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TRABAJO DE INVESTIGACIÓN

Instagram as a means to increase Cultural Awareness among 10th grade students in an EFL Chilean classroom.

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Rocío Villatoro Leal.

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Abstract

This study aims to use Instagram in order to increase cultural awareness among 10th grade students in a Chilean EFL classroom. The data gathering consisted of two surveys and an evaluation. Mixed approach was utilised to analyse the data, both qualitative and quantitative. The study reflected that Instagram can be very helpful in order to achieve a better understanding of other cultures. The findings of this research may contribute to foster the use of Instagram as a powerful tool not only to increase cultural awareness, but also to keep students engaged in learning.

Key words: Cultural awareness, EFL classroom, Instagram, Chilean Students.

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Resumen

El objetivo de este estudio fue utilizar Instagram para aumentar la conciencia cultural entre los estudiantes de segundo medio en la clase de inglés. La recopilación de datos consistió en dos encuestas y una evaluación. Se utilizó un enfoque mixto para analizar los datos, tanto cualitativos como cuantitativos. El estudio reflejó que Instagram puede ser muy útil para lograr una mejor comprensión de otras culturas. Los hallazgos de esta investigación pueden fomentar el uso de Instagram como una herramienta poderosa en el aula, no solamente para incrementar la conciencia cultural sino también para mantener a los estudiantes comprometidos con su aprendizaje.

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Introduction

The English as Foreign Language (EFL) classrooms are facing a notorious dilemma, which is the lack of enthusiasm presented by the students when it comes to learn a Foreign Language (FL). Unfortunately, in most cases, the teaching and learning of a FL is usually related to the grammatical structure of it, thus leaving behind the importance of a crucial concept of any language, which is culture.

As Brown (1994) explained, a language is part of a culture and culture is part of a language; both are closely connected, for in an EFL classroom there must be tangible knowledge of international cultures and its affiliation with the language. Therefore, in order to learn a language, it is crucial to be aware of the context in which the language is used, so in that aspect the acquisition of the language will be easier than if it is taught in an isolated manner.

Having in mind the adolescents' lack of interest is a big issue when it comes to study, and for that reason teachers need to keep in constant consideration taking advantage of ICTs in the EFL classrooms.

Nowadays, adolescents are constantly using their mobile phones and the apps that are available and attractive for them. In most of the cases, the use of mobile phones in the classroom can be very annoying and disruptive for the teacher, but it can also be an effective tool in an EFL classroom if we use it in a controlled and pedagogical context.

One of the most used apps among adolescents is Instagram, which is a social networking app in where people can share photos or videos for other people to see them and in that way

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exchange different aspects of their way of life. As Anderson (2018) says Instagram has a profound impact in how adolescents behave, not only in simple things such as how to dress and what to eat, but also in how they think and the perspective they have about other cultures and people. Therefore, if we bear in mind the effect that Instagram causes amongst the adolescents, which is getting their attention in a substantial manner, it would be possible to say that it can be an important tool in order to teach them not only a FL, but also something as significant as Cultural Awareness and consequently improve their foreign language skills.

This social networking is culture itself; it shows photos and videos of all the countries in the world. It can also show how people of other countries think through the comments that they can post below the image or video. Thus, seems relevant to create a project in which Instagram can be used as an essential tool to increase cultural awareness and improve their English skills in order to communicate better with others.

In MINEDUC standards, it is mentioned that students should develop cultural awareness or intercultural comprehension showing respect, interest and tolerance towards other cultures (2018). So, considering this project can help to develop the attitude MINEDUC expects from the students.

The main aim of this research is to increase the cultural awareness of Chilean 10th grade students in a school located in Cerrillos, implementing Instagram as a teaching tool in the EFL classroom.

1. Theoretical Framework

1.1 Cultural Awareness

In order to understand what Cultural Awareness means, it is essential to explain what the concept of culture itself means. According to Herrom (2002) there are two types of culture definitions. On the one hand, there is one definition for the "big C" culture, which is the surface aspects of a culture, for example; music, costumes, food, institutions, festivities, etc. On the other hand, there is a "little c" culture, which is the more complex and invisible part of a culture, it comprises behaviour, cultural norms, beliefs, values and some other aspects that are more complicated and deeper than the "big C" aspects. Having in mind what the concept of culture means, we can introduce a bigger concept, Cultural Awareness. Çalışkan has defined the concept of Cultural Awareness as an approach to culture that includes skills in observing and understanding difference and sameness (2009). It is also defined as "the suspension of judgments, i.e., not being critical of other people's apparently deviant behavior" (Tomlinson and Masuhara, 2004). In other words, Cultural Awareness can be understood as a phenomenon that embraces a wide range of features that belong to a specific culture. Cultural awareness is the acknowledgement and understanding of different aspects that comprise a culture, such as values, perceptions, and perspectives about society itself, to comprehend the acts of communication.

As it is mentioned before, being culturally aware can help people to comprehend the acts of communication. Furthermore, communication can improve substantially if people become more culturally aware.

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However, in order to reach this Cultural Awareness stage, some steps must be followed.

The Cultural Awareness Resource Book for Teachers (2012) clearly shows 3 steps: the first one is to recognize your own culture then, to recognize others' culture and finally to be able to behave accordingly in order not to inconvenience other people.

1.1.2 Cultural Awareness in Education.

As Rodriguez-Izquierdo said, teaching is a cultural process where actions that take place in this process are influenced by some cultural assumptions (2011). Hence, culture and education cannot be disassociated due to their interdependence. Education is conceived as a systematic effort to maintain a culture (Raduan, Ramalu, Uli and Kumar, 2010). Thus, the role of cultural awareness in the classrooms is essential as it is mentioned before, students need to be aware of other people's culture in order not to bother or inconvenience their classmates and people in general.

When schools acknowledge the diversity of their students' population, that means that they understand the importance of promoting Cultural Awareness (Lynch, 2015) so, in that scenario an atmosphere of respect and consciousness can be created it among the students and also in the teacher-students' relationship.

Education is the principal means through Cultural Awareness, which can be developed among people more specifically among children. Lynch mentions that, in order to create or lead the society to a multicultural model where all are treated with respect and at the same time deal with the issues in the classrooms (2015).

1.1.3 Cultural Awareness in the Chilean Schools.

Learning a foreign language conveys more than just the linguistic part of it. Knowing the grammar and vocabulary of a language is not good enough for aiming the main goal of learning a foreign language, which is being able to communicate with others (Li sun, 2013). Many scholars have been arguing how the inclusion of cultural aspects into the classroom can improve the acquisition of the new languages. Thereby, even if students mastered the use of the language they will be lacking communicative competences, due to their ignorance on the target culture.

In the text *Culture Teaching in Foreign Language Teaching* (2013), the author expresses that the “lack of cultural awareness proves to be hinderer in the foreign language learning, making native speakers embarrassed, confused and even angered”. This idea reflects the importance of being aware of the cultural differences between the native culture and the target one, and how the lack of knowledge can interfere in the communication generating misunderstandings. The author of this paper, Li Sun, also recalls the use of a systematic program, following a basic sequence from surface to depth, simple to complex and go on; in order to implement culture teaching in the classroom, with a balance between the linguistic and cultural information, and an introduction of the students in the mainstream of the culture.

The term “culture” carries many definitions, but as Jerrold Frank (2013) mentioned, the easier way of presenting this concept to the students is to explain it as “what people think, make, and do”. She also summarized The Standards for Foreign Language Learning

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(NSFLEP, 1999). Which are the *perspectives* (what people from a culture think, feel and value), the *practices* (how members communicate and interact with each other) and the *products* (things that people from the culture create, share and transmit). Other similar theories are “*The Formal Culture and Deep Culture*” created by Brooks (1968-1997) and the “*Cultural Iceberg*” analogy by Edward Hall (1976); which represents the same concept of cultures with different illustrations and examples.

Byram (1997-2008) developed *the Model for Intercultural Communicative Competence*, which is defined as “an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries” (Byram, 1997, p. 53). He created a procedure for teachers in order to transmit culture while studying the linguistic aspects of a foreign language, which is developed from simple to complex or more abstract concepts similar to the Iceberg Theory created by Edward T. Hall (1970). Therefore, the article, *Critical cultural awareness in the foreign language*, written by Nugent and Catalano, summarized and explained the methodology created by Byram for integrating Cultural awareness into the classroom. There are specific steps to follow in order to integrate this approach into the classrooms. Numerating, as a first step, the opportunity of the students to analyze their own ideas, judgments and stereotypes towards people from the target culture, omitting the generalization of statements; the second step is for teachers to draft activities that encourage thoughtful evaluation of perspectives, products and practices related with the target culture; finally, the third step is to create simulated opportunities for interactions with people from other backgrounds and worldview.

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In EFL classrooms the understanding of the target culture is as important as the knowledge of the grammatical aspects of the language. Students need to learn the language in a contextualized environment, which means relate themselves with the culture of the language being taught. For aiming competent users of the language, knowing the social aspect of the culture and being aware of its reality is the basis in order to communicate with others.

Following this idea, it is important to mention the fact that scholars had pointed out since many years ago, the idea of implementing culture as the fifth skill when learning a language. As the article *The five language skills in the EFL classroom* (2012) a quote from Kramsch's work says, "If language is viewed as social practice, then culture should become the core of language teaching to the extent that cultural awareness should be viewed as enabling language proficiency".

In Chile, the concept Cultural Awareness is still an unknown concept for many EFL teachers. This is reflected by the lack of documents, studies and investigations regarding the said topic. In the context of a Foreign Language Classroom, Chile should profit from Cultural Awareness to create competent English language users who are able to have a wider perspective of the world and how they are being influenced by learning a foreign language.

The text "*Struggling for Change in Chilean EFL Teacher Education*", explained the idea of implementing a Critical Pedagogy into the Chilean classrooms. In order to achieve this methodology, it is necessary to put into practice what Byram named as "critical cultural awareness" in the Chilean classroom, letting students practice their critical thinking.

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It is of great importance to mention that in the Programa de Estudio Segundo Medio, the Ministry of Education mentioned that one of the attitudes the students need to demonstrate by the end of unit 1 is ‘’ to develop cultural awareness or intercultural comprehension showing respect, interest and tolerance towards the student’s own culture and other people’s culture, appreciating its contribution to knowledge’’ (2018, p.95).

1.2 Information and Communication Technology (ICTs) and Youth.

ICT is the term for information and communication technology, and Blurton (n.d) defined this term as “a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”. ICTs are technological tools like computers, projectors, internet, radios, TV, etc. But, nowadays there is one technological tool that is more used in daily basis, and it is the mobile phone or smartphone. Smartphones are most widely used for it is more appealing to older and new generations for it helps in terms of communication and daily tasks. “Mobile phones have now been accepted as a truly pervasive computing platform helping people to both keep in touch with each other and manage everyday tasks” (Chandra et al, n.d).

If we talk about technologies nowadays, it is needed to mention the new generation called ‘’Generation Z’’. People who belong to this generation according to Dorsey (n.d) are people whose birth is between 1996 and 2015. This new generation is described by Patel (2018) as “A cohort of young people who not only grew up with the internet, but were

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early adopters of smartphones, social media platforms and streaming websites to consume media”.

The Generation Z was born within the constant development of new technologies so they cannot live without them. ICTs are the channel that carries this new generation, giving them more versatility to develop their social and, evidently, technological skills.

