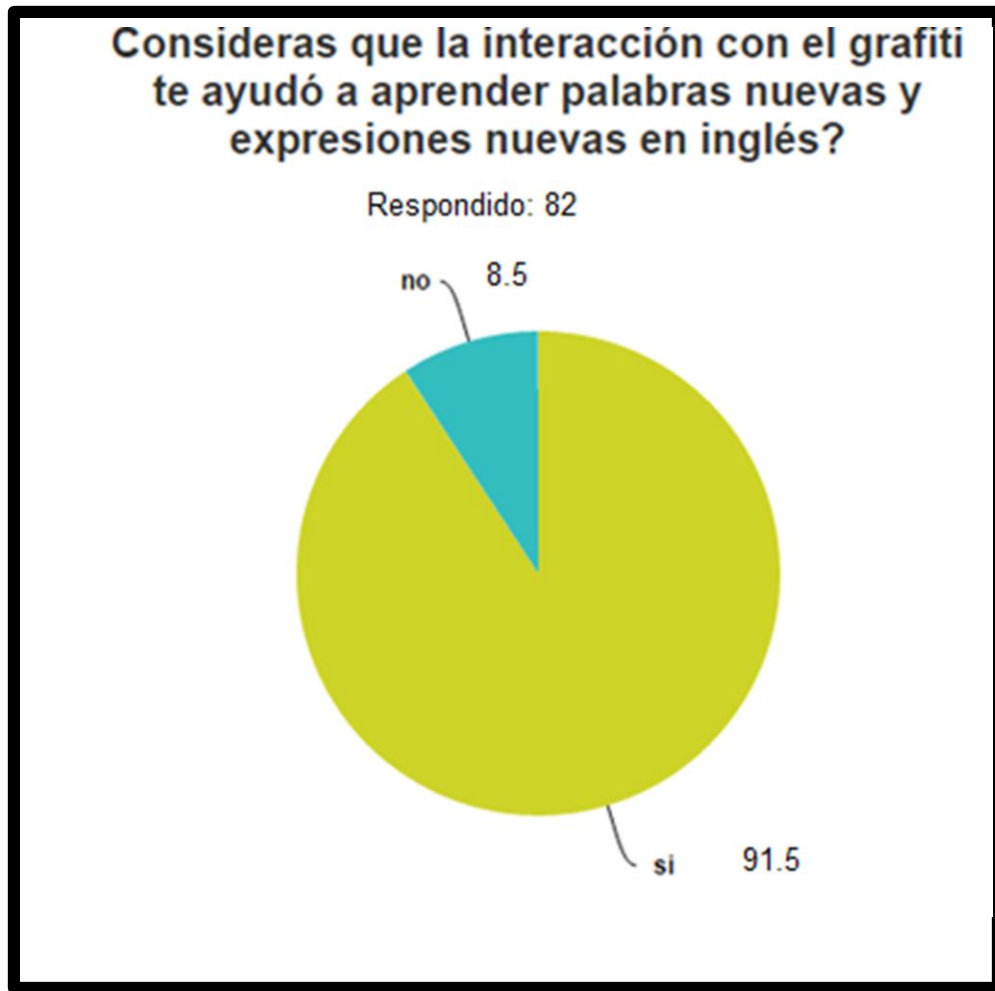


Figure 4. Survey question 6

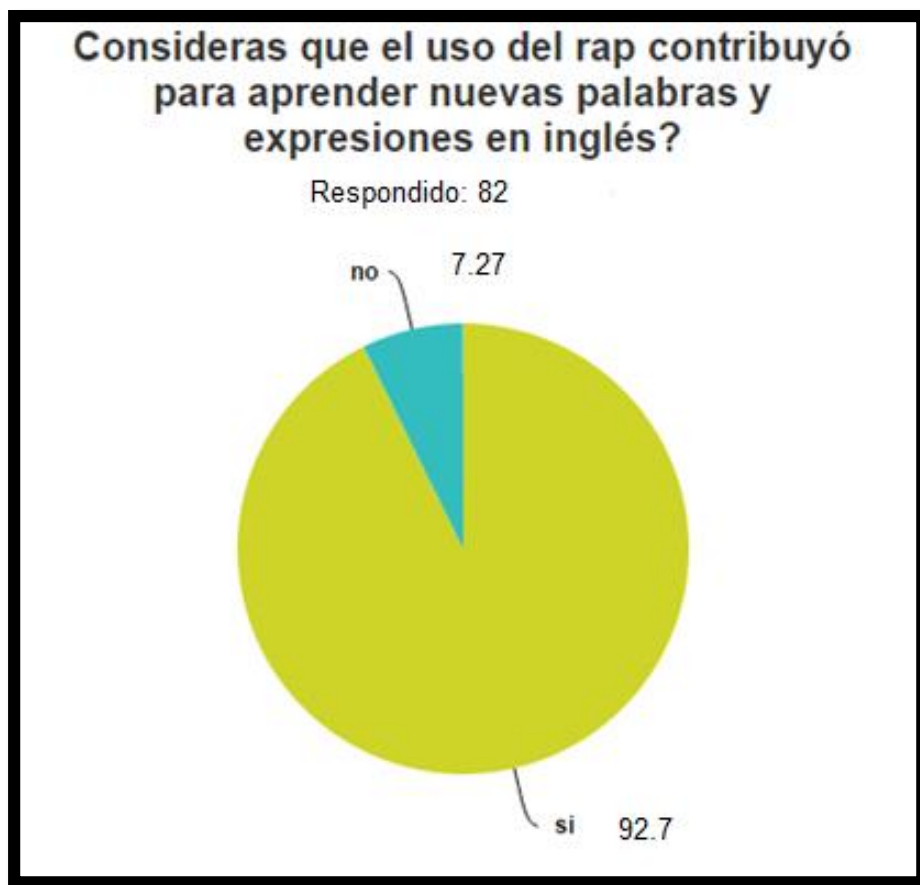


Figure 5. Survey question 7

Based on learners' answers and the attitudes observed during the different activities carried out, the researchers could confirm that working cooperatively and using local knowledge regarding hip-hop enhanced their confidence and empowered them to continue finding strategies to learn based on their interests. Besides, the researchers sought to arouse students' interests and to use ideas through different tasks such as rap composition, graffiti gallery and graffiti composition, in which they could express their own thoughts regarding a specific topic but using the proposed vocabulary. Figure 4 shows how learners used graffiti to express a personal idea about the topic.



Figure 6. Graffiti sample

Graffiti painting was accompanied by students' ideas through short oral or written messages that showed what they felt about the situations pictured in rap lyrics or their own. Thus, graffiti as alternative to provide messages to enhance students' analysis helped them to create new ideas that encouraged them to participate and communicate orally. Excerpt 5 shows a student's message example that explains his creation.

Excerpt 5. Participant 11, Appendix N, Graffiti message.

"I think graffiti transmits different messages, sometimes it talks about politics, the life in the street or emotions of people of life. For me, it is life because I can express my ideas and all people can look it. Many people say is vandalism but in my opinion is a form of expressing free (sic)" (Participant 11)

5.3.2.1.2 *Subcategory 2: Hip-hop transforms the classroom into an engaging and challenging learning environment*

89.47% of students revealed through the survey and the final focus group, their perceptions about activities and the classroom transformation as the main place where learning takes place. Learners who show a genuine interest for hip-hop culture revealed they felt included and identified with the issues presented in class, which empowered them to participate in a more confident way. On the other hand, students who did not feel attracted to hip-hop (because they have particular inclination for rock or other arts) presented a critical attitude and disposition to defend their ideas towards this issue. Regarding this group of students, it is important to observe how their attitude changed as well as the others' one. In the beginning, they rejected to use hip-hop during class and in fact they opposed to the use of the tool. However, they found space to express their own point of view towards hip-hop without changing their own position towards their preferred music (Rock, Latin, etc.). The existence of diverse opinions contributed to the learning environment since both sides had reasons to feel involved in the tasks and generated a cooperative sense of group support and individual ideas. According to Celce-Murcia, Larsen-Freeman, & Williams, (2014), the high rank goals that need the cooperation of all the participants of a group to achieve them, have been stated to be successful means of joining them even in non-receptive groups. Excerpt 6 shows how learners perceive benefits in the transformation of the learning environment and how it affects their learning process.

Excerpt 6. Participant 6, Manuel Zapata Olivella School, Appendix O.

“La música con el arte son buenos para una clase y más para un proyecto. Pero, el rap no me gusta mucho y la verdad a veces sentí que era decir cosas del rap que no me interesan. Pues el rock es mejor y no muestra tantas cosas negativas” (Participant 6)

“Music and art are good for a class and even more for a project. But I don’t like rap too much and sometimes I felt everything was about saying things about rap that I don’t care. I think rock is better and it does not show so many negative things” (Participant 6)

5.3.2.2 *Category 2: Hip-hop promotes cultural awareness*

Data analysis revealed that including culture to English class allowed learners to establish stronger connections among words, expressions and their meaning, which fostered stance-taking and oral participation. In this matter, Dörnyei, (2001) claims that because languages are socially and culturally bound, their effective study requires a positive disposition towards everything the L2 is associated with: its culture, its speakers and its influence. In this way, teachers are enabling learners to be sensitive to different value systems, and to the diverse perspectives every culture has. Considering this, the researchers concluded that as Morrell, (2002) points out hip-hop helped learners to recognize and appreciate different cultural values that enriched their learning experience while they were encouraged to develop personal contacts and effective intercultural skills.

5.3.2.2.1 *Subcategory 1: Hip-hop fosters inclusion of culture learning*

The comparison between the results of initial and final survey allowed researchers to identify the interest that learners have on integrating culture to the ESL classroom. 89% of responses in post surveys (Appendix O) as well as focus groups demonstrate students recognize

the value that culture has on learning since it provides usefulness and practical application to communicative real-life situations.

The following excerpt confirms the learner's opinion about the effect of including this cultural element as a promoter of interest in the English lessons taught at Bosanova school.

Excerpt 7. Participant 2, Bosanova School, Appendix P, Final survey

“Me parece que hay más gente interesada en aprender inglés ya que se identifican con el hip-hop” (Participant 2)

I think there is more people interested in learning English because they are identified with hip-hop (sic). (Participant 2)

In the comment, the learner highlighted on an element that fosters motivation as well as learning: Feeling identified with the context of the class allows students to perceive themselves as an important part of the process. This allows them to assume a position regarding the values systems and the different perspectives that constitute the learning situation. As a result, learners focus their efforts on improving their linguistic features while they also attempt to understand the differences between foreign and own's culture.

