



# Reviewing the Impact of the Folk Music Resurgence and The New Latin American Song: an Intercultural Science for Teaching English as a Foreign Language

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## Abstract

This article reflected on the theme of the cultural identity, cultural awareness, interculturality, multiculturalism, among others contextualized in a course of English as a foreign language, presenting a proposal for pedagogical intervention based on workshops on the Latin American Folk Music and New Song movements, including reflections on the hope, equality, and social justice that were at the heart of the revival of popular folkloric traditions in North America in the 1960s and 1970s; and in Latin America in the 70s. Regarding the methodology, it was based on the qualitative method, to collect the information, an interview was used in which 26 teachers in training participated and a diary was made by the teacher-researcher, as In conclusion, the responsibility of this to integrate the topic of culture within English courses is highlighted. To achieve this objective, a pedagogical intervention proposal was included, which can be included in any English course.

**Keywords:** Folk music revival, interculturality, intercultural awareness, ELT culture

## 1. Introduction

Globalization as a phenomenon has been conducive to the encounter between cultures, becoming a vehicle for promoting the learning of the English foreign language, by facilitating interaction between peoples, who seek to converge with communication, which enables business contacts and opportunities, for the new generations.

This tendency has typified the problem of the acquisition of the American language, by allowing the interconnection between both native and foreign speakers, which, added to this condition, leads to recognize the influence of the encounter of cultures, which together with the interlocution that has occurred in aspects such as: the economy, politics, business and technology, among others, have fostered new dynamics in which the collision between different civilizations is attenuated.

Due to the considerations embodied up to here, the relationship between learning a language and cultural awareness is possible, which in the words of Kamsch (1998) are the link between the forms of expression of the self and the encounter with other experiences, the foundation where the Language is conceived as a form of expression of the cultural environment, hence the need to be taken into account in the teaching of a foreign language, as it constitutes an essential and integrating element when learning a language.

To strengthen this idea, Byram, Nichols and Steven (2001) are mentioned for establishing that language and culture must be shaped simultaneously, recognizing as mentioned by Baker (2012) that the insertion of cultural issues in English courses, promote the development of diverse, attractive, eye-catching content that facilitates communication in the foreign language.

Thus, the interest in linking cultural aspects to the teaching of the language allows those who know it to be able to act in accordance with each social situation that arises, facilitating their integration into diversity and the variables of the environment. language, a reflection of the way of life of a people and its adaptation, by integrating it into their being.

These substantial aspects can be achieved through the use of songs that are reflections of artistic, traditional, and political movements, which for this study are related to the new Latin American song and the resurgence of folk music in the United States, as they are associated currents. to political and social issues, which had a great incidence in the historical moment, through which its singer-songwriters went through, who expressed their position through their musical and folkloric productions, seeking to denounce the problems of society at that time and leaving alive the memory of a people

### 1.1 Literature Review

#### 1.1.1. Incidence of the revolutionary movements of the new Latin American Song and folk music in the United States, in the teaching of English culture

The repercussion that the various Latin American social movements, which emerged in the middle of the 20th century, have had on language teaching is undeniable, due to affectations such as: multiple migrations, international communication, racial protests, movements against social inequality, as well as the feminist current, which indirectly

influenced the musical taste of the inhabitants of that time, for feeling fully identified with the themes denounced there, giving rise to a deep, critical and theoretical analysis of all these phenomena.

It is there where a new sociolinguistic perspective begins to gain momentum, compared to the teaching of English, within which cultural elements manage to affect the design of the curriculum, proposing various changes, which have influenced the pedagogical behavior of the teacher in the classroom. , for discovering the cultural elements in the music of that time.