1.2.1 Social media and Youth

In today’s society, mobile phones, social media and teenagers were practically created at the same time. This phenomenon worried some parents that think kids or teenagers do not need mobile phones; other parents think that learning how to use a mobile phone and their social media is part of being in the XXI century. But the only Certainty is that kids and teenagers have mobile phones in their lives. “Those ages 8 to 18 spend more than seven and a half hours a day with such devices, compared with less than six and a half hours five years ago, when the study was last conducted. And that does not count the hour and a half that youths spend texting, or the half-hour they talk on their cellphones.” (Lewin, 2010).

The term social media has been used for a couple of years by now, which has been defined many times and by many people but, the London’s Global University (n.d) definition states that:

“We define social media as technology that affords 'scalable sociality'. By this we mean that social media provides greater control in communication over both the degree of privacy and size of group, when compared with previous forms of communications media”.

It is possible to interact or exchange information we will be mentioning social media.

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According to the text “*Social Media and mobile internet use among teens and young adults*”, the number of teenagers that used to use blogs as a social media has decreased fast and steady. This happened as a result of the technology movement that the young generations have been exposed to. (Lehart, Purcell, Smith and Zickuhr, 2010).

When we talk about young people or teenagers, it is impossible not to mention the very famous millennial generation which Ranges people born between 1981 to 1996. This generation people experienced social media on a daily basis. They went through the last years of Myspace, the golden era of Messenger until Facebook made their big debut; the combination between photos, text, daily status and comments made Facebook the most popular social media used by younger people since 2015. In 2018, the social media world exploited to an extent that Facebook became the fourth most popular social media according to a recent investigation about the social media in the last five years

In 2018, three online platforms other than Facebook – YouTube, Instagram and Snapchat – are used by sizable majorities of this age group. Meanwhile, 51% of teens now say they use Facebook. The shares of teens that use Twitter and Tumblr are largely comparable to the shares that did so in the 2014-2015 survey

(Anderson. M & Jiang. J, 2018)

As the same investigation claimed Millennials’ social media changes according to the demographic in which they are involved, including their friends, classmates and even parents. Actually, young people stopped using Facebook because most of their parents’ Generation X (range 1965 to 1980) started using it.

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When parents started to use social media, they realize the amount of time their kids; teenager and young adults spend using their phone or computers in the social media world.

According to the investigation of the American Academy of Paediatrics teenager nowadays, teenagers spend at least five hours using social media or connected to their phones and if their phones have mobile internet the among of hours increases even more. They mention that teenagers use at least four applications in their phones and at least three of them are used for communicating each other.

Using social media Web sites is among the most common activity of today's children and adolescents. Any Web site that allows social interaction is considered a social media site, including social networking sites such as Facebook, Myspace, and Twitter; gaming sites and virtual worlds such as Club Penguin, Second Life, and the Sims; video sites such as YouTube; and blogs. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years.

(American Academy of Pediatrics, 2011)

It is almost impossible to communicate with young people if you do not communicate with them through social media. They declare that the Millennials generation is having or is going to have in near future, mental disorders as depression, anxiety and personality problems. Since they are constantly being attached to their phones, that is why "Pediatricians are in a unique position to help families understand these sites and to

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encourage healthy use and urge parents to monitor for potential problems with cyberbullying, (American Academy of Pediatrics, 2011)

The advance of social media has not only created problems but also has changed the target in marketing creating a new method of marketing for teenagers promoting what they like in their most used social media. “Consumers are adopting increasingly active roles in cocreating marketing content with companies and their respective brands. In turn, companies and organizations are looking to online social marketing programs and campaigns in an effort to reach consumers where they ‘live’ online” (Hanna, Rohm, Crittenden, 2011)

Besides all the problems or complications that social media could give to the Millennials or to their parents, it is undeniable that this way of communication has turned in one of the faster ways to spread news or any piece of information across the globe.

1.2.2 Instagram as a social network

Instagram is a social media platform launched in October 2010. It allows people to post photos and videos that can be edited with different types of filters and these posts can be tagged with the actual location where the photo or video were posted and users can add hashtags to classify their post in different type of contents. Within the posts, people can represent that they enjoy the post giving them a virtual “like” and also write comments. Nowadays Instagram has developed two new aspects to its network that are messaging and “Stories”.

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The service also added messaging features, the ability to include multiple images or videos in a single post, as well as "Stories"—similar to its main competitor Snapchat—which allows users to post photos and videos to a sequential feed, with each post accessible by others for 24 hours each.

Instagram (2016)

These “Stories” include in their post different options to create interactions among the person and its followers. Some of these are charts, making questions, choosing between two options and responding the Stories with other Stories.

Because of the above mentioned, Instagram is a popular social media around the world. As Instagram website shows in its webpage, Instagram has more than one billion activities every month; 400 millions of daily stories upload and 500 millions of photos/videos upload every day. “Instagram is growing the fastest of all social media sites worldwide, increasing its active user base by 23% in the last six months” (Lunden, 2014). Apart from these statistics that showed how popular Instagram nowadays is; there is another factor that made it increment its users every day. Influential people have Instagram accounts as well as football players, musicians, dancers, drag queens, actors, etc. So there are plenty of accounts which are followed by “followers” from all over the world.

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1.2.3 ICTs and its Role in Education

ICTs perform an important role in education, having a crucial importance at educational institutions. This tool gives opportunities to the educational system to be more versatile and flexible.

“ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus”

(Tinio, 2003)

Additionally, ICTs can facilitate how classwork can be developed. By using technologies, learning material can be uploaded to a campus, or can be sent to the students and they can work in a lab or at home.

1.2.4 Instagram as a learning tool

Due to the increase of Instagram users, this social media is becoming the most downloaded and used social media among Z generation (Anderson, 2018). Routley (2017) also states that Instagram is closing in on a billion monthly active users. The Instagram page describes the Instagram App with different uses from posting photos and videos, to make “stories” and write the users opinions in the comment section. This characteristic allows Instagram to be a mean to teach a respective subject.

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Since, Instagram is such a popular social media, making students learn from it can be more effective and can transform students into active learners more than mere passive ones.

“Mobile Facebook enabled the students to transition from being passive to engaged learners who were more involved in their learning task. It has also been clarified that students experienced contextual learning that was highly student-centered, collaborative, and user-generated.” (Al-shehri, Saleh, 2011).

In that case, the social media used was Facebook and it showed that the student’s performances increase because it gave them a contextualized learning. If we use Instagram as a learning tool, it would be more beneficial due to the several uses and facilities that it brings us. For example, we can contextualize learning with the location tags that Instagram has, or we can find specific subjects and post with the use of the “Hashtags”, which are defined by the Merriam Webster Dictionary as ‘a word or phrase preceded by the symbol # that classifies or categorizes the accompanying text’.

Another learning improvement that Instagram has over Facebook is that Instagram allows its users to save posts, so the users can create a folder and save the posts with the specific elements that they could be searching for. This is why Sebah Al-Ali (2014) said that Instagram provides contextualized visual data within its plenty of uses, which can provide a new vision of the language itself inside the EFL classrooms.

1.3 Teaching English as a Foreign Language in Chile

Chile has different emphasis for teaching English as a foreign language. During our research we have discovered at least three main points of why it is important to teach English in Chile as a second language. According to the ministry of education, English is being taught from 10 to 18 years old and has a big impact in cultural, social and economic aspect for the learners. According to the national curriculum, Chilean students start learning English in fifth grade (10 to 11 years old) and they finish in their last year of high school (17 to 18 years old).

The different documents have shown that the primary objective of teaching English is because of the country's economic growth and how the education after university is focused on degrees in English speaker country. This is why the different motivations for teaching English in Chile have changed according to the social classes of the students and the level of the education they have received in a period of three to four years. According to Días, Jansson and Neira (n.d), the study of English is related to the amount of labor competition that it is present in Chile. Employees are always looking for a special ability in their workers

Finally, it is possible to say that English as a foreign language started in Chile because of the need of being capable to communicate with people from other countries, more specifically with English speaking people and create international connections. If the workers did not have a language barrier it would be easier for them to have a better position in their job and also in the competitive world of work.

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1.3.1 EFL among High School Students.

According to Ministry of Education, Chilean students of 9th, 10th, 11th and 12th grade are able to understand different types of text (literary and non-literary) in different levels recommend by the national curriculum. They simply use the textbook given by the government so that students can increase their four abilities (speaking, writing, listening and reading). In 9th and 10th grade, writing and reading are the abilities which the textbooks recommend to focus on. And, in 11th and 12th grade, speaking and listening are the abilities which the Ministry of Education suggests fostering on. It is also mentioned how the curriculum is made for students to be cultural aware.

“The 12th graders’ textbook ‘Attitudes towards English as a Foreign Language’ mentioned that the students are currently being focused and more enthusiastic to learn English as a useful tool for their future. English has become a lingua franca and that is why the different schools are focused on making competent students. “Chilean students do not have many spaces in which they could express what they know of English, if is not in the English classes or classroom “the use of the language in real and social contexts is probably a neglected area of development” (Gómez, E. & Pérez, S. 2015)

Chilean policies about English teaching language have changed many times and the national curriculum has changed as many as they have. This is why once again the necessity of mentioning that teaching English as a second language in Chile is completely concentrated in the economic grown of Chile. This is the main reason why so many important public companies offer scholarships or courses to increase the number of English knowledge “English levels not only as part of the education system but also as a tool for

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economic prosperity. The trade development agency CORFO offers an English scholarship program for adults in specific industries” (English in Chile, British Council, 2015)

2. Method or Methodological Framework

2.1 Participants

The research is focused on a 10th grade; these students come from different places of Santiago; Cerrillos, Maipu, Padre Hurtado, Buin and La Cisterna. The investigation's sample comprises a total of 35 students, 18 are males and 17 females, the sample has an average age between 15 to 18 years old. The whole group has an almost equal ratio of females and male students, with a proportion of 18:17. Their socioeconomic status corresponds to a middle class status. Regarding nationality most students are from Chile and only one student comes from a different country, Haiti. This class's generation belongs to the generational demographic cohort, Z generation, which is defined by Heather Skinner (2017) as ” those people born between the mid-1990s to the early 2010s and therefore can be aged ranging from 7 to 22 years old today.” according to some scholars this mean that the students were raised embracing technology such as computers, internet, mobile phones and all the gadgets we currently have access to, which induces the easiness and necessity of constantly make use of the always present technology.

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2.1.2 Sampling procedure

As this research was intended to use Instagram as a tool to increase cultural awareness, it was crucial to have the support of the school when it comes to using mobile phones and social media in the classroom. Unfortunately, just one out of the four internships schools gave us the possibility to use ICT's in the classroom. It was used the convenience sampling method, which according to Dudovski, this sampling method relies on data collection from population members who are conveniently available to participate in the study (2016).

As "Los Conquistadores" school was the only institution with the disposal of using the technologies in the classroom to enable the study of Cultural Awareness in the EFL classroom.

In order to assure the proper use of the mobile phones and the Instagram App, the students had to sign an agreement (*see appendix B, figure 1 and 2*) in which they comply to follow a set of rules agreed with the preservice teacher regarding the use of the mentioned elements. The set of rules was written in a card and it is posted on the side of the whiteboard in order that all the students can see it and remember that if they do not follow the rules they can be penalized.

2.2 Materials

The school has a classroom which is only use for teaching English. It has a whiteboard, a data projector and enough tables and chairs for the average amount of students in each class. That classroom was used by the pre-service teacher to lead the research.