5.3.2.2.2 Subcategory 2: Hip-hop allows young urban literacies to be visible

Data also revealed that 82% of the learners who participated during the implementation, enjoyed and engaged in the new learning environment for two reasons: First, because hip-hop allowed them to express their real thoughts about simple things without using prefabricated and non-authentic situations. Second, because it generated a sense of inclusion and identity in the English class. In addition, it allowed them to show the world the way they understand reality and how they perceive their own culture. This is in other words, what Morrell and Duncan-Andrade (2002); Williams & Zenger (2007), have considered new perspectives in literacy. This term has

been historically used to describe the abilities that individuals have to read and write across different contexts. Literacy is a mean to understand, communicate and gain useful knowledge (King-Shaver & Hunter, 2009). However, the new media trends and life styles enact, situate and mediate young people's literacies in multiple ways (Alvermann, Hinchman, Moore, Phelps, & Waff, 2007) providing them with new points of view and tools to comprehend their environment. In this matter Mora (2014), argues that young people's literacies are rich in images and resources that help the learner to situate himself into the learning process. In this case, hip-hop is filled with plenty of meaningful situations that can promote critical literacies as well as intrinsic interest for improving linguistic features.

One of the results of this study shows that many learners and especially those who like this style and culture, usually feel discriminated and excluded of English class, and frequently think they cannot achieve much in terms of language performance. This finding is important given the perspective of the study, where English and hip-hop are not opposite but complementary areas that can benefit learners to have an open-minded perspective about language and context. In other words, hip-hop allowed them to feel an active part with voice into the learning process, as the following excerpt shows.

Excerpt 8. Participant 13, Appendix Q, Focus group.

“Mi opinión del proceso (de aprendizaje) ha cambiado mucho porque ya no me siento ignorante y he participado más. Y hasta me gusta hablar en clase así me equivoque. (Participant 13)

My opinion about the process (learning process) has changed a lot because now I don't feel ignorant and I have participated more. And Now I even like to speak in class even though I commit mistakes. (Participant 13)

5.3.2.3 *Category 3: Expressing ideas orally*

Findings regarding the use of vocabulary to express opinions, revealed hip hop helped students activating prior knowledge during activities which allowed them to differentiate expressions necessary to state opinions. In this matter, Celce-Murcia et al., (2014) express that employing vocabulary through meaningful activities, which lead students to express ideas, better joins the topic of the lesson with the participation of students as they get involved by motivational activities that bring them to discover their communicative abilities.

5.3.2.3.1 *Subcategory 1: Learning vocabulary meaningfully*

The researchers identified that learners associated the meaning of new words with images presented in graffiti or rap lyrics through catchy chorus and reiterative words. These associations, added to the selected vocabulary, helped them to find appropriate ways to complement their concepts about hip-hop culture. The next figure shows a graffiti piece produced by a student during session 7 to express his opinion about hip-hop.

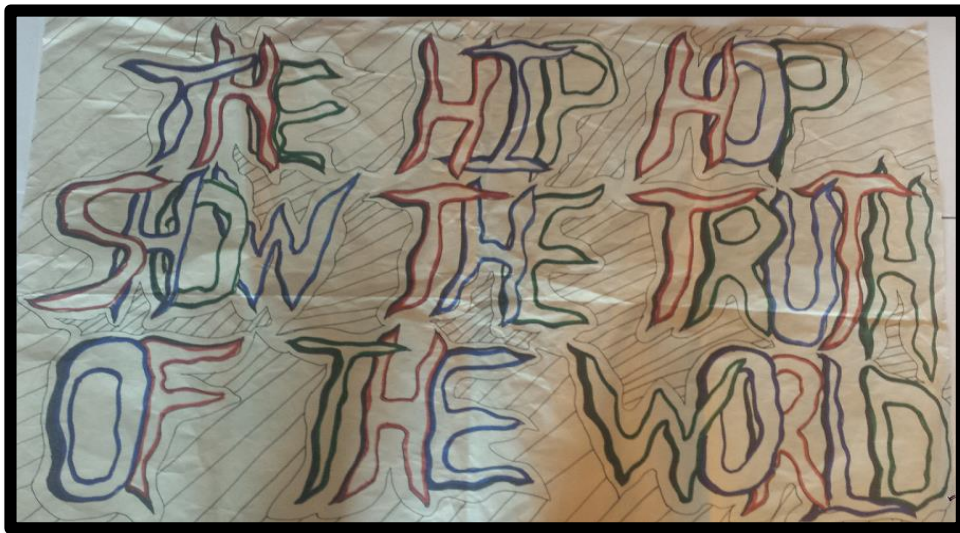


Figure 7. Sample of graffiti production

Thus, the written composition by students in the current study, proved that language activation helped them to enhance ideas not only in artistic production but in the impressions achieved by students' reflection. Thus, students added new expressions that helped them express their ideas in written form before starting with their verbal comments to the class.

The main objective when selecting basic vocabulary was to guide them to present their comments. However, most students forgot how to include subjects in long sentences due to an interference with L1 when using the subject in English statements as implied. In the excerpt 8, students tended to use implied subject in comments although the intention of the message was clear from the activities.

Excerpt 9. Participants 6 and 7, Bosanova School, Appendix R, Video recording.

We think that music represents expressions fundamentally in the history of the country. Speaks a lot of persons who listens this music. Hip-hop exposes the new styles of the country. (Participants 6 & 7)

Researchers measured vocabulary through the use of two types of checklists: First, an initial and a final one used before and after the implementation. Both contained one hundred words planned to be learnt during the study implementation and showed learner's prior knowledge regarding the topic as well as their final performance. Second, researchers used short checklists with no more than twelve words during each session (Appendix X). A sample of ten students was tracked during third, sixth and tenth sessions to control their progress. The

information of this exercise was registered in a matrix that is shown in (Appendix W). As a result, from the total base line of one hundred words; students showed progress of 40% regarding the initial checklist in which 80% evidenced managing only an average of 20% to 30% of the proposed units. The final results showed 65% of these participants identified and contextualized more words, as well as used them to express their ideas orally.

To evidence spoken vocabulary improvement, the researchers analyzed video recorded samples and checklists which showed students moved from using isolated and disconnected words to complete sentences including the words presented in context enabling them to express more complete ideas and more spontaneous opinions. The following excerpt shows the students' contribution in oral presentations.

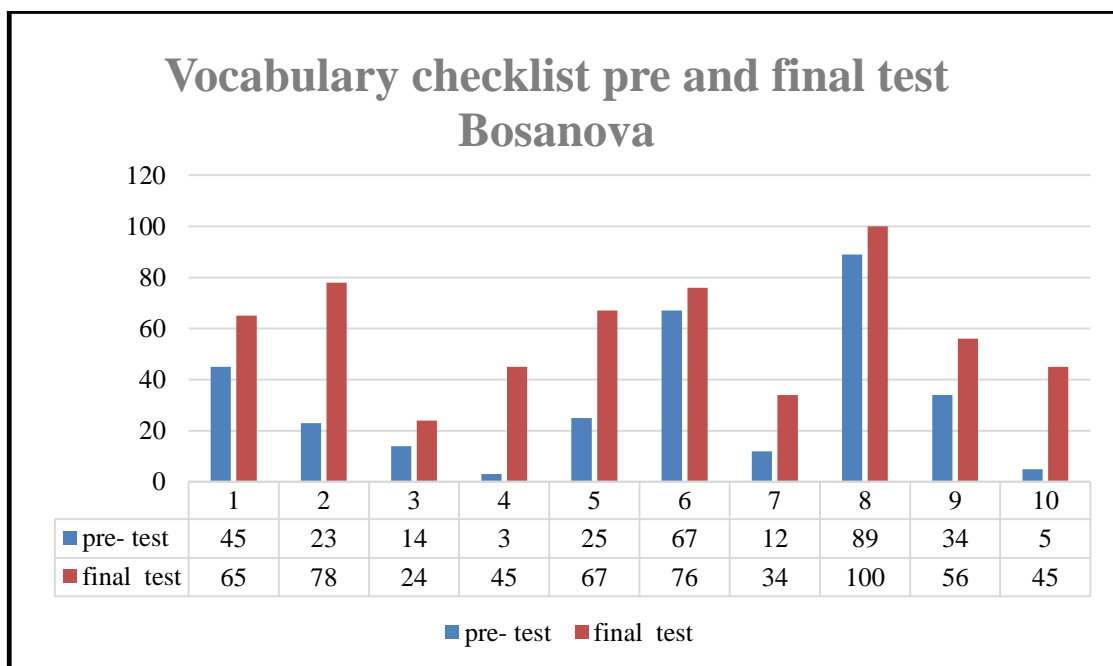
Excerpt 10. Participant 7, Bosanova School, Appendix S, Video recording.

<u>Session 1:</u>	<u>Session 4:</u>	<u>Session 8:</u>
T: What is hip-hop for you?	T: What is rap for you?	T: What is graffiti for you?
P7: mmm...music, dance.	P7: for me, rap is music.	P7: I think graffiti is art. It
T: Do you like hip-hop?	speaks the society and the	shows the ideas that artist have.
Why?	problems of reality.	People think is crime but I
P7: yes. because is funny	T: Do you like rap? Why?	consider it make the city more
and interesting (laughs)	P7: Yes, for me rap is real	beautiful because the colors.
	and this music is	T: Do you like graffiti?
	revolutionary	P7: Yes. I like the colors and the
		emotions express. Mmm... I

		think is good look graffiti and not black spaces.
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To be able to validate learners' vocabulary improvement researcher designed vocabulary checklists that measured the amount of words that students handled before and after each session: learners used the words in different contexts to demonstrate they had understood the function of the word and its meaning. Figure 8 shows a sample of ten students from both schools started the process and how their performance increased for the final test.