In this line of discussion, authors such as Areizaga (2000), Areizaga (2001), Byram (1997), Byram and Esarte-Sarries (1991), Byram and Fleming (1998), Kramsch (1993), Scovel (1994), Tylor and Sorenson (1961) and Valdes ( 1986) among others, forrevalidating the pedagogical action of the English teacher, so that they open up to cultural elements, considering them as factors inherent to the teaching processes of a foreign language, thus, from the 1960s, the existing relationship is emphasized between linguistic aspects, social phenomena and cultural references, the latter taking a new connotation in the teaching of a foreign language, as they are included without neglecting the grammatical aspects of the language, which are still being worked on today.

And it is there where the discipline of the field of sociolinguistics begins to take on a new dimension, thus emerging new studies in this area, opening the analysis of discourse, associating it with various factors that affect its interpretation, highlighting at the same time, the need for study culture in relation to linguistic phenomena, which occur within a speaking community.

With this new look, culture includes, converges and puts into dialogue different epistemological considerations, which lead to enable its implementation within the English language teaching programs, denoting relevance in the analysis of the ways of life of its inhabitants, as well as the linguistic aspects of the language, which you want to learn.

In this line, reference is made to Stern (1992) for raising the need to include the way of life of the speakers, their ways of thinking and acting, within foreign language courses, proposing the development of a curriculum centered on the teaching of culture, based on the reality of the speakers, which, according to this author, defines the use and interpretation of the language.

It is necessary to note that the aforementioned author explains that whoever learns a language approaches the way of life of its speakers, the ways of thinking and even dreaming, in this sense, he considers that the teacher must contextualize the language, because it is there the place where you can learn about the culture, analyzing the actions, as well as the ways of living and speaking.

In order to understand and explain the sociocultural transformations that have arisen from social movements and transformations, two cultural trends are mentioned, such as the new Latin American song and the resurgence of folk music in the United States, because through its expression of thoughts and ideas related to political and social issues, had a wide impact on the teaching of cultural aspects, which, attached to linguistic elements, promoted the acquisition of the English foreign language, by allowing assertive communication based on a new look, compared to the task pedagogy of the teacher, which together with the development of critical thinking, opened up an innovative task.

### ***1.1.2. Folk Music and the New Latin American Song as an element of cultural immersion in the teaching of English***

In order to have an idea of the effect that music had on the teaching of the cultural aspects of the foreign language, Brooks (1960) is mentioned, who specifies that the cultural approach leads to analyze the beliefs, as well as the behaviors observed in patterns that can be perceived in aspects of the thought and daily activity of the speakers.

Precisely for this reason, he considers that a study should be carried out on the different cultural manifestations, proposing a series of topics that must be studied and contained within the curriculum, which forms part of the learning of a language, among which music is suggested to reflect the values of society and the individual.

He then suggests that cultural themes should be presented in English classes, which in this case are consistent with the study and analysis of music, as well as its folklore, as they are representative elements of beliefs and forms. of living and thinking of a society.

There is much to be said about the effects of music, as a representative source of the cultural aspects of a society, it is worth adding that for this study, the new Latin American song is discussed because it is an artistic movement born in the 60s, which, based on the perspective of Antequera (2008), restores and remakes the bucolic and melodious principles and compendiums of the rhythms of Latin America, to refer to issues such as: inequality, freedom and hope, assumed as a social demand and by the principle of equity and democracy in the face of the conditions experienced at that moment in history, in Latin American contexts.

From here it can be asserted that this music arises as a reaction against the forces of the State on the inhabitants, in response to the aggressions and abuses, vindicated by their beliefs and their nonconformities, in the face of the intransigent and repressive authority of the regime lived in that At the moment, especially in Latin American contexts, therefore, it constitutes a form of demonstration against both social and political inequity, seeking to be avant-garde in an exploration of ideals of justice.

It is specified before continuing that this phenomenon is perceived in the same way in the United States, where artists sang to rebel against capitalism, as Velasco (2007) clarifies, they stood out for creating music with moderate political content, characterized by using popular rhythms, such as rock and roll and country music.