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In this research, post and pre surveys were chosen to collect the necessary data to reveal students' awareness profile. The surveys were adapted from validated original sources, as well as a designed test created by the researchers, which was evaluated by the supervisor teacher of the group. The materials used were, two surveys (at the beginning and the end of the study) and a final test, which was created to find out if culture-based instruction associated with technology can also contribute to their English learning.

Also, as it is part of our objective, we decided to use Instagram as our tool for increasing cultural awareness. We thought about the risks of having students using Instagram with no educational reasons so, we decided to create an account for each student in the class (*see appendix E, table 1*) in order to be able to track what they were doing, ensuring that they were working on their tasks instead of misusing the Instagram. One of our researchers had to create the e-mails on the webpage Gmail. Then, based on the e-mails he created the accounts on Instagram.

2.2.1 Pre- Survey

At the beginning of the intervention a Pre-Survey “Mi Perfil de Conciencia Cultural” (*see appendix C*), was applied in order to measure their cultural awareness. The instrument was translated to Spanish to avoid misunderstandings with the students. The Questionnaire was adapted from the Article *Raising Cultural Awareness in the English Language Classroom* written by Jerrold Frank.

The aim of the first tool used was to measure the students' initial thoughts and appreciations about their own culture and how they interact with people from other realities. This tool

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contains a total of four dimensions (Cultural Understanding, Cultural Perspectives, learning about others cultures, Intercultural communication) having a total of fourteen quantitative questions, using a Likert scale format.

2.2.2 The Evaluation

After the implementation of the six selected sessions using Instagram as a teaching tool, the final test created by the research group (*see appendix F*), made use of the unit “Outstanding People”, which contents are the cultural knowledge gathered by the students in the sessions as well as some linguistic features. Taking into consideration that students had practiced their writing, listening and reading skills, for the test is to measure such skills. The evaluation that was implemented through Instagram, with a total of four items; the students had forty-five minutes to do it.

The first part of the test consisted of a listening comprehension activity (*see appendix E*), using a recorded file made by the research group recreating an activity done in previous sessions. After the students heard the audio file with their Instagram app they answered a short questionnaire, followed by a True or False activity published in their Instagram’s stories. The second part of the test measured their grammatical use of comparatives adjectives and cultural knowledge (*see appendix F*). Then, the students wrote five statements in an Instagram post comparing the Chilean culture with an English speaking one. Afterwards, the evaluation tool had a multiple choice exercise, which measured their knowledge about international traditions that were taught in previous lessons. Finally, the last item consisted of a writing activity (*see appendix F*), the students wrote about one

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outstanding person from the countries that were presented in classes; the text was published in an Instagram post, with a length of seventy to ninety words approximately.

On the whole, the main objective of this final test is not only to measure the students' knowledge, but also whether Instagram can work or not as an evaluation tool in an educational context, thus testing the hypothesis of this research study.

2.2.3 Post Survey

This last survey has the aim of measuring if the interventions were effective or not, in terms of Cultural awareness related to English Speaking countries. As well as the first instrument, it uses a Likert scale system with quantitative questions and one opened question, which will be qualitative. The instrument is also translated to Spanish in order to avoid misunderstandings between the students (*see appendix C*).

The idea of this final survey was being able to compare the first results gathered at the beginning of the investigation with the final appreciation of the students after lived the whole process. Therefore, the analysis will indicate if the hypothesis, *Implementing Instagram in an EFL classroom can contribute to develop cultural awareness amongst 10th grade students*, is feasible to work in the EFL Chilean classrooms.

2.3 Research Design

The study was conducted as an “Action Research” investigation, which is defined as

A disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or

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refining his or her actions(...) Relevance is guaranteed because the focus of each research project is determined by the researchers”

(Sagor 2000)

The action Research starts when a participant finds a problem and tries to create a “plan” or solution appropriate for the situation. The steps according to the book *Guiding School Improvement with Action Research* are “selecting a focus- clarifying theories, identifying research questions, collecting data, analyzing data, reporting results and taking informed action”. This study followed the order and main aim of an Action Research, which is discovered a problem and trying to find several options that overall would help in order to create a plan to find a solution, taking action from previous studies and investigations.

The lack of knowledge about other cultures and the difficulties with the use of technology in a Foreign Language classroom are the main problems that had led this investigation.

Being the researchers of this work coursing their last practicum, they were able to find out difficulties dealing with the students’ cellphones in the classrooms, also how the lack of knowledge about the English Speakers’ culture created a barrier in terms of teaching a foreign language, having in mind that the main objective of an EFL class is to educate competent users of the language, which includes the communicative aspect of it. Therefore, the importance of the contextual background of the language will help students to develop their communicative competences in a smoother way.

Thanks to the experience of the researchers using technologies plus social media, and the observations that made in the internships schools, Instagram was chosen as the most

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popular social media towards adolescents. Hence, it was selected as a tool for rising the cultural awareness in a 10th grade from one of the internships' schools.

This Action Research project was conducted using the mobile phones of the students, and internet provided by one of the integrators of this study through an internet's given device. The conditions were manipulated by the group planning a total of seven interventions, using Instagram and teaching strategies in order to rise the cultural awareness of the students as well as their language competences. An evaluation and two instruments to collect the sample's results and data were used at the beginning and the end of the process.

2.4 Procedure

The researchers created a total of seven interventions (*see appendix A*), which five of them had a length of 90 minutes each, while the others were 45 minutes long; all of the interventions were intended to be focused on each dimension of the survey during every class. The lessons were created based on plans and programmas for 10th grade; Unit 3 'Outstanding people' along with other complementary topics that have a relation to culture in Anglophone countries. It is also important to mention that in each class students were to use their Instagram's accounts in order to fulfill certain assignments specifically designed for the Application. Taking the previously said into consideration, the researchers created a set of rules with the explicit purpose of controlling the use of Instagram in the classroom. One of these rules being the punishment of lowering the grades to students who trespass set of rules (*see appendix B, figure 1*). The method used to inform the penalized students who did not follow the rules was the publishing of Instagram's stories with the

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goal of making them learn about the consequences of not following them (*see appendix E. figure 7*). In case of students having pending tasks or giving relevant information during the process of the investigation, one of the researchers was put in charge to provide such information by uploading Instagram stories (*see appendix E. figure 8*).

Throughout the whole process of this research, the 10th grade students were exposed to different types of activities incorporating Instagram as the main teaching tool; above all the interventions, a listening activity conducted at the middle of the study answered our research question, *How Instagram will help the increasing of C.A. among 10th grade students in an EFL Chilean classroom?* Based in our experienced as pre-service teachers, we consider this intervention as a successful lesson, thus the active participation of the students as well as the smooth use of the Application, created an ideal environment for teaching English in a C.A. context. The listening activity was completed in the Instagram's stories, answering a True or False type of activity. (*See appendix E*).

The lesson was conducted in October 29th, it had the main aim of recognizing and accepting the differences between the host culture (Chilean) and the English speaking countries' cultures. The audio used in the listening activity was about two girls from different countries, India and Chile, who met in the USA after becoming friends through an internet website. The students used the Instagram's stories in order to answer the true or false exercises related with the audio. The interesting part for us, as the researcher group, was how the immediate feedback given to the students stimulated them, creating a friendly competitive environment. The fact of being able to see the reaction of the students was quite a satisfactory feeling for the pre-service teacher in charge of this intervention, for their

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enthusiasm to participate in the activity was outstanding. The results of the activity showed that the objective of the lesson was successfully accomplished; furthermore, the teacher was also able to check the understanding of the students, an example of this was when the teacher noticed that they were using the specific phrases from the audio in different contexts among the rest of the study's interventions.

2.5 The Study

This is an exploratory and descriptive investigation which is intended to search how the integration of Instagram as a learning tool can rise cultural awareness; its information is collected with a mixed study; quantitative and qualitative. The quantitative data was collected from the Likert-scale pre, post survey and also the results of the final test, while the qualitative information will be collected from the final survey measuring the Cultural Awareness of the students after the whole process. The sample is taken from 10th grade students in the Chilean educational context. The first intervention is a Likert-scale survey, which will measure the knowledge of the teenagers about international cultures and realities.

Objectives:

1. To elaborate a methodological proposal to enhance cultural awareness by using Instagram.
- 1.2 To identify cultural awareness among 10th grade in an EFL classroom.
- 1.3 To integrate Instagram as a means to increase cultural awareness amongst 10th graders in an EFL classroom.

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1.4 To implement a teaching unit based on the use of Instagram to develop cultural awareness among students.

Hypothesis: Implementing Instagram in an EFL classroom can contribute to develop cultural awareness amongst 10th grade students.

3. Results

In the school where this research was done, two surveys were applied, one before the intervention and one after. Both surveys were designed to discover how cultural aware and how they develop their awareness before the whole process. These surveys had four groups of four questions divided into four dimensions that comprise cultural awareness, which were focused on the four dimensions of being cultural aware (Dimension I: *Cultural understanding*, dimension II: *Cultural perspectives*, dimension III: *Learning about others' cultures* and dimension IV: *Intercultural communication*). Also, in the post survey an open question was included, which was focused on the first dimension because it had lower results in terms of expressing themselves about how they describe Chilean culture.

3.1 Pre Survey Quantitative Results.

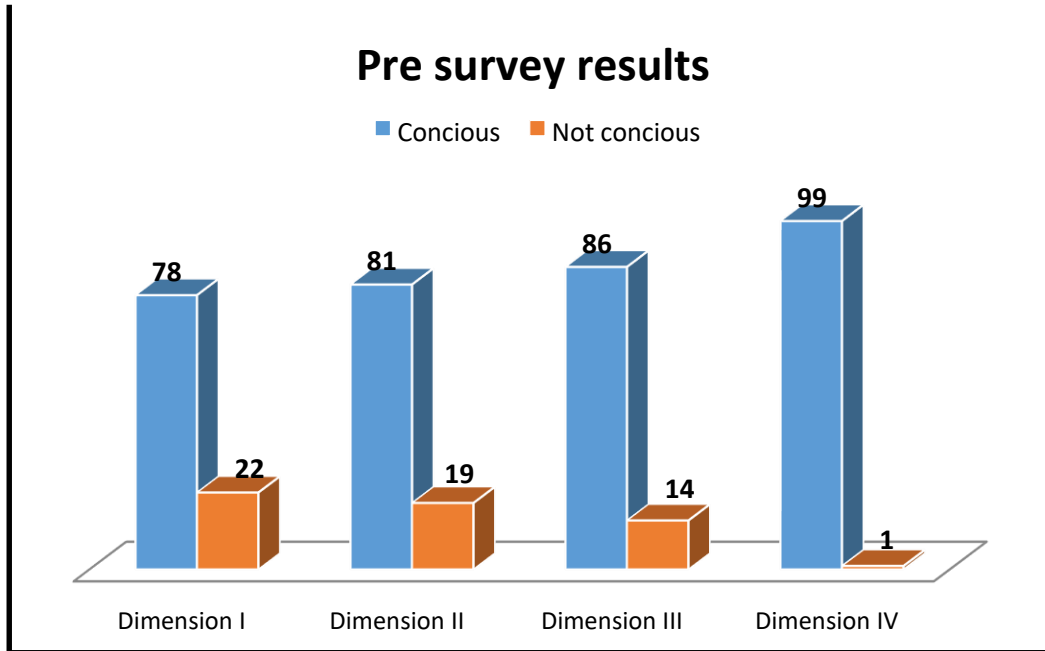


Figure 1

The results of the pre survey illustrated more than 70% of positive results in every dimension, though the average of answers with less cultural awareness is 19 %, this result provided that most of the students in 10th grade are cultural aware. The dimension *I: Cultural understanding* that has a fall out of 22% showed that students recognized themselves as part of their culture. Moreover, dimensions *II: Culural Perspectives* and *III: Learning about others' cultures* had positive results; hence it is assumed that students were interested in learning about other cultures. On the other hand, dimension *IV: Intercultural communication* presented that 99% of the class respect other cultures.