Figure 8. Pre-test and final test sample Manuel Zapata Olivella School



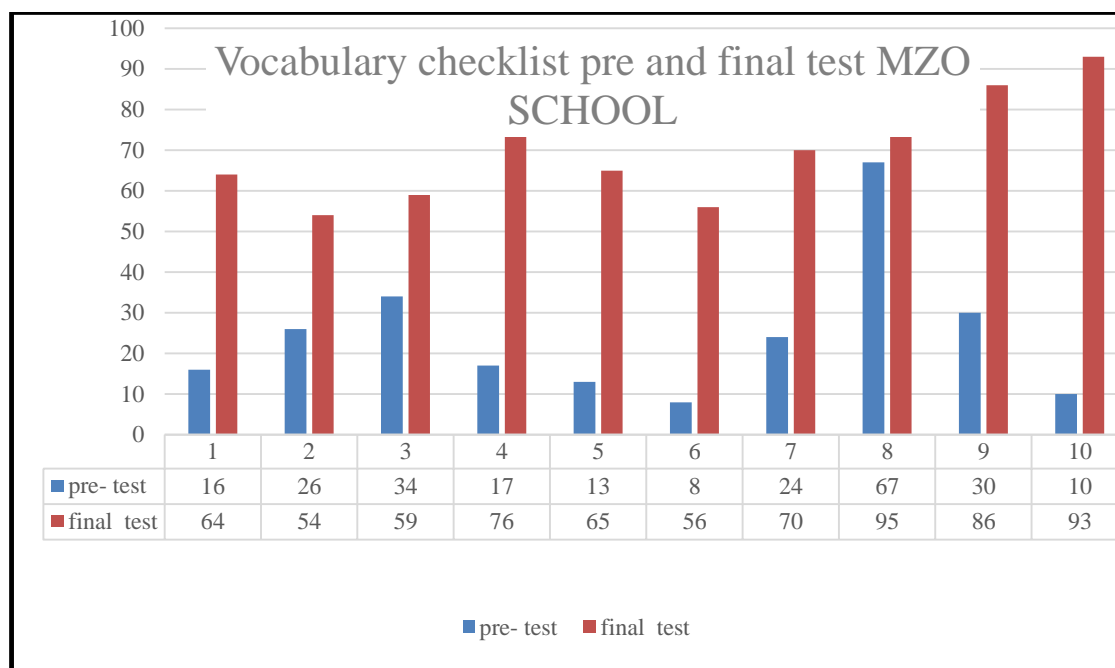


Figure 9. Vocabulary performance during pre-test and final test.

5.3.2.3.2 Subcategory 2: Agreeing and disagreeing about hip-hop

The verbal participation in the lessons allowed students to associate basic vocabulary and expressions (e.g. I think, in our opinion, among others) when they held verbal interactions.

However, some of the students did not master the oral presentation effectively as it was the first time they communicated their ideas. The next excerpt of a video recording taken at the end of the implementation session unveiled students' use of spoken vocabulary regarding the elaboration of a graffiti or images about the hip-hop music or culture.

Excerpt 11. Group 9, Bosanova School, Appendix T, Video recording of final presentation

Group 9: *“We think that hip-hop is bad and good. The hip-hop is bad because call the attention of people with naked woman. It is good because in many songs the hip-hop they spoke for the life when they grow. And because it is a second opportunity for people like criminals”*

In consequence, students used expressions previously practiced along the implementation sessions to state their agreement or disagreement regarding their classmates’ perceptions of hip-hop culture. This allowed students to bring up ideas from a set of preliminary statements (e.g. we believe, we think that) which most of them employed in short instance of presentations. However, some students did not achieve to clearly agree or disagree because they could not successfully structure the pattern of statements to provide a total clear message.

Despite the challenges involved in using presentations in the language classroom, we feel that they can be valuable activities in helping learners improve their L2 skills, develop their research skills, improve their creativity, and gain confidence speaking in front of others. (p. 210) The next Excerpt illustrates the difficulties in some of the students when agreeing or disagreeing:

Excerpt 12. Participant 3, Appendix V, Video recordings.

Questioning Intervention	
T: What does Hip-hop music represent for you? Does it have positive or negative aspects?	
S#3: positive because reflects society. Uhmhhh.(St does not answer)	
T. positive because reflects society in what form or in what way?	

S#3. The government, People attitudes. .

T: and the negative aspects?

S#3 (The student speaks a little Spanish). A la gente no le importa los demás.

T: (Teacher guides the student) People do not care about what society thinks.

Spokes girl [group # 4]

Spokes girl: Of the society and of the ...?

T: who agrees? Roger, do you think Hip-hop is a bad music. I mean that shows bad aspects of society?

S#4. No.

T: Why?

S#4. Because it shows society because is not bad. Because Hip-hop shows society.

Because... Ehmm, Hip-hop is greet.

T: What do you want to say? -/ GREET/ {Teacher shakes hands} or /GREAT? / (T. gives a thumbs-up sign)

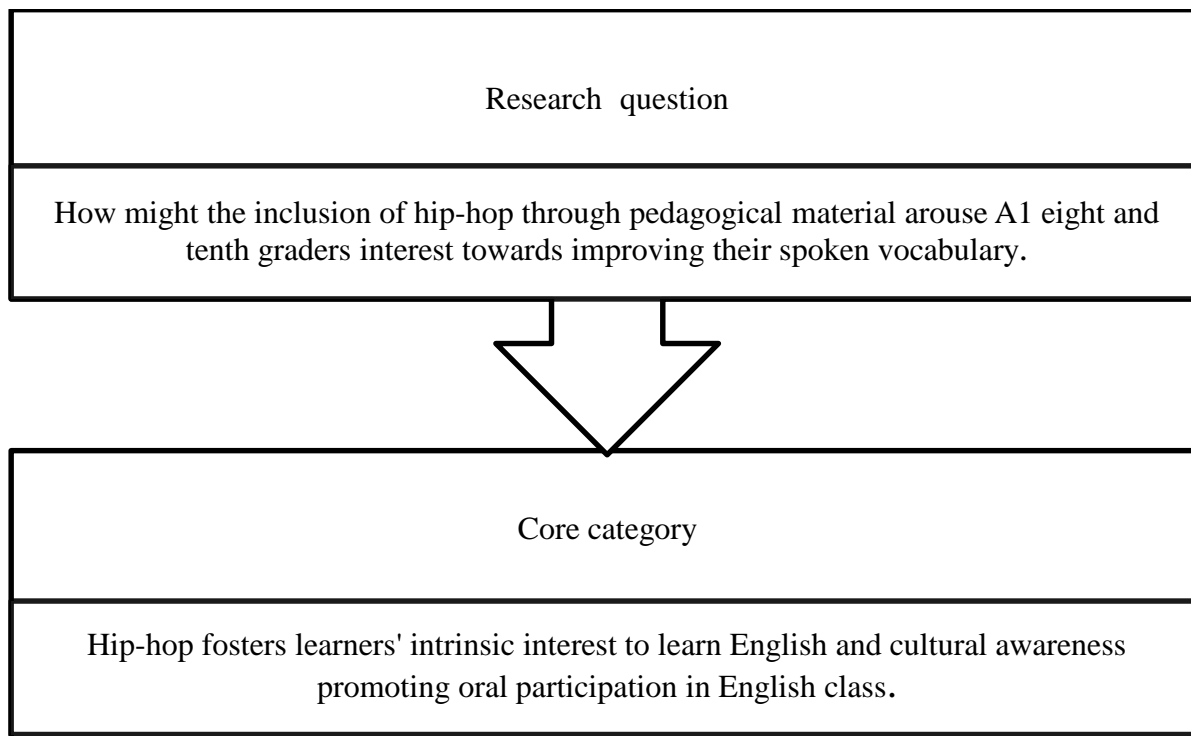
As shown in excerpt 11, Some participants still found difficulties to express their ideas in a complete way. 16% of students from both schools have troubles to use the vocabulary orally. The particular case of participant 3 shows that he is able to comprehend what the teacher is asking but his vocabulary seems insufficient to produce coherent and complete ideas can be comprehensible for us. However, this could imply that either he needs more exposure to the language and oral practice, or that he needs more reinforcement on common expressions to agree or disagree.

5.3.3 Core category

After reducing data, the researchers concluded the core category of the study is that hip-hop fosters intrinsic interest to learn English and cultural awareness promoting oral participation in class. Therefore, the researchers confirmed that hip-hop culture knowledge empowers this kind of population and heightens their curiosity in a challenging way to start the process of learning English. In addition, it provides learners elements to connect culture to the formal process in the classroom. In this matter, Chesley, (2011) states that vocabulary acquisition is a multifaceted process in which personal identity, in the form of cultural knowledge, social ties, plays a crucial role. Bearing this in mind, the researchers determined that the core category answers the research question as it is shown in Table 3.

Table 3

Core category



5.4 Conclusion

The researchers identified meaningful elements to validate the participants' enhancement in English language. The results of the study indicate that learners value the inclusion of hip-hop to the English class for three reasons. First, it fosters positive attitudes towards English. Second, it promotes cultural awareness and finally it enables learners to express their ideas orally. These findings allowed us to conclude that involving culture into the regular classroom engaged learners with real-world literacy practices and generated a learner-centered environment that fostered engagement and motivation. Next chapter explains the implications of these findings and opens the discussion on the importance of transforming traditional teaching practices regarding young people's literacies.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

Results presented in previous chapter revealed the close relation between intrinsic interest for learning, cultural awareness and spoken vocabulary improvement in the English classroom. This, allowed researchers to solve the research question. Based on this, researchers stated a conclusion: Arousing learners' interest through the inclusion of hip-hop culture produced several and significant transformations in the learning atmosphere that influenced directly learner's cultural awareness and their spoken vocabulary. Likewise, data revealed students' engagement increased when including young people's literacy practices into the English classroom.

This chapter shows the pedagogical implications of these findings and compares them with the results of previous studies in the same field. The resultant contrast allows researchers to confirm the positive impact created by the inclusion of popular urban culture in the ESL classroom. Finally, it discusses on the further research opportunities that this results offer for the future.

6.2 Comparison of results with previous studies' results

Introducing elements from arts such as music, drama, literature or visual arts, have proven through time to be a useful strategy to increase motivation to learn different subjects as well as to enhance thinking skills. According to Níkleva, (2013), the multiplicity of verbal and nonverbal codes that appear in arts, foster communicative and sociocultural competence, and enrich learners' interlanguage. Likewise, reflection and interpretation are promoted. In this matter, Gillenwater, (2014) also suggests that arts increase and refine learners' visual literacies while Duff, (2002) finds that popular culture not only helps to improve rapport between teachers and learners but also promotes discussions that become meaningful for students who

progressively improve their linguistic performance. Taking this into account, the findings of the researchers' study corroborated the results provided by prior research that highlights the positive effects of integrating hip-hop into the English class and even its controversial messages to promote cultural awareness. In this respect results, open room for discussion on the advantages of working with art in the spaces and with the people where it is generated, allowing learners to interact in real communicative situations that arouse interest, sensitivity and willingness to participate.