Based on the theoretical-conceptual premises that guide this section, the need to address the issue of the New Latin American Song and the emergence of American Folk Music, for dealing with elements of cultural content, which, as

Hernández and Samacá (2006) point out, require the affirmation of those who are learning a language, in addition to being part of history, the memory, beliefs and traditions that correspond to the particular American context, which should become an integrating element of an English course, for this reason it is suggested that the learners compare, evaluate and analyze the topics, contrasting them with the experiences lived within their local context, to achieve greater motivation, arousing their interest by identifying this learning as a content that increases their desire to learn and to know or discover another culture similar to or different from their own.

As primary sources, the works of Grinstead (1997) who refers to Chomsky (1988) for recognizing the need to develop content that is striking and suggestive for students, seducing their charm and attracting their motivation and above all their desire to learn something that is fascinating, when is immersed in a process of learning the English foreign language, for this purpose, it is suggested that songs be used that facilitate the discovery of cultural traits, to be able to record the appropriate uses of the language, according to the context where it is used, giving meaning to the statements, in a foreign language.

When arriving here, aspects such as: musical groups and the content of their songs should be considered, identifying those that are quite significant due to their social and cultural content, in such a way that while learning the foreign language turns out to be an activity, entertaining, interesting and disturbing, in such a way that the way of teaching encourages the development of socio-intercultural competence.

Examples abound and for this Dewey (2010) is mentioned, who reveal how music has become a phenomenon of global natural impact, promoted by the exhibition of cultural icons that have come to become symbols, until obtaining popularity in various parts of the planet.

Another significant example is presented with the New Latin American Song and with American Popular Music characterized by dealing with messages related to social issues, as well as the experiences of writers and composers; A way of explaining this idea is established by Cortés (2019) when he states that this type of melodies reminds the memory of significant events for those who compose them, taking as a reference the experiences that occurred in certain sociocultural environments, which are reflected in this type of music. songs, taking into consideration emotional factors that evoke factssignificant, characterized by the social convulsions of the moment, for which those who listen to them feel identified with the feelings and thoughts contained in this type of melodies and their own worlds.

It is convenient to expand this idea by delimiting Palacios and Chapetón (2014) for explaining that this type of music promotes the association of memories and experiences of those who listen to it, in such a way that they can identify themselves, presenting themes related to events or episodes experienced, as well as their feelings that turn out to be significant, in addition to prosecuting the preservation of heritage cultural, by entering into dialogue with the fundamental elements for learning a foreign language, generating a connection with the social facts related in the song, feeling connected and identified and emotionally involved.

### **1.1.3. Cultural and intercultural awareness**

Today more than ever when inhabiting interconnected environments, it is necessary to know the cultural characteristics, the ways of relating within a community, the religious values, the geographical situation, which, associated with the linguistic elements, allow us to have knowledge about the contextualized use of a language.

These premises lead to addressing the issue of intercultural awareness, by establishing the corresponding recognition of the mother tongue, enabling their understanding and respect for the foreign language and the native language, with the purpose of being able to interact communicatively.

Choplek (2008) is brought, who identifies two types of culture, the Big -C and the small -c, the latter includes attitudes, assumptions, perceptions, norms, values, social relations, customs, as well as the celebrations and all those manifestations of society, while the great culture C- groups the arts, music, theater, dances, literature and rituals, locating here the Latin American song and the folk music of the United States United, whose rhythms and songs prevail in their surroundings.

In this sense, it coincides with the statements of Hernández and Samacá (2006) for recognizing that the cultural component is part of learning a language, for making social behavior known, indicating guidelines that allow dominating situations of tension that promote recognition of other cultures, which is why teachers can be considered promoters or leaders of a changing multicultural society, where those interested in learning a language are immersed.

It is recommended, then, that English teachers promote the understanding of the culture of their territory, in order to enter into dialogue with that of the language being learned, in such a way that both can complement each other, adopting a critical position, where the voice of the other and hence the need to recognize the responsibility that teachers have when dealing with cultural issues within the English class, to strengthen the language more naturally and realistically.