3.2 Post Survey Quantitative Results.

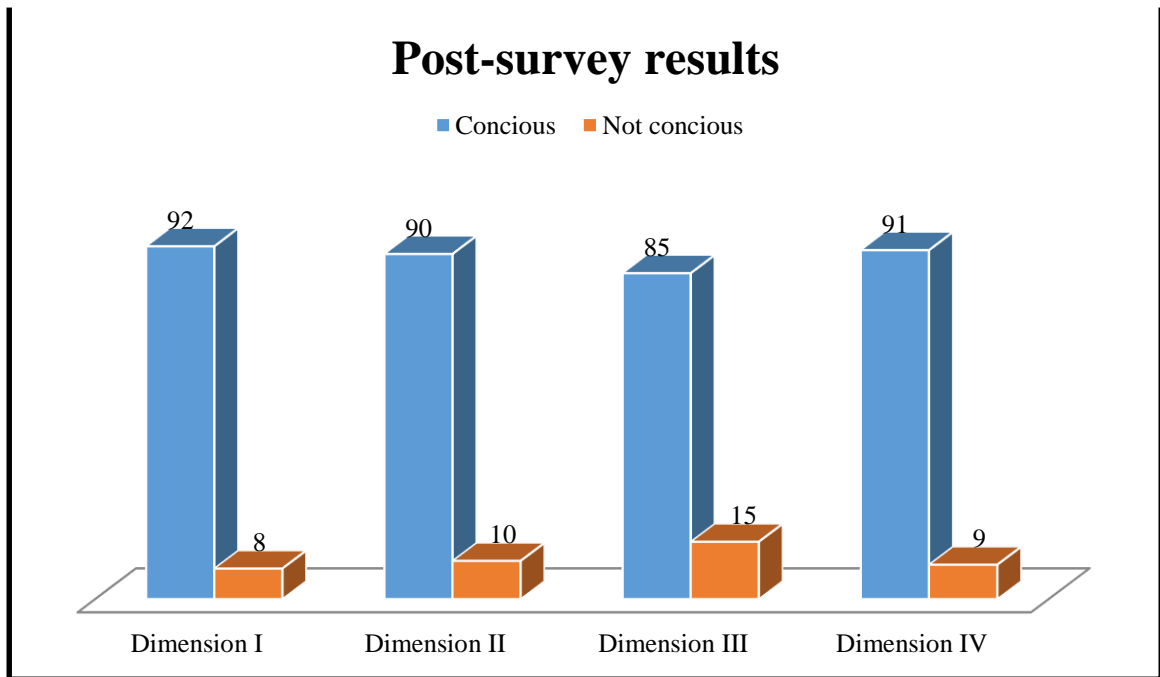


Figure 2

The results of the post survey demonstrated the progress that students had in terms of their Cultural Awareness. In dimension I: *Cultural understanding*, more than 90% of the students were conscious about them being part of their culture. Also in the dimension II: *Cultural perspectives* and IV: *Intercultural communication*, the average percentage of students that followed the first step for being cultural aware is 92%. The dimension with less improvement answers is dimension III: *Learning about other cultures*, but it still over the 85% of conscious answers. Also in the other three dimensions we see that the mean

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percentage of students that has positive answers according to the four steps of being culturally aware is 91%. An important data to mention is that dimension III: *Learning about others' cultures*, has the answers with less consciousness among the others dimensions but it stills over 85% of approval.

3.3 Post Survey Qualitative Results.

Given the results provided by the pre survey which showed a lower percentage of cultural self-awareness, an open ended question was added in the post survey in order to make sure students had improved or not this dimension. In the following analysis a description of the guided question ‘How would you define your culture to a foreigner?’ a definition given by the 10th grade students in relation to their culture.

The results of the previous survey demonstrated that students were culturally aware of other cultures instead of their own, they did not feel part of the Chilean culture and they were not able to give a description of their culture. The researcher in charge of the interventions tried to focus the attention on the Chilean culture, to demonstrate the students that they are part of a specific culture whether they like it or not.

After the sixth intervention out of seven interventions they had, we prepared a survey with an open question in which students had to think how they would describe the Chilean culture to a foreigner, students answers dealt with four main topics:

a) Chileans' personality.

In this regard, students highlight the interesting and outgoing personality of Chilean people. They use a lot of adjectives to describe the charisma and charm that according to them

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identifies the personality of Chileans, in every answer the description is positive and shows the importance of the personality in the Chilean culture.

“ I would describe it as a culture full of diversity with sociable and extrovert people... ”

“ We are very good at attending parties and having fun, we like to talk a lot... ”

“ I think we have a nice culture, we are ingenious and most of the times we are very kind ”

“ A culture with very interesting people that have been able to cope with many historical events ”

“ I would say that Chilean people are very crazy and kooky, but very nice people ”

Students remark that Chilean’s personality is very outgoing and charming but, there were some other students who state that the characteristics of the personality are not always positive. In some cases, students described Chileans as arrogant, selfish and in some cases apathetic people, demonstrating that they are aware of the negative aspects of the Chilean personality.

“ It’s a very peculiar country, where we tend to respect people from other countries but sometimes we are very nationalists and that could lead us to be very disrespectful to others, we still need more education... ”

“ I would say that besides that Chile can be a cozy country, in most of the cases we are not empathic with people from other countries ”.

“ I would say that it is a cozy and generous country but we are also very prejudiced not very sympathetic but when we need to remain together, we do it ”.

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b) Chilean traditions.

Students manifest that a valuable description of the culture has to deal with the interesting traditions present in Chile, many of them talked about September 18th as the main characteristic of the Chilean culture having in mind that in this specific celebration we are exposed to typical dishes and drinks and some traditional games.

“ It is an interesting culture with a big diversity in relation to food and typical drinks ”

“It is a funny and audacious culture with exquisite food, extraordinary dances and good drinks. if you come to Chile you have to enjoy the food and drinks ”.

“ A culture with delicious typical dishes ”

“I would describe it in a good way, saying that we have important dates such as September 18th where you can eat typical food like a delicious empanada ”

“I would say that we have a great gastronomy, interesting games and a beautiful country ”.

“We eat a lot of bread, for national holidays we get very united as well as for soccer games...”

c) The importance of Chilean ancestors.

Students demonstrated that an important aspect to describe a culture is by telling about the origins of the country, that means the native people in this case, Mapuches. For the following students, talking about the indigenous people is an important way of describing Chilean culture.

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‘I would describe it as a culture that has Mapuche ancestry, native people that were warriors’

‘I would try to explain them in English a little summary of our history, telling them about our Mapuche ancestors’

‘I would tell them about the importance of the Mapuches and the relevance of taking care of our native people’.

d) Chilean typical expressions.

In this topic students refer to the language as an important aspect of the Chilean culture, they mention the peculiar words, idioms and expressions Chilean people have demonstrating that the language is important when it comes to describe a culture.

‘It is a culture with a big difference to others when it comes to talk, we have a lot of words that are not used in other countries’

‘I would tell them that it is a liberal culture with a lot of slangs and typical words that only Chilean people understand and I would give them examples’.

‘We are very special when we speak, we speak very fast and with many words that are sometimes created by us also, we add POH to almost every sentence, poh’.

‘I would say that we enjoy to talk using animals, for example ‘el tipo vaca’ or ‘ando pato’

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In the Post-survey, students showed that they were they were able to recognize themselves as subject who belong to a particular culture which has a particular identity, considering positive and negative aspects of it.

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3.4 Test Results

Name	Previous Level Test	Cultural Awareness test
1. Acuña	5,5	4,0
2. Alcapio	4,4	6,1
3. Arce	3,5	5,7
4. Candía	4,4	4,5
5. Ceballos	4,5	5,4
6. Carrasco	3,8	4,0
7. Chouquert	6,0	5,9
8. Díaz	1,9	4,0
9. Escobar	5,6	4,0
10. Guzmán	4,1	5,8
11. Jean	5,6	7,0
12. Lizana	4,1	4,2
13. Marchant	3,7	5,4
14. Maureira	3,8	5,2
15. Morales	6,4	6,8
16. Piña	2,3	4,0
17. Pisón	4,3	7,0
18. Rojas	1,2	2,4
19. Rojas	4,5	6,9
20. Ruiz	3,2	4,7
21. Saavedra	6,5	6,9
22. Saldias	5,2	4,5
23. Silva	2,0	5,1
24. Uriza	3,2	3,0
25. Urra	2,6	5,6
26. Urrejola	4,4	6,6
27. Varas	3,8	3,8
28. Vásquez	2,6	4,1
29. Vásquez	3,1	5,6
30. Vásquez	5,0	4,9
31. Figueroa	2,9	5,9
32. Morales	3,8	4,0
Average of the Course :	4.0	5.1

Table 1: comparison between Level test and Cultural Awareness test.

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The results of the test were compared with a previous evaluation done by the head teacher before the interventions took place (*see table 1, page 38*). The level test's results had a total of 16 failing grades and an average of 4,0; on the other hand, the test done by the researchers had three failing grades and an average of 5,1 grades. Hence, it is valid to mention that the grades improved significantly, thus it could have happened because of the interventions that the pre-service teacher performed at the school with the use of Instagram and the positive response of the students.

4. Discussion

The objective of this study was accomplished; it consisted of creating an action plan to use Instagram in order to increase C.A. in the Chilean classroom. Moreover, this research's hypothesis was successfully confirmed; Instagram can work as a means to increase C.A. among 10th grade students in the Chilean EFL classroom. Furthermore, the main problem was repeatedly found in the schools where the researchers executed their final internship. The repeated issue presented two interesting focus; the first one was related to the lack of knowledge regarding international realities and cultures presented in the high school students, the second was the excessive use of social media in throughout the lessons, which led to constant interruptions due to arguments between teachers and the pupils for the use of mobile phones in the classroom.

After facing this issue regularly, we thought on mixing the dilemmas and searching for a solution in both areas. It is important to highlight the relevance of learning English in context, using culture as the fifth skill in the EFL classroom. For these reasons, we decided to improve the normal teaching method of a foreign language by allowing the educational

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use of mobile phones in the classroom. We chose to follow this path based on our experiences as students and also as pre-service teachers, because the orthodox teaching methods leaves behind the cultural aspect of teaching a foreign language, thus being only focused on the linguistics features of the language.

In this study, we created focalized interventions teaching the cultural aspects of English speaking countries as well as some linguistic features to transmit information in an interactive way and due to the popularity that Instagram has in adolescents nowadays.

In as much as the interventions were taking place, we started to notice that the use of Instagram was very profitable. Students started to demonstrate that the use of this App as a learning tool inside the classrooms was very appealing to them, making students play an active role in the interventions and participating in the activities and tasks that were given in the process. This result answers the interrogatives of the study, showing that Instagram is in fact one of the Apps that can be used in the classroom in order to keep students interest and also to make them participate more in the English classroom.