However, engaging learners requires a process that involves a series of smaller steps to guarantee not only to surprise learners with new knowledge but also to sustain that curiosity to achieve real learning. In this matter, Dörnyei, (2001) suggested that generating intrinsic interest in the process as a way to achieve initial motivation helps learners to feel more self -confident and facilitates linguistic achievement. In this respect, the researchers study found that hip-hop allowed learners to find connection between the class and their real context which subsequently generated willingness to participate in oral tasks and commitment during the class. In contrast with Zinovia, (2012) who studied the differences between motivated and non-motivated learners of English; the researchers concluded that changing positively learners' attitude considerably transforms the results on their performance. In addition, the researchers' study found that creating positive conditions in the classroom generates a big gap between intrinsically interested learners and the non-interested ones. The results of Zinovia, (2012) are consistent with the changes produced after integrating hip-hop to the researcher's ESL classroom, where learners revealed a better disposition towards the class since they perceived a transformation in the traditional grammar-centered learning environment they were used to. Thus, according to the outcomes observed after data analysis, the researchers corroborate that intrinsic interest is

strongly related with the perception of satisfaction that learners have after achieving a task. This affirmation agrees with Bandura & Schunk, (1981) who found that challenging students generates greater interest in any activity. This affirmation explains why the learners' intrinsic interest increased when integrating rap and graffiti to their class. In fact, these cultural trends are relevant to their daily life and including them make students feel confident and interested due to their own literacy and knowledge are sources of learning.

With this in mind, the researchers also agree with Eisenberg & Thompson, (2011) who argued in their study that having a high level of intrinsic interest fosters creativity which in consequence promotes self-determination (p. 130) improving learners' willingness to take risks, consider diverse solution to problems and persist in translating initial ideas into workable innovations. In this regard, the researchers' thesis found that after transforming the learning environment into more pleasant and confident zone in which learners felt identified with the materials and information used in their learning process; they improved their participation in proposed tasks, which as a result increased their involvement in oral activities.

In addition to the benefits of increasing intrinsic interest in learning English, the study integrated a second element considered by previous research related with taking advantage of local knowledge and cultural practices of a community. Regarding this, Sharkey & Clavijo-Olarte, (2012) argued that the realities in which learners inhabit must not be ignored and moreover, they must be considered as meaningful resources that connect the desired linguistic outcomes with the real usage that students may do of the target language generating a sense of identity and appreciation for own culture. Regarding this affirmation, the researchers' study confirmed and legitimized the role of hip-hop as an established practice that generates community identity. Therefore, a series of learning processes that support English language

learning are produced into it. It is worthy to mention that even if this culture is not traditionally Colombian, young people from marginalized communities around the world have adopted it due to the fact that the situations depicted (poverty, political abandonment, violence, etc.) are common for everyone regardless the place. In fact, they empower them to express feelings and opinions regarding unconformity and protest as a way to share the common difficulties.

Finally, arousing interest through the use of arts and taking advantage of the local knowledge of the community allowed us to understand and use young literacies as effective ways to teach students in inclusive and affirmative environments (Petchauer, 2009). The results of the study supported previous research and revealed the importance of integrating cultural elements to help learners to feel identified with the situations they are participating in.

Hip-hop helped researchers to fill the gap existing in prior studies regarding its use to produce linguistic improvement at the same time to generate intrinsic interest since it presents an interesting combination of three elements: arts, language and young literacies. These characteristics and the increasing number of people who follow this culture have made it a suitable tool to motivate 21st century students to have an active participation in their learning processes. Previous research has been conducted in this specific field around the world allowing teachers and learners to create new approaches not only to acquire a second language but also to go beyond it, taking position regarding the mass media, politics and socio cultural current events. Countries like the USA, Germany and China are pioneers in introducing elements from hip-hop culture in the ESL classroom in several fields which has led them to talk about hip-hop based education (Love, 2014; Morrell, 2002; Kirkland, 2008), critical hip-hop language pedagogies (Akom, 2009; Tinson & McBride, 2013; Alim, 2007), critical hip-hop literacies (Barrett, 2013; Kelly, 2013; Morrell, 2002) critical language awareness (H. Alim, 2007) and some other terms

that describe the impact of using hip-hop and popular culture to develop communicative as well as thinking skills in youngsters.

Like in most of these studies, the researcher's thesis found that hip-hop is a meaningful tool not only to engage but also to promote diversity and tolerance in their classrooms as it comprises different artistic ways of performance that can foster the development of talents in diverse fields. Additionally, the researchers found that it also promotes cultural awareness (Alim, 2007; Barrett, 2013; Morrell, 2002) since it allows students to observe from an objective position one's own culture and its values, beliefs and perceptions and analyze them from a critical point of view (Appendix S) . In this regard, the researcher's study shows that integrating hip-hop to their regular classes generated a sense of belonging and self-identification that allowed participants to express their ideas about different topics that generated divergent opinions but also fostered acceptance and comprehension of others' insights.

Regarding linguistic results, the researcher's thesis validated previous studies such as Chesley, (2011) and Lin (2011), in which hip-hop integration to English class benefited vocabulary acquisition for different reasons. First, hip-hop provides learners, and especially those who prefer this style with enjoyable exposure to the language. However, many hip-hop opponents consider that its undeniable relation with marginalized communities and their realities, exhibits explicit, violent and misogynistic expressions that are not appropriate in a learning process. In this matter, the researchers study could conclude that this does not represent a barrier to use it effectively since not all the material available has this characteristic and teachers can easily manage its messages. Second, hip-hop helps learners to establish a connection between the words and their referents in meaning. The cultural connection fosters the retrieval of words in different contexts. This affirmation supports (Graves, August, & Mancilla-Martinez, 2013) who

claim that without real meaningful referents vocabulary will not be acquired impeding developing other linguistic processes.

Bearing this in mind, the study revealed that the researcher's students achieved the acquainted vocabulary stage mentioned by Reutzel and Cooter (2011), as they could learn high frequency words or tier 2 that occur across a variety of domains and with multiple meanings and functions. As well as Beck, McKeown, & Kucan, (2002) who demonstrated that content areas fostered context bounds that helped learners to discriminate the meaning of the words and gradually the interpretation of its function in speech. In this matter, results unveiled hip-hop provided learners with the content necessary to establish a relation between the words and their meaning allowing them to identify their function in different contexts.

6.3 Significance of the results

Including hip-hop in the ESL classroom in two public schools in Bogotá, Colombia, showed relevant pedagogical implications regarding the researchers' main interests. The study suggests the inclusion of young people's literacies as sources of knowledge and motivation in the English classroom transforms traditional teaching practices into challenging environments that benefit learners in several ways: firstly, hip-hop as a social practice engages teenagers because it generates strong links with their immediate reality creating deep feelings of identity. As a result, they associate words and meanings easily, which increases the quality of their vocabulary enabling them to express their ideas through coherent phrases. Second, the learner becomes the center of the process producing more involvement and commitment. In addition, learners develop social skills that allow them to communicate with others. Finally, including cultural issues like hip-hop and other urban arts becomes a means to learn and appreciate the positive and the negative aspects of culture in order to use language critically.

6.4 Pedagogical challenges and recommendations

Teaching foreign languages to 21st century learners implies several challenges that include preparing them for being active participants of a global society in which they have to be able to produce and share knowledge. Doing it in a different way would leave them behind their own society, depriving them from opportunities of improving their life quality. For these reasons, involving learners in motivating environments where they can develop language and cognition through culture, becomes an opportunity to be critical agents of self and social growth.

Bearing this in mind, the researchers recommend including hip- hop and other urban cultures as critical literacies that promote motivation and intrinsic interest in learning a foreign language. However, it is important that teachers analyze learners' needs and expectations carefully to avoid sending wrong messages on sensitive students' points of view. In the same way, the researchers suggest to be selective when using rap lyrics to avoid sending wrong messages that favor dangerous or illicit activities or teaching the language in a non- useful way that restrict learners' expression possibilities fostering the use of rude or inappropriate expressions.

6.5 Research limitations on the present study

The study showed two major limitations. The first was that the researchers did not take into account learners who were not interested in hip-hop culture. The fact that finally they could participate actively taking advantage of the topic was merely accidental since lesson planning did not consider the minority of students who did not enjoy this trend and were explicitly against it. However, the pace of the class and the attitude assumed by learners promoted the participation of diverse points of view fostering inclusion and encouraging opponents to participate. On the other hand, research instruments designed to record vocabulary improvement did not intend to

measure quantitatively the units learnt per class. However, during implementation researchers were advised that learners and teachers' perception did not evidence properly the development of this skill. It was necessary to implement vocabulary checklists to be able to track quantitatively students' performance. This improvement allowed researchers to validate the spoken vocabulary increase since it permitted them to compare the advance during the time of the implementation and to corroborate the findings with the performances in video recordings.

6.6 Further research

The results obtained in this study show that integrating elements from arts and popular culture the EFL classroom are a significant strategy to promote learners' motivation and to develop better attitudes towards learning. The study left room for further exploration on how they may impact learning in different fields as well as the linguistic effects of introducing them in significant environments. In further work, teachers and learners can analyze the type of vocabulary used by hip-hop in particular and the influence it has in the construction of learners' identity. Likewise, how the attitude of instructors towards artistic trends such as hip hop or any other could influence or limit the learners' vocabulary acquisition. On the other hand, it would be advisable to study the role and impact of involving real artists who speak English in the scaffolding process and their influence in the vocabulary that learners could develop.

English language can be enhanced by using the strategy of integrating artistic forms that may benefit different kinds of population. However, Colombia is still behind with a traditional curriculum that privileges grammar forms and communicative situations imported from different countries that are usually disconnected from its learners' daily life in a very teacher centered perspective. For this reason, the researchers suggest to explore more deeply how arts and popular culture may be included in schools' syllabi not only to develop esthetic values and motor

skills but also to generate a student-centered approach able to promote autonomy, critical thinking and cultural identity in the core subjects.

The findings suggest that there is still space to explore the impact of hip-hop literacies in the EFL classroom specifically in areas such as pronunciation and grammar that were left aside during the implementation but present several challenges due to the urban nature of the language used by urban artists. In addition, studying common patterns that could help learners to subsume grammar, which could enhance positively their fluency affecting their spoken performance.

6.7 Conclusion

The current study demonstrated that arousing intrinsic interest through hip-hop based activities changed the attitude of learners towards the class positively impacting directly on their spoken vocabulary. The first observable transformation was learners' disposition to attend to class and their willingness to participate in the activities proposed. Likewise, they changed the perception about hip-hop culture which benefited the way they interacted with their peers. Most of students involved in the project improved self-confidence to talk or to write when it was required to express ideas or opinions. In addition, they demonstrated a more tolerant attitude and sensibility towards social issues that are expressed through rap songs and graffiti pieces. This change made classes more appealing for them and fostered their autonomy when preparing tasks, exercises, presentations etc.

Regarding vocabulary, participants showed to be more aware of the meaning of words and expressions used to talk about daily issues since they found ways to relate words with their meanings and being confident to use them in different situations.