Etymologically speaking, Dervin (2016) is mentioned for defining the prefix inter as interaction, context, recognition, power relations, simplicity alternated with the theme of complexity, intersection and ability that refers to intercultural identity, placing it beyond of race, ethnicity, nationality and language, that is, it emphasizes the ways of living within a community that influence the appropriation of a language.

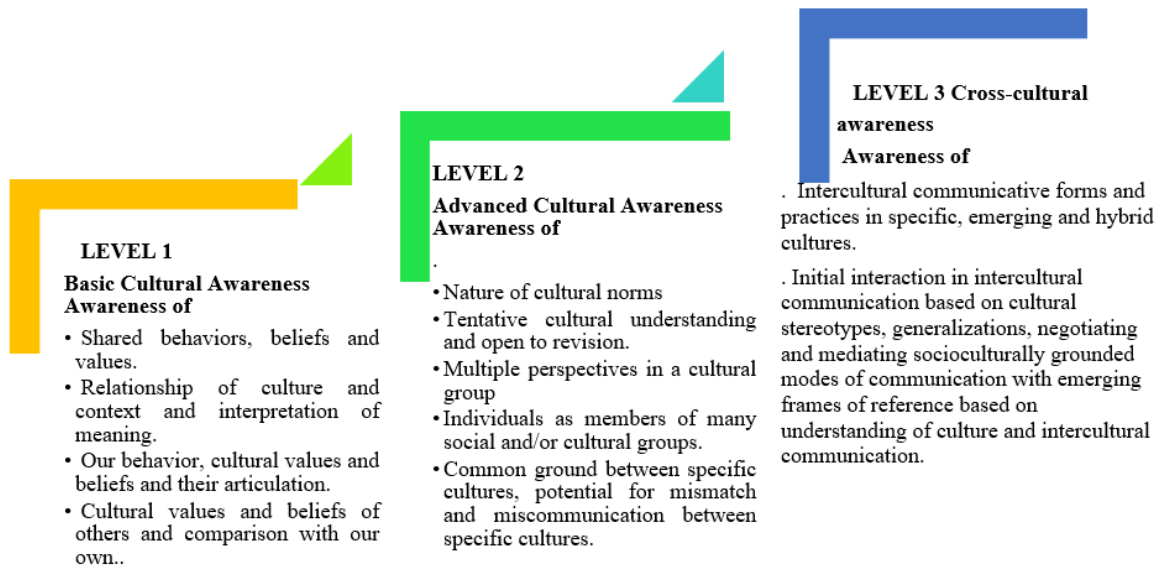
From there, the importance of education stands out, for promoting the difference based on respect, on the recognition of the other and of their culture, always striving to strengthen the maternal culture as opposed to the one that is being learned, a role assumed especially by the English teachers, who must affirm their cultural identity, showing the differences and similarities between different cultures.

To understand and broaden the issue of cultural awareness related to the changes and symbolic conditions of culture, as a practice of communities and their ways of acting, which are part of cultural identity and new dynamics of behavior, it

is important approach Baker (2012) who talks about intercultural awareness in the field of practices and comprehension frameworks of communication in real time, therefore, it is necessary for the English teacher to know these factors that determine comprehension, the analysis and identification of cultural components, while developing communicative competence in their students.

From what has been said so far, it can be deduced that this perspective focuses on the individual and on their way of acting within a multicultural scenario, proposing that this competence be developed at different levels, which can be evidenced in graph one (1). which includes at first, a basic level, up to the high level.

This author, Baker (2012), specifies that in order to reach the high level, a specific order must not be followed, so it is possible for a speaker to have an awareness of the cultural elements of a foreign language, and then, can reach a certain degree. awareness of the characteristics that correspond to their own culture.