Besides, this research demonstrates that Social Media can facilitate students to be more confident when communicating in English. Many participants (students) of the interventions asked their doubts to the teacher through Instagram messages using English, which was not common, because in classes the students asked everything in Spanish due to their lack of confidence showing their knowledge of the language.

During the intervention the main focus was on promoting cultural awareness among the 10th grade students but, the researcher that lead the interventions also taught some specific

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contents that worked effectively with the topic of our interventions, for example, the teacher reinforced the use of adjectives and comparatives which were seen by the students on the first semester. These interventions had a great impact on the students' performance, thus lowering the failing grades and increasing the passing grades. It is important to mention that the increase of passing grades cannot assure that the learning of the second language was successful for many factors could have helped students improve their grades, one of those factors could be the use of Instagram instead of a traditional test.

Another positive result of this research was that Instagram did help as means to increase cultural awareness. Although the participants of this investigation were very culturally aware, they had an enormous problem with their own culture. The first step of the cultural awareness approach was not present in them. The students did not feel part of the Chilean culture because most of them did not like it. In this part the interventions took an important role in order to demonstrate students that all of them were part of the culture. The researcher in lead taught the classes by giving examples of the Chilean culture in order to make students understand that they were indeed part of this culture. At the beginning they were not able to give a description of the Chilean Culture, but after the interventions they were capable of describing their culture in many ways. It was extremely impressive that students were not able to give a definition of their own culture but they could notice the importance of respecting other cultures. The researchers associated that phenomenon to the existence of a Haitian student in that particular class. The students were highly aware of their classmate's culture and costumes; they relentlessly respected and protected her. It was very interesting to see their attitudes towards their classmate.

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In conclusion, the results of our interventions were positive; the use of Instagram was appealing to the students. They demonstrated themselves very participative in the activities; on top of that the use of Instagram was a very successful way to conduct the interventions due to the final Unit test's results and also the cultural awareness survey.

Although the results of this research were as expected, as researchers we would like to have more time in order to fulfill other goals. For example, in the interventions we were able to focus only on the listening, reading and cultural competences, working neither in the speaking nor in the reading skills. In order to make this study even more effective, in terms of working on the cultural awareness and also in the acquisition of the language, it would have been of great help to have more time for doing this research. In that way, we would have been able to work on the four skills in a deeper manner. For further investigations, we suggest planning the intervention with a length of minimum a year in order to gather more accurate information, also the use of appropriate evaluations for measuring the increment of the cultural and linguistic features, finally it should be worked with more cultures from other English Speaking countries, in order to properly increase their cultural knowledge and if possible to develop the cultural competence in the EFL Chilean classrooms.

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Appendix A

Lessons' plans

Class: 10 th grade	Date: October 8th	Time: 90 min.	Sequence: 1/7
PRE SERVICE TEACHER: Michelle Adad Vargas.		SCHOOL: Los Conquistadores	

1. Main Objective: The students will answer a survey related to cultural awareness.			
2. Subsidiary aims: the students will be able to express themselves using present simple tense.			
3. Key Activities: The students will read a text on their textbook about some important people around the world and answer questions.			
Contents			
4. Skills/procedures: Reading.	5. Lexis: I think, they are, I am, she is, you think.	6. Grammar: Verb to be, present simple and opinion expressions.	7. Function: Students will express their opinion on a given topic.
8. Assumptions: students will have difficulties making sentences that express their opinion.			
Stages	Interaction	Evaluation	IT- Material s- Timing
9. Engage/ Warm-up	The teacher is going to give the students a survey to find out about their culture level and appreciation.	The teacher is going to walk around the classroom in case students have doubts about the survey.	Board Marker Survey 10 minutes.

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10. Study / Presentation	The teacher is going to ask the students to open their English book on page 96 on the text “outstanding people”, asking some students to read out loud in front of the class.	The teacher is going to guide the reading and helping with vocabulary and pronunciation.	Text book Marker Board 20 minutes.
11. Practice	The teacher is going to ask the students what was the text about and what do they think about the people mentioned in the text. The teacher is going to talk about some important people in Chile as well.	The teacher will pay attention in the answers of the students and help them with the expressions for giving their opinions.	Text book Board Marker 15 minutes.
12. Activate/ Production	The students will answer the questions on page 97 about the text previously read.	The teacher is going to walk around the classroom answering questions and helping the students.	Text book 15 minutes.
13. Close up/ Wrap-up	Some students will read their answers out loud, creating a discussion with the opinion of the classmates. The teacher will give a homework assignment to the students. The students are going to do a research about two Chilean outstanding people.	The teacher will pay attention on the different answers of the students.	20 minutes.

Class: 10th grade	Date: October 22th	Time: 90	Sequence: 2/7
PRE SERVICE TEACHER: Michelle		SCHOOL: Los Conquistadores.	

1. Main Objective: At the end of the class the students will be able to recognize some aspects of the Chilean culture using simple statements.

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2. Subsidiary aims: Review the use of adjectives and present simple.			
3. Key Activities: identify the adjectives in the text given by the teacher and create sentences.			
Contents			
4. Skills/procedures: Writing	5. Lexis Adjectives: Prejudiced Friendly Talkative Sympathetic Rude Humble Gossipy	6. Grammar Present simple and adjectives	7. Function The students are going to be able to talk about their own culture using present simple and adjectives.
8. Assumptions: Students will not remember the correct use of the present simple structures.			
Stages	Interaction	Evaluation	Materials Timing
9. Engage/ Warm-up	The teacher is going to explain what is culture and its components and the will ask students "How is Chilean culture?"	the teacher will write the question in the board for the students to answer in present simple.	Marker Board. 5 minutes.
10. Study / Presentation	The teacher is going to do a review of the present simple and adjectives. The teacher is going to write examples of the present simple and adjectives and explaining the structures in a simple way	The teacher is going to explain the present simple and adjectives in the board.	Marker Board. 15 minutes.
11. Practice	The teacher is going to present a text to the students in which they will have to recognize the target vocabulary.	The teacher is going to ask the students which one are the words from the target vocabulary.	Data Projector and power point together with the text. Marker Board. 20 minutes.

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12. Activate/ Production	The teacher is going to ask the students to write 3 sentences using the target vocabulary.	The teacher is going supervise the students, when they are writing	Marker. Board 10 minutes.
13. Close up/ Wrap-up	The teacher is going ask the students to read the sentences that they created.	The teacher will be giving the students while they are reading the sentences.	Marker. Board. 10 minutes.

Class: 10 th Grade	Date: October 24th	Time: 45 min	Sequence: 3/7
PRE SERVICE TEACHER: Michelle Adad Vargas.		SCHOOL: Los Conquistadores	

1. Main Objective: At the end of the class the students will write sentences using past simple.			
2. Subsidiary aims: To get familiar with the correct use of Instagram in the classroom.			
3. Key Activities: the teacher will give feedback to the students about the homework given.			
Contents			
4. Skills/procedures: writing,	5. Lexis: Adjectives: Prejudiced Friendly Talkative Sympathetic Rude Humble Gossipy	6. Grammar: Simple past. Irregular verbs.	7. Function: The students are going to be able to use the simple past and apply it to their feedback.
8. Assumptions: the students will not remember the correct use of the simple past and irregular verbs.			
Stages	Interaction	Evaluation	IT- Materials -Timing

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9. Engage/ Warm-up	The teacher will do a review of the simple past explaining how the verbs change when they are in past tense.	The teacher will explain the past tense on the board	Marker Board 10 minutes.
10. Study / Presentation	The teacher will ask the students to write 3 sentences using the simple past structure and irregular verbs.	the teacher will help the students by writing a sentence using an irregular verb	Marker Board 10 minutes.
11. Practice	The teacher is going to ask the students to say out loud one of the sentences they create and the teacher will write it on the board.	The teacher will write the sentences on the board making the corrections need it.	Board Marker Around 5 minutes.
12. Activate/ 15. Production	the teacher is going to ask the students to upload the sentences into their Instagram account. Then, the teacher will check if everyone have uploaded the task and will give an instant feedback on their sentences.	The teacher will make sure the students receive feedback and that the homework is uploaded to the account.	Board Marker 15 minutes.
13. Close up/ Wrap-up	After that, teacher will check if the students corrected the mistakes and will write down in the classwork rubric a cross for the students that did not upload their tasks correctly and a check mark for the ones that did follow the given instructions.	The teacher will reward students who uploaded their homework by giving them a point for the next evaluation.	5 minutes.

Class: 10th grade	Date: October 29th	Time: 90 minutes	Sequence: 4/7
PRE SERVICE TEACHER: Michelle Adad		SCHOOL: Los Conquistadores.	

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1. Main Objective: At the end of the class the students will create sentences using comparatives.			
2. Subsidiary aims: To recognize and accept the differences between the host culture (Chilean) and the English speaking countries' cultures.			
3. Key Activities: Upload in their instagram accounts a short paragraph comparing one aspect of the USA or UK culture with the Chilean culture.			
Contents			
4. Skills/procedures: Writing Listening	5. Lexis Adjectives: Prejudiced, Friendly Talkative, Sympathetic Rude, Humble Gossipy, Countries: USA, UK	6. Grammar Present simple+ Past simple + - ? Comparative adjectives	7. Function The students would be able to compare different cultures by using comparative forms of adjectives.
8. Assumptions: The students may not know some of the countries that will be shown in this class.			
Stages	Interaction	Evaluation	IT- Materials Timing
9. Engage/ Warm-up	The teacher will show pictures, illustrating emblematic people and places from the United States and the United Kingdom. Giving the opportunity to the students to guess where are the pictures from and what they are representing.	The teacher would be able to hear the comments from the students, and evaluate whether they recognize the countries or not.	Data PPT Board 5 minutes

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<p>10. Study / Presentation</p>	<p>The teacher will write on the board some of the sentences created by the students in the previous class. Analyzing the use of the adjectives and the past tense. Using one of these sentences, the teacher is going to write a comparative one, comparing the Chilean culture with the English speaking countries. e.g.: <i>Chilean people are friendlier than people from the United States.</i></p> <p>Then the teacher will highlight the comparative adjective “<i>friendlier</i>” and the word “<i>than</i>”, to present the structure of comparative sentences. After explaining the</p>	<p>The teacher will be able to evaluate if the students remember the content of the previous class, and check by the comments of the students, if they understand the new structure or not.</p>	<p>Board, Markers 10 minutes</p>
	<p>rules, the teacher will give to the class more examples.</p>		
<p>11. Practice</p>	<p>On one side of the board, the teacher will write some incomplete sentences, comparing some aspects of the different cultures, on the other side the teacher will write some adjectives in a chart. Therefore the students will have to select the correct adjectives for each sentence and transform them into their comparative form.</p>	<p>While the students are working, the teacher will monitor the work by walking through the classroom, answering doubts. After 8 minutes, the teacher will select some students to complete the activity on the board.</p>	<p>Board, Markers 10 minutes</p>

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<p>12. Activate/ Production</p>	<p>The teacher will give the students 5 minutes to search for information from one of the countries that had been presented; they will use the teacher guidance to look for information into their Instagram accounts. After selecting one aspect of the culture of the country they have chosen, the students will have to create 5 sentences comparing those aspects previously selected with the Chilean culture. When the students finished their sentences, they will have to upload them in their Instagram profiles including one picture that reflects the comparison.</p>	<p>The teacher will monitor the work of the students by walking through the classroom, checking that the students understand the activity and follow the instructions.</p>	<p>Notebooks, pen, cellphones, Internet, Instagram app. 15 minutes</p>
<p>13. Close up/ Wrap-up</p>	<p>The teacher will select 3 students, and ask them to tell one of their sentences out loud.</p>	<p>The students would be able to listen and compare their sentences with their classmates, correcting their mistakes.</p>	<p>5 minutes</p>