Based on the different findings the researchers could conclude that integrating hip-hop culture to the EFL classroom generated a multicultural approach that challenged teachers,

learners and institutions to teach the language from a more dynamic and motivating perspective. This implies making students active participants of their own learning process to allow them to acquire necessary skills to interact effectively in the community of knowledge. Hip-hop as a representation of popular young culture that dominates the current scene reveals the reality and points of view of a social group that is not all the time considered by bookstores or big education enterprises. Using it as a tool to motivate students to learn English demonstrated that feeling identified with the topics proposed by teachers played an important role in obtaining positive outcomes in spoken vocabulary but still leaves room for further explorations that allow learners to construct intelligible discourse that allows them to interact critically with technological tools and mass media.

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Appendix A: Icfes Results

Bosanova and Manuel Zapata Olivella Schools



Instituto Colombiano para la Evaluación de la Educación
-ICFES-

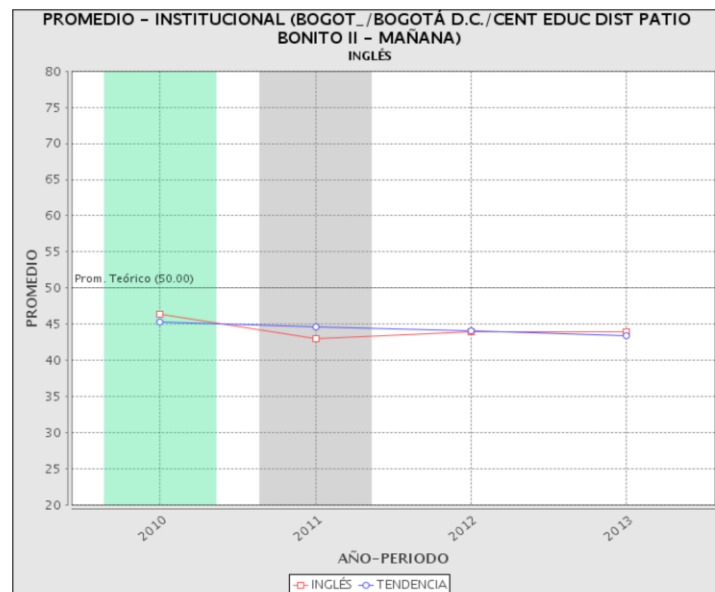
Generador de Reportes de Datos Históricos

Fecha impresión: 12-10-2016 15:13:17

Nivel Agrupamiento: INSTITUCIONAL (BOGOT_ / BOGOTÁ D.C. / CENT EDUC DIST PATIO BONITO II - MAÑANA)

Año(s): 2010 - 2014

Prueba: INGLÉS



INGLÉS	
AÑO-PERÍODO	PROMEDIO
2010	46.42
2011	43.00
2012	44.02
2013	43.95



Instituto Colombiano para la Evaluación de la Educación
-ICFES-

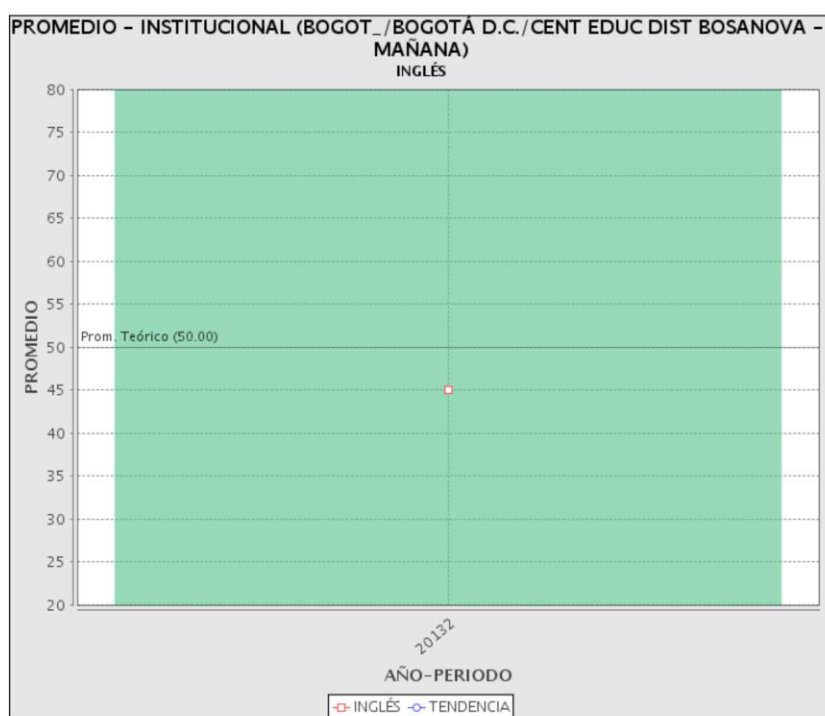
Generador de Reportes de Datos Históricos

Fecha impresión: 14-10-2016 14:28:28

Nivel Agrupamiento: INSTITUCIONAL (BOGOT_ / BOGOTÁ D.C. / CENT EDUC DIST BOSANOVA - MAÑANA)

Año(s): 2013 - 2014 - **Periodo(s):** 1-2

Prueba: INGLÉS



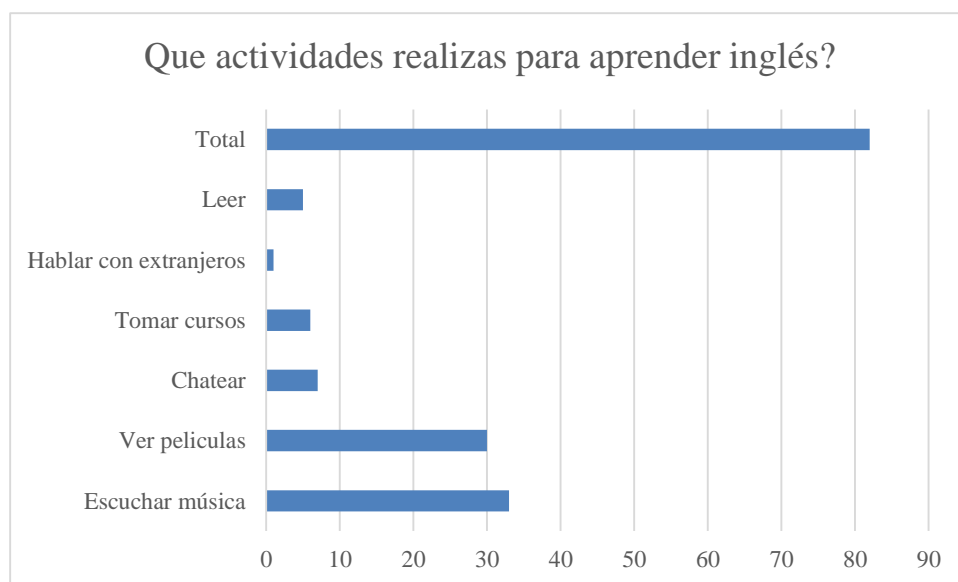
INGLÉS	
AÑO-PERODO	PROMEDIO
20132	45.04

Appendix B: Preliminary survey sample

	Total	%	Bosanova	MZO
si	32	39.02%	18	14
no	50	60.98%	27	23



Actividad	TOTAL	Bosanova	MZO
Escuchar música	33	15	18
Ver películas	30	16	14
Chatear	7	2	5
Tomar cursos	6	4	2
Hablar con extranjeros	1	1	0
Leer	5	4	1
Total	82	42	40



Appendix C: Preliminary survey

ENCUESTA

1. *Responda la siguiente encuesta para reconocer sus opiniones con relación al proyecto “Enhancing English learning through hip hop”

1. ¿Te gusta el inglés?

¿Sí No por qué?

2. ¿Qué estrategias usas para aprender inglés?

3. ¿Qué haces en tu tiempo libre?

4. ¿Consideras que la música influye en tu aprendizaje?

¿Sí No Por qué?

5. ¿Piensas que las artes urbanas son atractivas para aprender nuevas palabras en inglés?

Sí No

¿Por qué?

6. ¿Crees que podrías aprender palabras en inglés a través del grafiti?

¿Sí No Por qué?

7. ¿En cuál arte urbana le gusta trabajar más?

Hip hop culture Grafiti Rap ¿Por qué?

8. ¿Has aprendido palabras en inglés cuando escuchas rap (en inglés)?

9. ¿Crees que el rap y el grafiti son actividades con las que se puede aprender vocabulario en inglés?

Si no Explica

Appendix D: Authorization letter for the principal**Carta de Autorización para Rectora**

Estimado

Maria del Pilar Tenjo Peñuela

Rectora

Por medio de la presente, yo Luz Angela Baena Carreño, docente titular de la asignatura de lengua extranjera en el grado 901 solicito su consentimiento para aplicar en el colegio el proyecto denominado “Enhancing language learning through urban arts “. Esta propuesta forma parte de mi proyecto de investigación como candidata al título de Maestría en enseñanza del inglés y ambientes autónomos de aprendizaje en la Universidad de la Sabana.

La investigación tiene como propósito integrar elementos de la cultura urbana: Graffiti, música urbana y otras tendencias con las que los estudiantes suelen tener contacto al aprendizaje del inglés a través del desarrollo de hábitos de estudio, autorregulación, motivación entre otros.

Se espera que esta propuesta se desarrolle durante el presente año 2014 y el 2015, tiempo durante el cual se buscará que los estudiantes elijan libremente una de las actividades relacionadas con el arte urbano y que empiecen a desarrollar tareas de acuerdo con su interés Recuerden que el objetivo primordial es que los estudiantes encuentren formas alternativas de asumir el estudio de la lengua extranjera y que creen estrategias individuales que les permitan mejorar el conocimiento que tienen de la misma.

Para el desarrollo de esta investigación será necesario que los estudiantes contesten algunas encuestas y que participen en algunos talleres en los que se tomarán fotografías. Estas actividades se realizarán con el fin de obtener información y evidencia de los trabajos propuestos.

Es importante anotar que las actividades propuestas en este proyecto no incidirán de manera negativa en el sistema de evaluación de los estudiantes y que si no es de su interés están en libertad de no participar. De la misma manera el trabajo de clase no se verá afectado por su participación o no dentro de las actividades.

Al firmar este consentimiento ustedes aceptan participar en el proyecto y apoyar las actividades que se generen dentro de él. De la misma manera conceden permiso para recolectar la información protegiendo la identidad de los estudiantes y para exponer el material fotográfico que será primero presentado a ustedes.

Agradezco de antemano el apoyo a mi propuesta que con seguridad logrará impactar en la manera como nuestros estudiantes desarrollan su proceso de aprendizaje del inglés y que llevará a la generación de nuevas estrategias que beneficien a toda nuestra comunidad.