Part
II

<p>16. Engage/ Warm-up</p>	<p>The teacher will present some songs doing a v/s between British and American music. With famous singers.</p>	<p>The teacher would be able to hear the comments from the students, and evaluate if the students know some of the artists.</p>	<p>Data PPT Board Speakers 5 minutes</p>
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<p>14. Study / Presentation</p>	<p>The teacher will present the surface of the culture from both countries, making the students comparing some costumes and culture aspects with the Chilean reality.</p>	<p>The teacher will ask constantly the opinion of the students about the new content, whether they can imagine this foreign reality and compare it with their own realities</p>	<p>Board, Markers, Data, Notebook. 15 minutes</p>
<p>15. Practice</p>	<p>The students will hear a short listening about the USA culture, in which they will have to answer some questions related with the audio. They will hear the audio 3 times, being the first time as means to familiarize with the vocabulary and the new sounds, then the second time students would try to complete the activity and finally the third time they should check their answers.</p>	<p>While the students are working, the teacher will monitor the work by walking through the classroom, answering doubts. After 10 minutes, the teacher will select some students to complete the activity on the board.</p>	<p>Board, Markers, speakers, data 10 minutes</p>
<p>16. Activate/Production</p>	<p>After completing the activity, the teacher will ask the students to repeat some specific words that had been heard previously in the audio. Then the students will record themselves creating “stories” repeating some parts of the audio that would be selected to each student by the teacher. They will have the last time of the class in order to upload their stories.</p>	<p>The teacher will monitor the work of the students by walking through the classroom, checking that the students understand the activity and follow the instructions. This activity will be evaluated as a summative assessment.</p>	<p>Notebooks, pen, cellphones, Internet, Instagram app. 15 minutes</p>

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Class: 10 th grade	Date: November 5th	Time: 45 min	Sequence: 5/7
PRE SERVICE TEACHER: Michelle Adad Vargas.		SCHOOL: Los Conquistadores.	

1. Main Objective: At the end of this class the students will know how to describe places from UK and U.S.A			
2. Subsidiary aims: Review comparatives and description of places			
3. Key Activities: The students will upload a description of a city to their Instagram accounts.			
Contents			
4. Skills/procedures: writing	5. Lexis: "it looks like", "this city is or was", boring, charming, interesting, ancient, beautiful, crowded, expensive	6. Grammar: verb to be, present simple, simple past.	7. Function: the students will be able to recognise vocabulary and used to describe places.
8. Assumptions: .The students might remember the structures of comparatives.			
Stages	Interaction	Evaluation	IT-Materials-Timing
9. Engage/ Warm-up	The teacher is going to ask the students "which words they used to describe a place"	The teacher will write in the board the different adjectives the students say out loud.	Board. Marker. 10 min

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10. Study / Presentati on	The teacher will give the students the vocabulary to describe and explain how it can be used with the corresponding tense and then ask them for examples to write in the board	. The teacher is going to write in the board the different adjectives of the target vocabulary	Board Marker. 15 min
11. Practice	The teacher is going to ask the students to open their accounts and upload a place that they want to describe using the target vocabulary.	The teacher is going be walking around the classroom verify that the students are actually doing the task.	Board Marker. 10 minutes
12. Activate/ Production	The teacher is going to ask the students to communicate the place they have chosen, to avoid the repetition of places.	The teacher is going to write in the board the different places so the students are well known of the places that are already taken.	Marker Board 10 minutes
13. Close up/ Wrap-up	The teacher will ask the students to upload their task and if it is need it, the teacher will give more time to upload the homework.	The teacher will walk through the classroom in order to evaluate the work of each student.	5 minutes.

Class: 10 th Grade	Date: November 12th	Time: 90 min	Sequence: 6/7
PRE SERVICE TEACHER: Michelle Adad Vargas.		SCHOOL: Los Conquistadores	

1. Main Objective: The students will learn about the different festivities in the English speaking countries selected by the teacher
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2. Subsidiary aims: The students will practise their reading skill, identifying comparative adjectives in a short text.			
3. Key Activities: The students will create sentences using comparative adjectives.			
Contents			
4. Skills/procedures: reading.	5. Lexis: England, United States, Australia, India and South Africa. Adjectives: old, large, busy, quiet and beautiful.	6. Grammar: verb to be, present simple, comparative adjectives	7. Function: the students will be working based on their previous knowledge and exercising comparative adjectives
8. Assumptions: students will have difficulties making sentences that express their opinion.			
Stages	Interaction	Evaluation	IT-Materials-Timing
9. Engage/ Warm-up	The teacher is going to ask the students if they remember the comparative adjectives, then she or he will write the answers given by the students on the board.	The teacher is going to write the answer given by the students in the board.	Board Marker 10 minutes.
10. Study / Presentation	The teacher is going to present a power point with the list of verbs and the structure for comparing adjectives.	The teacher is going to explain the used of comparative adjectives.	Book Marker Board Data Projector PPT presentation. 10 minutes.
11. Practice	The students will do an activity of filling the gaps with the correct adjectives and write 2 other sentences using comparative adjectives.	The teacher will ask the students to tell their answers, writing them on the board.	Board Marker. 15 minutes.

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12. Activate/ Production	The teacher is going to present the different festivities to the students making the comparison between the English Speaking Countries selected.	The teacher is going to walk around the classroom explaining and giving interesting information about the places.	15 minutes
13. Close up/ Wrap-up	The teacher is going to ask the students to upload information about two south African festivities in their Instagram accounts.	The teacher will make sure the students upload their activity until the end of the class.	20 min Instagram, Phones Internet

Class: 10 th grade	Date: November 19 th	Time: 90 min	Sequence:7/7
PRE SERVICE TEACHER: Michelle Adad		SCHOOL: Los Conquistadores	

1. Main Objective: Students will learn about outstanding people from English Speaking Countries.			
2. Subsidiary aims: Write a short descriptive text about outstanding people.			
3. Key Activities: The students are going to upload two characters on their Instagram accounts.			
Contents			
4. Skills/procedures: writing	5. Lexis: England: Queen Elizabeth and David Bowie. India: Mahatma Gandhi and Paramahansa Yogananda. Australia: Steven Irwin and Germaine Geer. United State: Abraham Lincoln and Muhammad Ali. South Africa: Caster Semenya and Nelson Mandela	6. Grammar Verb to be, present simple, simple past	7. Function: At the end of this lesson the students would be able to write about outstanding people from English Speaking Countries.
8. Assumptions: The students will not know the characters the teacher is going to			

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present.			
Stages	Interaction	Evaluation	IT- Materials- Timing
9. Engage/ Warm-up	The teacher is going to ask the students about the different English speaking countries that they have studied in previous classes.	The teacher will write in the board the different countries.	Marker. Board. 10 min
10. Study / Presentation	The teacher will present a Power Point with outstanding people from English Speaking countries.	The teacher is going to write in the board some interesting facts about each important person.	Board. Marker. Data PPT 20 minutes
11. Practice	The students will write about two important characters from South Africa on their notebooks, following the example showed on the Power Point Presentation.	The teacher would walk through the classroom verifying that the students are doing the task.	Board Marker. Phones Internet. 15 minutes.
12. Activate/ Production	The students will publish their written text on their Instagram accounts as a post.	The teacher is going to check if the students upload their activities using the teacher's Instagram account.	PPT Instagram Phones 10 minutes.
13. Close up/ Wrap-up	The teacher will finish the class, giving the list of content from the Unit Test that would be held on the next class.	The teacher would ask the students if they have any question or doubt about the coming test.	5 minutes.

Appendix B

Instagram's rules.

Students had to read a set of rules in relation to the use they were going to give to Instagram. After reading the rules, the researcher in charge of the interventions made them sign.

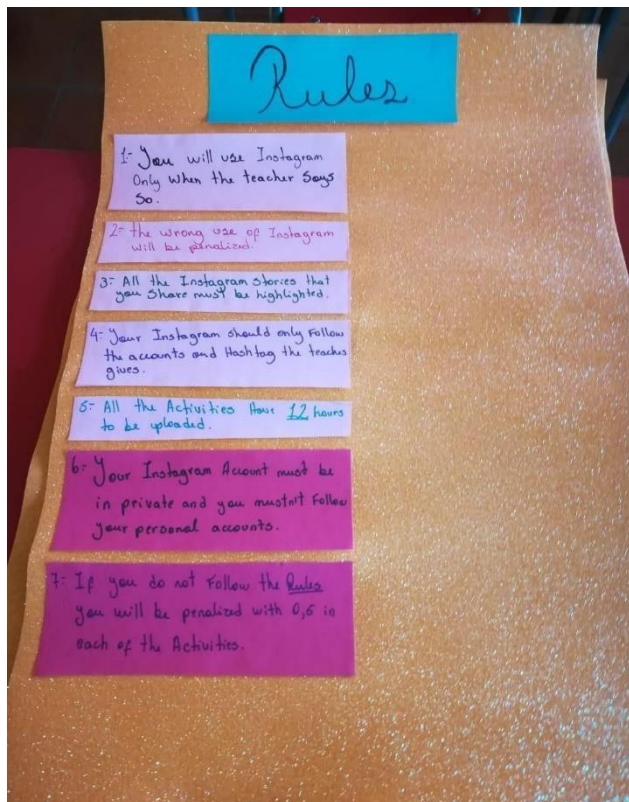


Figure 1. A picture of the rules for the use of Instagram in the English Class.

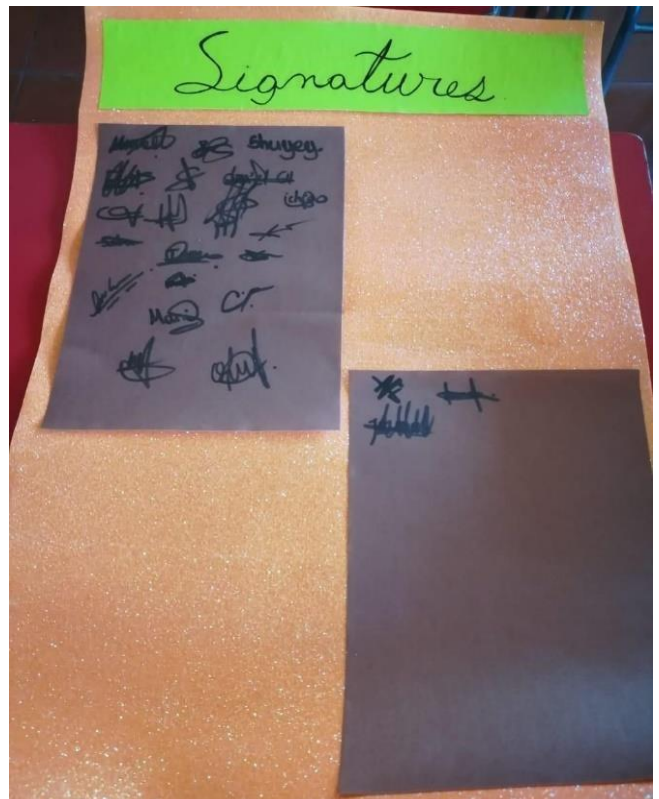


Figure 2. A picture of the students' signatures.