Atentamente,

Luz Angela Baena Carreño

Licenciada en español e inglés. Universidad Pedagógica Nacional

Candidate to Master in English Language Teaching and autonomous Learning
Environments. Universidad de la Sabana

Appendix E: Consent informed letter for parents and students

Bogotá, abril 29 de 2014

Estimados

Padres de familia y estudiantes del grado 901

Por medio de la presente, yo Luz Angela Baena Carreño, docente titular de la asignatura de lengua extranjera en el grado 901 me permito invitarlos a ustedes y a sus hijos a participar del proyecto denominado “Enhancing language learning through urban arts “. Esta propuesta forma parte de mi proyecto de investigación como candidata al título de Maestría en enseñanza del inglés y ambientes autónomos de aprendizaje en la Universidad de la Sabana.

La investigación tiene como propósito integrar elementos de la cultura urbana: Graffiti, música urbana y otras tendencias con las que los estudiantes suelen tener contacto al aprendizaje del inglés a través del desarrollo de hábitos de estudio, autorregulación, motivación entre otros.

Se espera que esta propuesta se desarrolle durante el presente año 2014 y el 2015, tiempo durante el cual se buscará que los estudiantes elijan libremente una de las actividades relacionadas con el arte urbano y que empiecen a desarrollar tareas de acuerdo con su interés. Recuerden que el objetivo primordial es que los estudiantes encuentren formas alternativas de asumir el estudio de la lengua extranjera y que creen estrategias individuales que les permitan mejorar el conocimiento que tienen de la misma.

Para el desarrollo de esta investigación será necesario que los estudiantes contesten algunas encuestas y que participen en algunos talleres en los que se tomarán fotografías. Estas actividades se realizarán con el fin de obtener información y evidencia de los trabajos propuestos.

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Al firmar este consentimiento ustedes aceptan participar en el proyecto y apoyar las actividades que se generen dentro de él. De la misma manera conceden permiso para recolectar la información protegiendo la identidad de los estudiantes y para exponer el material fotográfico que será primero presentado a ustedes.

Agradezco de antemano el apoyo a mi propuesta que con seguridad logrará impactar en la manera como nuestros estudiantes desarrollan su proceso de aprendizaje del inglés y que llevará a la generación de nuevas estrategias que beneficien a toda nuestra comunidad.

Atentamente,

Luz Angela Baena Carreño

Licenciada en español e inglés. Universidad Pedagógica Nacional

Candidate to Master in English Language Teaching and autonomous Learning
Environments.Universidad de la Sabana.

Al firmar este consentimiento, yo confirmo que he entendido la información que se me entrega y mi participación en este proyecto es libre y voluntaria y no generará bajo ningún motivo obligatoriedad en su desarrollo. Por favor devuelva este desprendible lo más pronto posible.

Nombre del estudiante _____

Nombre del acudiente _____

Si _____ no _____ acepto que mi hij@ participe en la investigación dirigida por la docente
Luz Angela Baena.

Bogotá, Abril 29 de 2014

Appendix F: Survey Modal

IED PATIO BONITO II

ENHACING ENGLISH LANGUAGE LEARNING THROUGH HIP HOP

ENCUESTA:

La siguiente encuesta tiene como objetivo identificar la opinión de los estudiantes frente al tema de la motivación y el hip-hop como instrumentos para mejorar el aprendizaje del inglés.

Contesta las siguientes preguntas

1. ¿Te gusta el inglés? Sí _____ No _____

¿Por qué? _____

2. ¿Dedicas tiempo a practicar inglés fuera de la clase? Sí _____ No _____

¿Cómo? _____

3. ¿Usas alguna estrategia para aprender inglés? Sí _____ No _____

Cuál _____

4. ¿Qué tipo de actividades te han ayudado a aprender inglés?

5. ¿Cuáles son tus fortalezas y cuáles son tus debilidades en la clase de inglés?

6. ¿Qué sabes acerca del arte urbano?

7. ¿Te gustaría aprender inglés a través de algunas formas de hip- hop como el grafiti o rap?

¿Cuál elegirías de manera individual? _____

Gracias!!!!

Appendix G: Focus group format**GUIA PARA GRUPO FOCAL****ENHACING ENGLISH LANGUAGE LEARNING THROUGH URBAN ART AND SELF-REGULATION**

OBJETIVO: Identificar diferentes puntos de vista de los estudiantes frente al tema del arte urbano y su aplicación al aprendizaje del inglés.

Tamaño De la muestra: 8 estudiantes de grado 901: IED Patio Bonito 2

Numero de preguntas: 12

Duración de la actividad: 1 hora.

1. ¿Cómo describirías tu proceso de aprendizaje del inglés? ¿Ha sido gratificante o mortificante?
2. ¿Qué actividades han mejorado tu desempeño en el manejo del inglés?
3. ¿Qué actividades te han frustrado?
4. ¿Sabes que es auto regulación? ¿Crees que podría ayudarte para mejorar tu proceso de aprendizaje?
5. ¿Qué actividades desarrollas de manera independiente para mejorar tu desempeño en el inglés?
6. ¿Qué resultados has obtenido?
7. ¿Qué es, en tu opinión, el arte urbano? ¿Por qué crees que se ha vuelto tan popular últimamente?
8. ¿Qué clases de arte urbano conoces? ¿Cuáles te agradan?
9. ¿Qué formas de arte urbano te desagradan?
10. ¿Crees que se puede encontrar un punto de encuentro entre el arte urbano y el aprendizaje del inglés?
11. ¿Cómo imaginas que puedes aprender inglés a través del arte urbano?
12. ¿Qué actividades te gustaría realizar a través del arte urbano?

Appendix H: Field Note Format

Field note sample

Researcher's name: Sergio Espitia	Date: May 10
Session 7	
<p>Number of participants 35</p> <p>Goal: Ss will verbally comment what they like about street arts [fashion-music-graffiti]</p>	
<p>Activities during the session:</p> <p>1-Ss write some comment about what they like of street arts.</p> <p>2- Ss complete statements to understand ideas about what hip-hop represents.</p> <p>3- Ss decide about their perception of hip-hop in groups by stating positive or negative comments about street arts.</p> <p>4- Ss tell class about what they think teens find attractive in street arts and fashion.</p>	
<p>Personal insights about the session:</p> <p>Reactions and attitudes from the participants:</p>	

Students express what they think about people who love rap. Most of them consider it an artistic kind of music while a minority group states that rap influence on teenagers' minds.

A group of 4 students did not find anything appealing in Hip-hop music due to their religious conceptions and because they think this music alters students' behaviour and good manners.

Successful activities:

Ss compared individuals they have seen on the streets with rap celebrities and they found people showed both positive and negative aspects in their life such as fashion and behavior.

Less successful activities

Ss had difficulties when expressing their ideas because they wanted to use new words they had not used before. I posed open questions without more than one model of possible answers which took students to get off the subject easily.

Goal achievement:

Ss expressed what they like about hip-hop partially because they expressed some ideas but the whole message was not understandable. In this matter, I did not provide students with sentences as good patterns to elaborate appropriate answers. In addition, they needed to use new words which became an obstacle for them to freely express what they really wanted to say.

Comments for coming sessions:

Students need to be provided with sentences samples guided by structural pattern and at the same time with critical statements to open their conscience about the impact of urban arts.

Appendix I: Video-recording Format

Video-recording format to state observations

Video-recording form

Session # ____

Students Final Demonstration

Objective:

.

Directions

Teacher:

I moderate some of the interventions by asking students questions.

Appendix J: Class Activity

Listening exercise pre-teaching



Listening exercise

1. Vocabulary:

How can you define the following words? Match the definition that belongs to each word.

1. Stereotypes
2. Preconception
3. Characteristics
4. Decision
5. Conservatives
6. Predisposition
7. Change
8. Oppression
9. Gender
10. Human rights

- a. _____ A set of privileges that all humans have no matter their race, nationality or gender.
- b. _____ Taking a choice or option
- c. _____ Transformation, evolution, to make something different
- d. _____ An idea or opinion that you have before having an experience
- e. _____ A feature that distinguish a person, an object or anything else.
- f. _____ A person who do not like the change. A person who wants to preserve things the way they are.
- g. _____ Preconceived ideas about some specific kind of people. Example: Black people= drug dealers
- h. _____ The exercise of authority and power in a cruel or unjust manner.
- i. _____ A tendency that appears before having the natural attitude to do something. Example: a genetic predisposition
- j. _____ Male or female.

Appendix K: Focus group Matrix sample

Focus group session transcript

¿Qué opinas sobre el hip hop y su relación con el inglés?	Esta musica a veces es un poco pegajosa y la gente aprende mas cantando que estando haciendo ejercicios. Tambien cuando hablan sobre canciones mejora su percepcion.	Me resulta facil comprender con musica. Las canciones y el graffiti estaban muy relacionados y se preocupo el profesor porque las actividades fueran interesantes.	mejorar la parte de las clases aburridas con canciones y artes de la urbe nos ofrece la posibilidad de cambiar nuestra ideas de la clase.	Este proyecto ha sido muy interesante aunque a todos no les guste. Pero el colegio no apoya mucho. Da lastima que no se siga haciendo y haya sido tan corto.	El hip-hop es una musica demasiado interesante porque permite que las personas piensen mas en sus libertades. Ademas, como es americana el ingles es obligatorio hoy en dia y me ayuda a conocer mas de la vida de los americanos.	El arte urbano es muy bueno porque la gente aprende a descubrir talentos y le gusta escribir en ingles. Entonces este recurso impulsa mas a la gente a aprender.	El hip-hop no es que me guste mucho porque es algo violento. Pero lo importante es que se aprende con otras cosas y no lo mismo de siempre.	Me pareció novedoso porque es algo que le gusta a los estudiantes y los motiva a hablar, a investigar y al final muchos de los que decian que no les gustaba el inglés cambiaron su opinión y su manera de trabajar en clase.
Closing Questions								
¿Qué aspectos consideras relevantes del	Que se empleo nuevas ideas para que todos participaran. Y	Que el proyecto rindio mas frutos con las	Emplear nuevas tecnicas en la clase de rap y	Lo del hip hop fue una decision correcta porque nos puso a	Las ideas propuestas fueron las correctas. Las	Hacer carteleras, intercambiar ideas. Organizar los grupos	cuando se emplearon todos los recursos de video beam, las	que se propuso un ambiente que es importante para
Presentation ▾	Survey ▾	Fieldnotes ▾	Videos ▾	Artifacts_1 ▾	Focus_Group ▾			

Focus group answers transcription

interesan. Pues el rock es mejor y no muestra tantas cosas negativas.			más sencillo de utilizar		en la música que nos gusta y lo podemos entender.	sobre nuestra propia realidad.	aprenderlo.
s6	s7	s8	s9	s10	s11	s12	s13
Las actividades son buenas. La música es algo rara pero se aprende con mas ganas cuando se escucha musica. Pero es mas divertido involucrar mas ideas en el proyecto como otros estilos y hacer presentaciones de grupos musicales. Algo asi.	Siempre he pensado que el ingles es importante. Pero a veces me es dificil entender. Y las canciones que escuche son muy rapidas y no son faciles.	Me sigue pareciendo fácil. NO me gusta el hip hop pero me pareció una buena estrategia para que los demás se motivarán.	Ahora me gusta más la clase, no es tanta repetición y me gusta que hay música la clase se ha vuelto más agradable y productiva.	Ahora siento que puedo participar mejor y expresar muchas cosas que siento por este tema. He aprendido muchas palabras y expresiones nuevas y siento que mi inglés ha mejorado.	Pues me ha parecido que la clase cambió mucho y yo me siento más alegre de aprender estas nuevas cosas. He aprendido a escuchar rap con otro punto de vista y el Inglés ya me parece más fácil.	Me ha hecho reflexionar sobre muchos temas de la vida cotidiana y sobre como el inglés ayuda mucho a entender las culturas extranjeras y su forma de ver la vida.	Mi opinion del proceso ha cambiado mucho porque ya no me siento ignorante y he participado más. Y hasta me gusta hablar en clase así me equivoque.
Pienso que las actividades son interesantes y cuando se hacen en grupos se entiende	yo creo que las actividades cambian la actitudes de la gente y así en grupos con otros compañeros	Pues a mi me ha servido para poder interactuar con mis compañeros porque antes les daba pena hablar y siempre	Me ha servido por un lado para cambiar mi perspectiva acerca del hip hop y eso	Me ha servido para aumentar mi vocabulario y para ser más segura cuando hablo.	Me ha servido para mejorar mi vocabulario y para hablar más fluidamente. Ya no	pues me ha servido para aprender expresiones que están en las	Me ha servido mucho porque ahora me gusta un poco el inglés y me siento
+	≡	Presentation ▾	Survey ▾	Fieldnotes ▾	Videos ▾	Artifacts_1 ▾	Focus_Group ▾

Session 1 transcription

Bosanova school						
Activity	s1	s2	s3	s4	s5	
Session 1 Objective ss will identify vocabulary in a song.	Receptiveness	He showed enthusiasm for the song and revealed that he already knew it.	She listened the song but his enthusiasm was not so good. She showed a little bit apathetic and did not want to work.	His attitude towards the class is very bad. He seems sleepy and disgusted with the task. He could not find connection between the vocabulary and the song and for that reason he could not complete the exercise. He liked the song and asked me about its meaning.	She felt enthusiastic when completing a song. She showed some difficulties to understand the song. However she seemed attracted by the task.	she liked the song but had some difficulties with verbs despite of difficulties.
	vocabulary completion	he completed the song with all the vocabulary. It seemed he already knew the song.	she completed the song with verbs with think and understand.	He completed some verbs like know and understand	She completed the song with some words	She completed the song with all the verbs and some other words

+ ≡
Presentation ▾
Survey ▾
Fieldnotes ▾
Videos ▾
Artifacts_1 ▾
Focus_Group ▾

Appendix N: Focus group

Question 6 transcript responses

s2	s3	s4	s5	s6	s7	s8	s9	s10
me identificaba con el arte. Porque crear cosas de lo que le gusta a uno es muy interesante al emplear el inglés.	No esperaba que fuéramos a hacer karaoke, actividades para aprender con letras de canciones. Pensaba que era como de hacer cosas en aerosol y tal vez realizar una exposición.	Pienso que el rap es interesante para aprender cosas nuevas. Además, el arte nos inspira para hablar en inglés sobre lo que nos gusta hacer aparte de las clases normales.	pues la verdad solo pense que era de dos clases con canciones y hablar de esas canciones y de los raperos. Pero no pense que era para un proyecto serio.	la musica con el arte son buenos para una clase y mas para un proyecto. Pero, el rap no me gusta mucho y la verdad a veces senti que era decir cosas del rap que no me interesan. Pues el rock es mejor y no muestra tantas cosas negativas.	El arte y sobre todo el arte callejero, abren puertas para conocer mas de las culturas. Es importante conocer otras cosas para no ser tan mediocres.	A mi siempre me ha gustado el inglés y por eso mi opinión no ha cambiado mucho. He aprendido como palabras diferentes a las que siempre utilizamos y como expresiones para mejorar.	A mi tambien siempre me ha gustado el inglés aunque no me parece fácil si he sentido que esta forma se va volviendo como más cotidiano y más sencillo de utilizar	A mi me gusta el inglés y como me gusta el hip hop me he divertido mucho con las canciones y tratando de entenderlas sin ayuda del diccionario
s2	s3	s4	s5	s6	s7	s8	s9	s10
ahora entiendo mejor y las actividades son mas faciles de hacer. Pero olvido algunas palabras.	me gusta la forma en que aprendemos porque puedo mejorar cada dia y el ingles se me facilita mas.	las actividades que propuso el profe fueron muy interesantes y me senti mejor con otros compañeros trabajando	A veces es difícil porque son varias actividades para realizar con canciones que no conozco muy bien. En los grupos hay personas que no colaboran pero	Las actividades son buenas. La musica es algo raro pero se aprende con mas ganas cuando se escucha musica. Pero es mas divertido involucrar mas ideas en el	Siempre he pensado que el ingles es importante. Pero a veces me es difícil entender. Y las canciones que escuche son muy rapidas y no son faciles.	Me sigue pareciendo fácil. NO me gusta el hip hop pero me pareció una buena estrategia para que los demás se motivarán.	Ahora me gusta más la clase, no es tanta repetición y me gusta que hay música la clase se ha vuelto más agradable y productiva.	Ahora siento que puedo participar mejor y expresar muchas cosas que siento por este tema. He aprendido muchas palabras y expresiones nuevas y siento que mi
+	≡	Presentation ▾	Survey ▾	Fieldnotes ▾	Videos ▾	Artifacts_1 ▾	Focus_Group ▾	

Appendix O: Post survey sample

Comparative analysis between Manuel Zapata Olivella and Bosanova

1. Ha cambiado tu opinión sobre el inglés durante el proyecto?

RESPUESTAS

Bosanova		%
Si	36	85.7
no	6	14.3

MZO		%
Si	36	90.0
no	4	10.0

General		
si	72	87.8
no	10	12.2

Ha cambiado tu opinión sobre el inglés durante el proyecto?



2. ¿Consideras que el proyecto genera un ambiente de motivación para el aprendizaje del inglés?

Bosanova		%
Si	39	92.9
no	3	7.1

MZO		%
Si	35	87.5
no	5	12.5

General		
si	74	90.2
no	8	9.8

Consideras que el proyecto generó un ambiente de motivación para ti o tus compañeros?



3. ¿Cómo te sentiste durante las clases del proyecto?

Bosanova		
Tranquilo, relajado, seguro de mí mismo.	23	54.8
Alegre y con ganas de aprender	27	64.3
Ansioso, miedoso al hablar	6	14.3
Me ayudó a pensar diferente sobre ciertos temas	20	47.6
Me produjo pereza	4	9.5
No me gustó	2	4.8

MZO		
Tranquilo, relajado, seguro de mí mismo.	20	50
Alegre y con ganas de aprender	18	45
Ansioso, miedoso al hablar	8	20
Me ayudó a pensar diferente sobre ciertos temas	19	47.5
Me produjo pereza	7	17.5
No me gustó	5	12.5

General		
Tranquilo, relajado, seguro de mí mismo.	33	40.2
Alegre y con ganas de aprender	43	52.4
Ansioso, miedoso al hablar	7	8.5
Me ayudó a pensar diferente sobre ciertos temas	31	37.8
Me produjo pereza	3	3.7
No me gustó	1	1.2

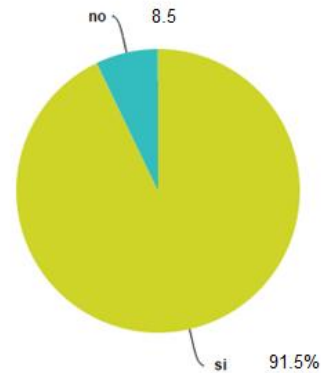
4. Piensas ahora que el arte se puede usar para aprender inglés?

Bosanova		%
Si	36	85.7
no	8	19.0

MZO		%
Si	39	97.5
no	1	2.5

General		
si	75	91.5
no	7	8.5

¿Piensas ahora que el arte se puede usar para aprender Inglés?



5. Consideras que el uso del rap contribuyó a aprender nuevas palabras en inglés?

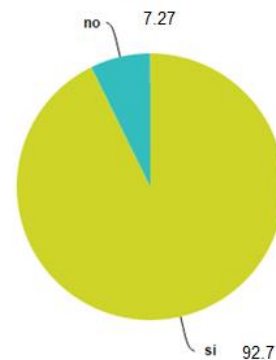
Bosanova		%
Si	40	95.2
no	2	4.8

MZO		%
Si	36	90.0
no	4	10.0

General		
si	76	92.7
no	6	7.3

Consideras que el uso del rap contribuyó para aprender nuevas palabras y expresiones en inglés?

Respondido: 82



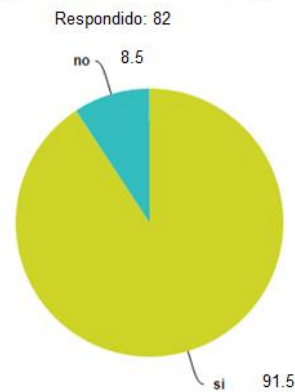
6. Consideras que la interacción con el grafiti te ayudó a conocer nuevas palabras en inglés?

Bosanova		%
Si	37	88.1
no	5	11.9

MZO		%
Si	38	95.0
no	2	5.0

General		%
si	75	91.5
no	7	8.5

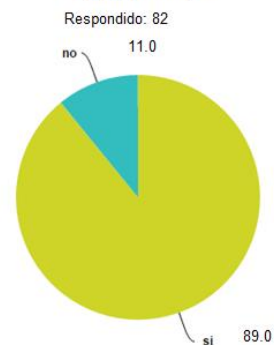
Consideras que la interacción con el grafiti te ayudó a aprender palabras nuevas y expresiones nuevas en inglés?



7. ¿Aprendiste otras cosas a partir de la interacción con los elementos del hip hop (rap y grafiti)?