Appendix C

Surveys.

The cultural awareness survey was taken in the first and last classes. This survey was made to indicate the level of cultural awareness at the beginning and at the end of this project.

Pre survey: Mi Nuevo Perfil de Conciencia Cultural.

Encuesta realizada para saber el perfil de Conciencia Cultural de alumnos pertenecientes a segundo año medio del Colegio "Los conquistadores" de Maipú. Luego de la intervención realizada durante 7 semanas.

En los siguientes cuadros escriba su género y edad.

Genero:	Edad:
---------	-------

A continuación, deberá leer con atención y responder un breve cuestionario relacionado con la Conciencia Cultural.

Pinte o encierre la alternativa que mejor encaje con su pensamiento.

Dimensión 1: Reconociendo mi propia cultura.

En base a tu propia experiencia.

1. Reconozco la cultura del país en el que vivo como mi cultura.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

2. Conozco las tradiciones de mi país.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

3. Reconozco personajes que han sido importantes en la historia de mi país.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

4. Soy capaz de dar una definición referente a la cultura de mi país

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Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

Dimensión 2: Explorando el Mundo Global.

En base a tu propia experiencia.

5. Me informo sobre lo que sucede en el mundo actualmente.

Nunca	Casi nunca	A veces	Siempre
-------	------------	---------	---------

6. Soy capaz de reconocer culturas distintas a la mía.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

7. Me interesa el hecho de saber sobre otras culturas fuera de mi propio país.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

8. Soy consciente de que mi actuar puede generar un cambio en las personas a mi alrededor.

Raramente	No siempre	A veces	Siempre

Dimensión 3: Aprendiendo sobre otras culturas.

En base a tu conocimiento sobre culturas

9. Conozco otras culturas presentes en el mundo.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

10. Soy consciente de que cada cultura tiene sus propias tradiciones.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo.
-------------------	---------------	------------	-----------------

11. He tenido la oportunidad de conocer a personas de otras culturas, tanto de otros países como de mi propio país.

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Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo.
-------------------	---------------	------------	-----------------

12. Cuando conozco a nuevas personas intento aprender sobre sus orígenes culturales.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo.
-------------------	---------------	------------	-----------------

Dimensión 4: Comunicación más allá de las diferencias culturales.

13. Me siento capacitado/a para entablar una conversación con una persona de otro país. (asumiendo que ambas personas comparten el mismo idioma)

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

14. Soy capaz de comprender las diferencias culturales de otra persona.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

15. Siempre intento de hacer todo lo posible para que personas de otras culturas (con diferente idioma) me entiendan cuando hablo con ellas.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

Post-Survey: Mi Nuevo Perfil de Conciencia Cultural.

Encuesta realizada para saber el perfil de Conciencia Cultural de alumnos pertenecientes a segundo año medio del Colegio "Los conquistadores" de Maipú. Luego de la intervención realizada durante 7 semanas.

En los siguientes cuadros escriba su género y edad.

Genero:	Edad:
---------	-------

A continuación, deberá leer con atención y responder un breve cuestionario relacionado con la Conciencia Cultural.

Instagram as a tool to increase Cultural Awareness.

Pinte o encierre la alternativa que mejor encaje con su pensamiento.

Dimensión 1: Reconociendo mi propia cultura.

En base a tu propia experiencia.

1. Reconozco la cultura del país en el que vivo como mi cultura.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

2. Conozco las tradiciones de mi país.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

3. Reconozco personajes que han sido importantes en la historia de mi país.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

4. Soy capaz de dar una definición referente a la cultura de mi país

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

Dimensión 2: Explorando el Mundo Global.

En base a tu propia experiencia.

5. Me informo sobre lo que sucede en el mundo actualmente.

Nunca	Casi nunca	A veces	Siempre
-------	------------	---------	---------

6. Soy capaz de reconocer culturas distintas a la mía.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

7. Me interesa el hecho de saber sobre otras culturas fuera de mi propio país.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

8. Soy consciente de que mi actuar puede generar un cambio en las personas a mi alrededor.

Instagram as a tool to increase Cultural Awareness.

Raramente	No siempre	A veces	Siempre
-----------	------------	---------	---------

Dimensión 3: Apendiendo sobre otras culturas.

En base a tu conocimiento sobre culturas

9. Conozco otras culturas presentes en el mundo.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

10. Soy consciente de que cada cultura tiene sus propias tradiciones.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo.
-------------------	---------------	------------	-----------------

11. He tenido la oportunidad de conocer a personas de otras culturas, tanto de otros países como de mi propio país.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo.
-------------------	---------------	------------	-----------------

12. Cuando conozco a nuevas personas intento aprender sobre sus orígenes culturales.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo.
-------------------	---------------	------------	-----------------

Dimensión 4: Comunicación más allá de las diferencias culturales.

13. Me siento capacitado/a para entablar una conversación con una persona de otro país. (asumiendo que ambas personas comparten el mismo idioma)

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

14. Soy capaz de comprender las diferencias culturales de otra persona.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

15. Siempre intento de hacer todo lo posible para que personas de otras culturas (con diferente idioma) me entiendan cuando hablo con ellas.

Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
-------------------	---------------	------------	----------------

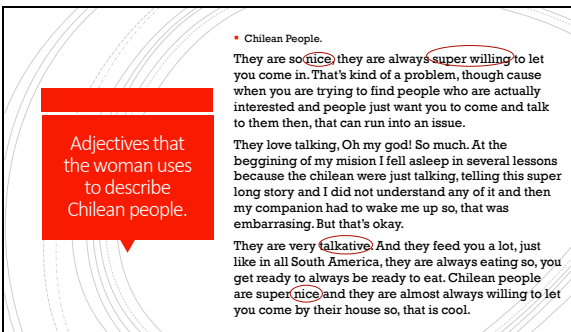
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Pregunta abierta:

16. ¿Cómo le describiría mi cultura a una persona de otro país/cultura?

Appendix D

Power Point presentations used in the interventions.



Adjectives that the woman uses to describe Chilean people.

- Chilean People.




They are so nice they are always super willing to let you come in. That's kind of a problem, though cause when you are trying to find people who are actually interested and people just want you to come and talk to them then, that can run into an issue.

They love talking, Oh my god! So much. At the beggining of my mision I fell asleep in several lessons because the chilean were just talking, telling this super long story and I did not understand any of it and then my companion had to wake me up so, that was embarrassing. But that's okay.

They are very talkative! And they feed you a lot, just like in all South America, they are always eating so, you get ready to always be ready to eat. Chilean people are super nice and they are almost always willing to let you come by their house so, that is cool.



ADJECTIVES.



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WE USE COMPARATIVE ADJECTIVES TO MAKE A COMPARISON.

Example:

She is two years older than me.

New York is much bigger than Boston

❖ Noun (subject) + verb + comparative adjective + than + noun (object)

My house is larger than hers

COMPARATIVE STRUCTURE.

❖ We usually add *-er*.

old --- older

Long --- longer

❖ If an adjective ends in *-e*,

Nice --- nicer

Large --- larger

❖ If an adjective ends in a vowel and a consonant, we double the consonant:

Big --- bigger

Fat --- fatter

❖ If an adjective ends in a consonant and *-y*, we change *-y* to *-i*

happy --- happier

silly --- sillier

❖ Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective

important --- more important

expensive --- more expensive

Activity.

1. Ana is _____ than Nahali. (old)
2. U.S.A is _____ U.K. (large)
3. London _____ than Nebraska. (busy)
4. Carpheus is _____ than her sister Ashanti. (quiet)
5. India is _____ Australia. (beautiful)
6.
7.

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ENGLISH SPEAKING COUNTRIES.



ENGLAND VS UNITED STATE. Festivities

- ❖ The queen's birthday.
- ❖ Summer Solstice.
- ❖ Boxing day.
- ❖ Diwali.
- ❖ President's Day.
- ❖ Memorial Day.
- ❖ Thanksgiving day.
- ❖ Kwanzaa.

INDIA VS AUSTRALIA VS SOUTH AFRICA.

- ❖ Dussehra.
- ❖ Navratri.
- ❖ Ganesh Chaturthi.
- ❖ Holi.
- ❖ Bathurst Winter Festival
- ❖ Enlighten Festival
- ❖ Melbourne International Comedy Festival
- ❖ Canberra Balloon Spectacular
- ❖ Cape Town Minstrel Carnival
- ❖ Knysna Oyster Festival
- ❖ Oppikoppi Bushveld Festival
- ❖ Jacaranda Festival




OUTSTANDING PEOPLE

12 - 11 - 2018

MAHATMA GANDHI.

(OCTOBER 2, 1869 TO JANUARY 30, 1948)



- ❖ Born in Porbandar, India.
- ❖ Studied law.
- ❖ Leader of India's non-violent independence movement against British rule and in South Africa.
- ❖ Peaceful forms of civil disobedience.
- ❖ Civil rights of Indians.
- ❖ He was killed by a fanatic in 1948.

QUEEN ELIZABETH II.

(APRIL 21, 1926)



- ❖ London, England.
- ❖ Princess Elizabeth Alexandra Mary.
- ❖ Became queen on February 6, 1952, and was crowned on June 2, 1953.
- ❖ the longest-serving monarch in British history.
- ❖ she has tried to make her reign more modern and sensitive to a changing public while maintaining traditions associated with the crown.

Instagram as a tool to increase Cultural Awareness.

STEVE IRWIN.

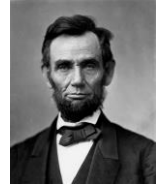
(FEBRUARY 22, 1962 TO SEPTEMBER 4, 2006)



- ❖ Melbourne, Australia.
- ❖ Animal enthusiast and TV personality.
- ❖ No scientific degree.
- ❖ Crocodile Hunter.
- ❖ Killed by a stingray during a diving expedition, off the coast of Port Douglas in Queensland, Australia.

ABRAHAM LINCOLN.

(FEBRUARY 12, 1809 TO APRIL 15, 1865)



- ❖ Hardin County, Kentucky, United States of America.
- ❖ 16th president of the United States.
- ❖ Union and emancipator of the slaves.
- ❖ The Emancipation Proclamation
- ❖ was shot by actor and Confederate sympathizer John Wilkes Booth at Ford's Theatre in Washington, D.C.

PARAMAHANSA YOGANANDA

(JANUARY 5TH, 1893 TO MARCH 7TH, 1952)



- ❖ Gorakhpur, India.
- ❖ Spiritual Study.
- ❖ Left school, but brother Brought him home.
- ❖ Work as a teacher in a school that was a special combination of modern educational methods and the ancient Indian Yoga systems to promote spiritual and physical well being
- ❖ Yogananda entered mahasamadhi (which is a Yogi's conscious decision to leave the body)

DAVID BOWIE.

(JANUARY 8, 1947 TO JANUARY 10, 2016)



- ❖ Brixton, South London, England
- ❖ David Robert Jones.
- ❖ Bromley Technical High School at 16.
- ❖ 1969 signed a deal with Mercury Record.
- ❖ Ziggy Stardust
- ❖ Famous Songs: "Space Oddity", "Fame", "Fashion", "Let's Dance" and "Lazarus"
- ❖ Died from Cancer.

MUHAMMAD ALI.

(JANUARY 17, 1942 TO 3 JUNE 2016)



- ❖ Louisville, Kentucky, United States of America.
- ❖ Cassius Marcellus Clay.
- ❖ After joining the Nation of Islam in 1975, he change his name.
- ❖ Heavyweight bóxer.
- ❖ In 1964, Ali failed the Armed Forces.
- ❖ The fight of the century.
- ❖ died from a respiratory illness, a condition that was complicated by Parkinson's disease.