Bosanova		%
Si	37	88.1
no	5	11.9
MZO		%
Si	36	90.0
no	4	10.0
General		%
si	73	89.0
no	9	11.0

Aprendiste otras cosas a partir de la interacción con los elementos del hip-hop (rap y grafiti)?

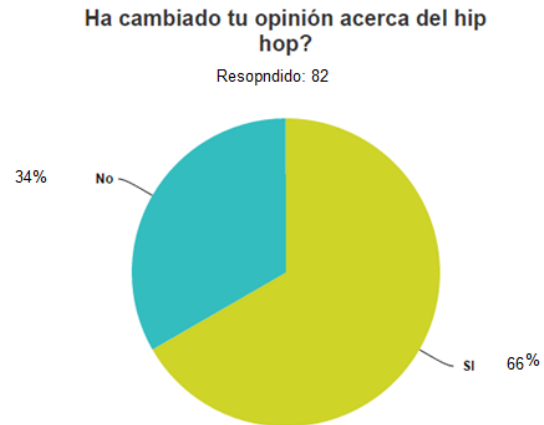


8. Ha cambiado tu opinión acerca del hip hop?

Bosanova		%
Si	25	59.5
no	17	40.5

MZO		%
Si	29	72.5
no	11	27.5

General		
si	54	65.9
no	28	34.1



Appendix P: Final Focus Group

Percepción final del proyecto

s9	s10	s11	s12	s13
A mi tambien siempre me ha gustado el inglés aunque no me parece fácil si he sentido que esta forma se va volviendo como más cotidiano y más sencillo de utilizar	A mi me gusta el inglés y como me guata el hip hop me he divertido mucho con las canciones y tratando de entenderas sin ayuda del diccionario	Para mi el inglés es muy chevere, aunque antes me parecia como dificil y aburrido. Mi opinión si ha cambiado porque ahora e parece algo más útil porque está en la música que nos gusta y lo	Pues a mi el inglés no me gustaba y todavía como que no pero esta forma si me parece más útil de aprenderlo porque expresamos lo que estamos pensando sobre	A mi tampoco me gustaba el inglés porque me parecía dificil. Si ha cambiado mi opinión porque ahora me parece agradable y estoy tratando de aprenderlo.
s9	s10	s11	s12	s13
Ahora me gusta más la clase, no es tanta repetición y me gusta que hay música la clase se ha vuelto mása agradable y productiva.	Ahora siento que puedo participar mejor y expresar muchas cosas que siento por este tema. He aprendido muchas palabras y expresiones nuevas y siento que mi inglés ha mejorado.	Pues me ha parecido que la clase cambió mucho y yo me siento más alegre de aprender estas nuevas cosas. He aprendido a escuchar rap con otro punto de vista y el Inglés ya me parece mása	Me ha hecho reflexionar sobre muchos temas de la vida cotidiana y sobre como el inglés ayuda mucho a entender las culturas extranjeras y su forma de ver la	Mi opinion del proceso ha cambiado mucho porque ya no me siento ignorante y he participado más. Y hasta me gusta hablar en clase así me equivoque.
n	Survey	Fieldnotes	Videos	Artifacts_1
				Focus_Group
				(+)

Appendix Q: Video Recording-Oral presentation**Video-recording transcript session 11**

s4	s5	s6	s7
----	----	----	----

absent	<p>We think that music represents expressions fundamentally in the history of the country [who] speaks a lot of the persons who listens this music. Hip-hop exposes the new styles of the country.</p>	<p><i>G9.-In our opinion [of] the hip-hop...[], inspires reality. It is also an art street. It is special for young and teens, because it contains drugs and violence and shows bad parts of the society. The hip-hop is the truth of the real life of the people in the world/. (sic)</i></p>
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Appendix R: Video-recording

Students final presentation about Hip-hop positive and negative aspects

T: What is rap for you?

P7: for me, rap is music. speaks
the society and the problems of
reality.

T: Do you like rap? Why?

P7: Yes, for me rap is real and this
music is revolutionary

T: What is graffiti for you?

P7: I think graffiti is art. It show
the ideas that artist have. People
think is crime but I consider it
make the city more beautiful
because the colors.

T: Do you like graffiti?

P7: Yes. I like the colors and the
emotions express. Mmm... I think
is good look graffiti and not black
spaces.

Appendix S: Video recording Oral presentation**Video-recording session 11 presentation transcripts**

Session 11	s1
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Goal: Oral opinions about the hip-hop culture for students. [Teams Intervention]	We think that the hip-hop is a good music because the lyrics are [realist] and talk about the [problematics] of the world and the people. The hip-hop music also...The hip-hop music is also a bad music because the bandits, the prostitution and the [unclear]. They want to show their opinion of the [politics] of the world.
---	--

Appendix T: Video recording oral presentation with basic vocabulary**Artifact transcript about students' oral interaction**

s7

G9.-In our opinion [of] the hip-hop...[], inspires reality. It is also an art street. It is special for young and teens, because it contains drugs and violence and shows bad parts of the society. The hip-hop is the truth of the real life of the people in the world/.

Appendix V: Artifact Teacher-student interaction

Video-recording transcription final presentation teacher-student interaction

Questioning Intervention

T: What does Hip hop music represent for you? Does it have positive or negative aspects?

S#3: positive because reflects society. Uhmhhh. (St does not answer)

T: positive because reflects society in what form or in what way?

S#3. The government, People attitudes. .

T: and the negative aspects?

S#3 (The student speaks a little Spanish). A la gente no le importa los demás.

T: (Teacher guides the student) People do not care about what society thinks.

Spokes girl [group # 4]

Spokes girl: Of the society and of the ...?

T: who agrees? Roger, do you think Hip hop is a bad music. I mean that shows bad aspects of society?

S#4. No.

T: Why?

S#4. Because it shows society because is not bad. Because Hip hop shows society. Because Ehmm, Hip hop is greet. (sic)

T: What do you want to say? -/ GREET/ {Teacher shakes hands} or /GREAT? / (T. gives a thumbs-up sign)

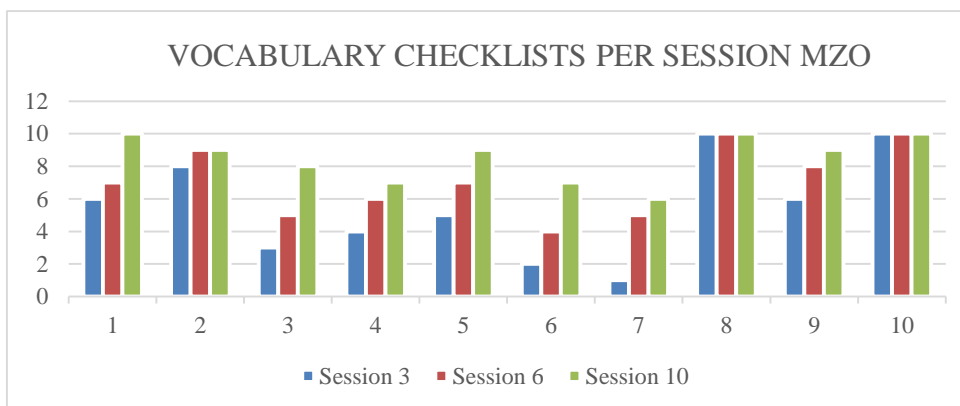
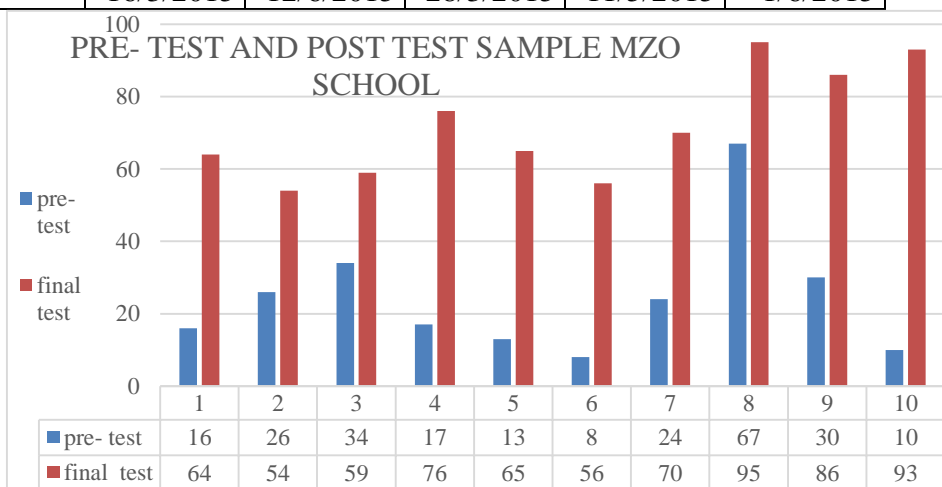
Appendix W. Vocabulary checklist matrix

Number of questions of pre and post tests: 100

Number of students tested: 80

Number of students in the sample: 20

ST #	pre- test	Final test	Session 3	Session 6	Session 10
ST 1	16	64	6	7	10
ST 2	26	54	8	9	9
ST 3	34	59	3	5	8
ST 4	17	76	4	6	7
ST 5	13	65	5	7	9
ST 6	8	56	2	4	7
ST7	24	70	1	5	6
ST8	67	95	10	10	10
ST9	30	86	6	8	9
ST 10	10	93	10	10	10
Average	24.5	71.8	5.5	7.1	8.5
Date	16/3/2015	12/6/2015	28/3/2015	11/5/2015	1/6/2015



Appendix X: In class checklist.

Vocabulary pre- test session 1

1. Write in front of the following words its meaning if you know it. If you don't, leave the space in blank.

WORD	MEANING
Culture	cultura ✓
Prejudice	Prejuicio ✓
Stereotype	estereotipo ✓
Art	arte ✓
Reality	realidad ✓
Poverty	X X X X
Feelings	Sentimientos ✓
teenagers	jovenes ✓
Argue	X X X X
Show	espectaculo ✓
Judge	juez ✓
Think	coza X

vb mostrar
vb. juzgar

Vocabulary post- test session 1

1. Fill in the blanks with the words we have used today

Many teenagers today feel attracted by hip hop culture because it argues the reality of people who live without too much money or in poverty conditions. For this reason, many people judge its contents are very explicit and disgusting and do not consider it as an art. Hoppers think that it is a form of expressing their feelings and unconformities using the rhythm of rap or the colorful techniques of graffiti and that people prejudice them based on stereotype and show promoted by television that do not correspond to the real cultural movement.

2. Write your opinion about hip hop. Use as many words as you can from the ones we learnt today.

i dont like hip hop because is a horrible genre.
I dont like this culture because his art its not
my style and his letters speak about of a ugly vision
of reality and the teenagers learn this stereotype