GERMAINE GEER.

(JANUARY 29, 1939 TO PRESENT)



- ❖ Melbourne, Australia.
- ❖ She studied at the University of Melbourne, then the University of Sydney. She also studied at Newnham College Cambridge.
- ❖ Feminism.
- ❖ "women the opportunity to determine their own values and character independently of social expectations."
- ❖ She wrote a critical piece about Steve Irwin saying that his death had shown the animal kingdom had taken its revenge

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CASTER SEMENYA.



NELSON MANDELA.



Appendix E

Screenshots of Instagram.

The following pictures show the work done by some of the students. There are pictures of the tasks given in class and also, the Unit Test created by one of the researchers.



Figure 1. A screenshot of the first task “Outstanding Chilean People” Taken from @nicole.a.sl



Figure 2. A screenshot of the second task “Outstanding People” Taken from @catalina.a.vc

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Figures 3. Picture of a listening activity using Instagram stories. "Arya and Rosa audio". Taken from @teacheradad



Figures 4. Picture of a listening activity using Instagram stories. "Arya and Rosa audio". Taken from @teacheradad

Instagram as a tool to increase Cultural Awareness.



Figure 5. A picture of a homework from the festivities content. Taken from @diego.i.c.g



Figure 6. Picture of the teacher profile and the list of the penalized students. Taken from @teacheradad

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Figure 7. A picture of the listening Part, Test Unit 3. Item 2, True or False.

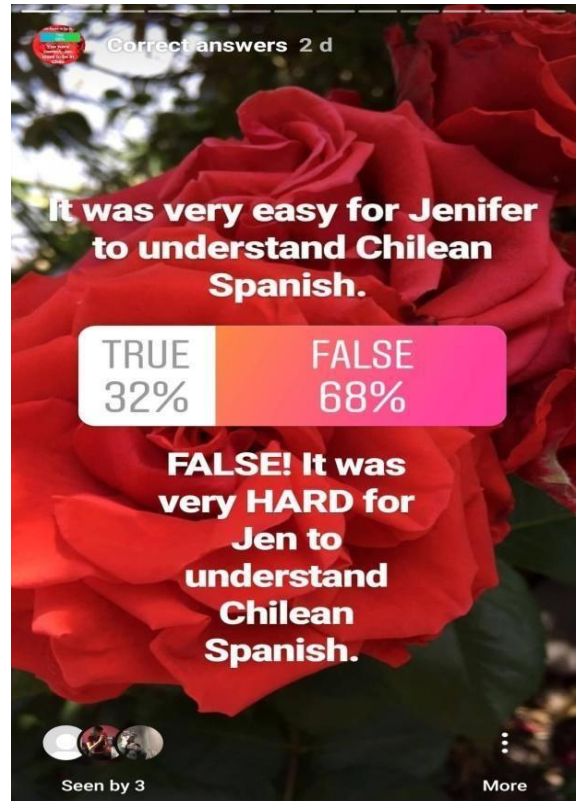


Figure 8. A picture of the students' answers in Item 2

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Table 1. Students' accounts created by one of the researchers.

Username	Username	Username	Username
micaela.faa	felipe.a.ds	albiery.tpr	valentina.i.us
maria.ibas	karla.bed	marcelo.apj	valeria.puh
jeremy.j.a.r	micaela.afv	bastian.arp	catalina.a.vc
carlos.aay	jael.ige	ignacio.a.rr	sebastian.avg
diego.i.c.g	clarel.jf	carla.a.rs	luciano.evg
cesar.ocv	jean.c.lm	nicole.a.sl	ignacio.a.vm
isidora.acv	natalia.jms	maximiliano.asb	amankay.ssr
benjamin.a.c.e	jahaziel.bms	fernanda.msj	nicolas.ffl
daniel.a.cm	javiera.imm	jasmin.auu	

Instagram as a tool to increase Cultural Awareness.

Table 2. Instagram Accounts students had to follow.

The researchers look for accounts students had to follow in order to promote cultural awareness, English and entertainment.

Cultural Accounts	Entertaining Accounts	English Learning Accounts.
Historical_figures_mini_bio	hihokids	bbclearningenglish
Worldculturephotography	unimportant_knowledge	ieltssexamination
Cultural.awareness	bbcnews	English_vocabulary
Haveculturalawareness	english_diet	Slangcards
Sherrymlee1	buzzfeedquiz	english_auntie

Appendix F

Cultural Awareness Test.



COLEGIO LOS CONQUISTADORES
CERRILLOS
DEPARTAMENTO DE INGLÉS

Prueba unidad 3 Inglés Segundo año medio.

Nombre: _____ **Curso:** 2do medio
Fecha: _____

Puntaje Ideal: 30 **Puntaje corte:** _____ **Puntaje alumno:** _____ **Porcentaje de logro:** _____% **Instrucciones:**

- Lee atentamente cada ítem realizando el procedimiento que se indica.
- No converses ni te distraigas durante la evaluación.
- Utiliza adecuadamente el tiempo determinado para resolver la prueba. No la entregues hasta que este tiempo se termine.
- Está prohibido el uso de corrector. Tampoco se aceptarán borradores o uso de lápiz grafito para contestar en los ítems de selección única.

LISTENING SECTION "Chilean Culture"
(Check @teacher.adad account and answer the stories) DO NOT WRITE ANYTHING IN THE SPACES BELOW.

- 1. Fill in the gaps with the correct missing word. 7 points /**
1. 2. 3. 4. 5. 6.
7.

Instagram as a tool to increase Cultural Awareness.

<p>Answer True or False. 7 points/ 8.</p> <p>9.</p> <p>10. 11.</p> <p>12.</p> <p>13.</p>	
<p>14.</p>	
<p>Multiple Choices. General knowledge (traditions and festivities) 10 points/</p>	
<p>15. The OppiKoppi is a music festival from:</p> <p>a) India</p> <p>b) Australia</p> <p>c) Chile</p> <p>d) South Africa</p> <p>e) none of the options</p>	<p>16. The Jacaranda Festival celebrates the...</p> <p>a) crafts exhibitions in Pretoria</p> <p>b) blossoming of lilac trees</p> <p>c) independence day</p> <p>d) annual streets parades in Pretoria</p> <p>e) none of the options</p>
<p>17. The Dussehra is</p> <p>a) An Hindu festivity which honors Ganesha</p> <p>b) An Hindu festivity which honors the Goddess Amba</p> <p>c) An Hindu festivity which celebrates the death of Lord Rama</p> <p>d) An Hindu festivity which celebrates the death of King Ravana</p> <p>e) none of the options</p>	<p>18. On the 18th of September Chile commemorates the... a)</p> <p>Independence day</p> <p>b) Maipu's battle</p> <p>c) First national government assembly.</p> <p>d) Concepcion's battle</p> <p>e) none of the options</p>
<p>19. In England, people celebrate the _____ on June.</p> <p>a) Independence</p> <p>b) Summer solstice</p> <p>c) Queen's birthday</p> <p>d) King's birthday</p> <p>e) none of the options</p>	

<p>USE OF COMPARATIVES.</p>
<p>Create comparative sentences with the following information. 10 points /</p>

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1. ADJECTIVE: Friendly.
Chileans v/s English people.

_____.

2. ADJECTIVE: Interesting.
Indian culture v/s Australian culture.

_____.

3. ADJECTIVE: Big. Australia v/s Chile

_____.

4. ADJECTIVE: Fun.
Oppikopi festival v/s Thanksgiving.

_____.

5. ADJECTIVE: Important.
The Queen's birthday v/s my birthday.

_____.

WRITING. 8 points/

In this part, you will be given a piece of paper with the name and image of an outstanding person seen in class

You will have to write about that person in your Instagram account.

The paragraph must have between 70-90 words and the following information:

-Name

Instagram as a tool to increase Cultural Awareness.

-Place of birth
-Nationality
-What did he/she do? Why is he/she important?



3 likes

jael.ige NELSON MANDELA:

He was born on 18th of July 1918
Nationality: South Africa • he si first president
of South Africa, it was prisioner politician and it
was most famous in the world and led anti
apartheid movements

2 DAYS AGO



Figure 1. Picture of the writing part Test Unit 3
‘‘Outstanding people’’. Taken from @jael.ige

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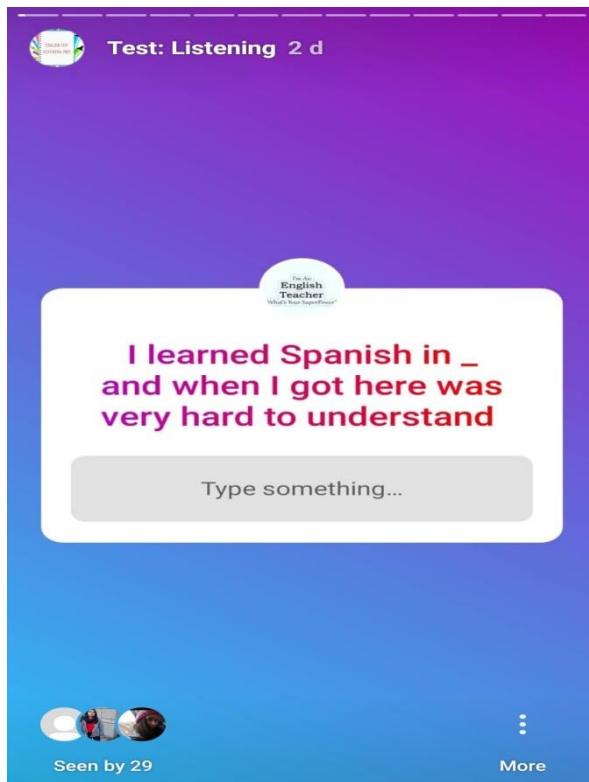


Figure 2. Picture of the listening part Test Unit 3. Item 1, fill in the gap with the word you hear.

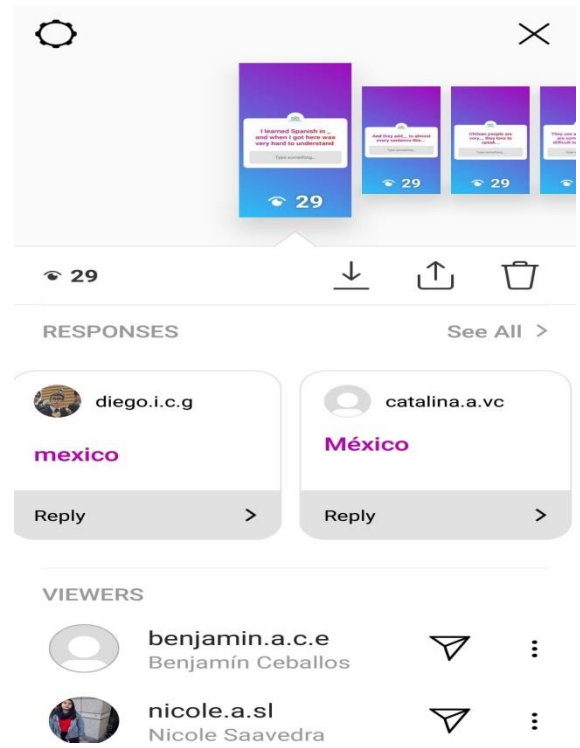


Figure 3. A picture of students' answers in Item 1.