*Graph 1. Levels of cultural awareness. Elaboration based on Baker (2002)*

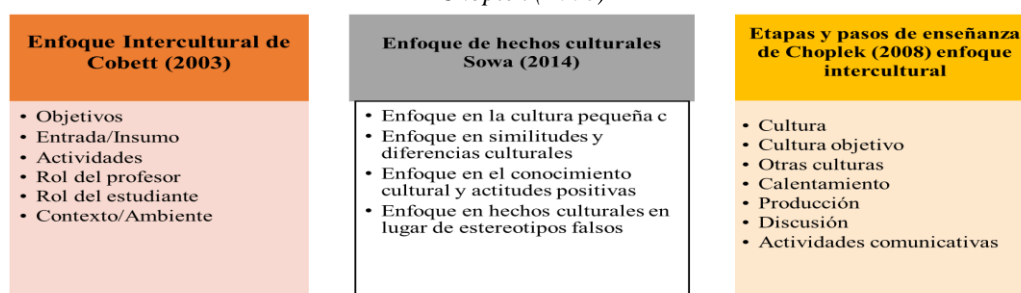
All these levels highlight the miscegenation, interaction and contact that people acquire when they interact with another language and therefore with another culture, emphasizing the degree of mastery that one has, as well as the perception of the world of people who speak a language. , which in this case corresponds to English, therefore, the application of a variety of strategies is suggested that allow you to come into contact with people of other languages, thus avoiding misunderstandings between one language or another, of course it is maintaining their principles and cultural attachments, seeking to establish a dialogue with those corresponding to the language they are learning.

To this is added the importance of the teacher, who has the responsibility of publicizing those cultural elements that allow the integration and combination of the student's culture with that of the English language, of course without losing their identity, for which tolerance, acceptance and strengthening of their culture are required.

Note the need to include within the curriculum, those cultural elements corresponding to the English foreign language, which lead to understanding the very life of foreign speakers, always seeking to show empathy and a high degree of acceptance, avoiding stereotypes, to encourage critical opinion towards other cultures, in contrast to their own.

On the other hand, one can observe the contribution about the integration of intercultural awareness in learning English as a foreign language, with authors such as: Cobett (2003), Sowa (2014) and Choplek (2008), who introduce other elements to the framework of intercultural awareness, with new approaches that are shown in graph two (2).

*Graph (2). Approaches Intercultural Awareness. Elaboration based on the authors Cobett (2003), Sowa (2014) and Choplek (2008)*



These new teacher practices, gain strength by recognizing the need to identify approaches that allow the development of cultural awareness, to achieve this purpose, various authors among those referenced above, have presented other

possibilities to impart this knowledge in the classroom, first of all. instance, there is the intercultural approach proposed by Cobett (2003) who exposes an approach to the complex diversity of society, which corresponds to the culture of the foreign language, with an ethical and pedagogical perspective, focused especially on the social relations that occur within a community, for this you must have the principles of equality, respect and recognition for the other, it also includes some elements corresponding to the structure of a class, to be included when teaching the foreign language.

It should be noted that, in this approach, the heterogeneity in the ways of living within the communities is given strength, hence the importance given to the context or environment where they take place, the forms of interaction between the members of a community, seeking thus achieving cultural learning objectives, which allow a successful communicative development.

Let us then approach the second approach, based on the cultural facts proposed by Sowa (2014), here we can observe human behavior and the way in which they operate and act within a social system, recording those forms of life that can be contrasted with the modes of development of society in a given context, in this sense, the cultural transcriptions expressed and shared by different social groups, associated with the modes of language use in different situations, will be very useful.

The last approach concerns the teaching of culture proposed by Choplek (2008) whose base is based on the recognition of other cultures, which become the learning object of the courses, proposing the development of various communicative activities, whose foundation be an approximation towards the culture of the foreign language, focusing its gaze on the development dynamics of the communities, in whose places the dynamics of a society are experienced, in order to identify the cultural traits, which associated with language proficiency, open up other possible worlds.

Finally, the concept of cultural awareness is highlighted, highlighting the role of the language teacher, who may opt for one of these proposals to include the teaching of culture within English classes, taking as central elements, autonomy and academic freedom, to select the most appropriate, but always based on the development of activities that take into account cultural characteristics.

## **2. Method**

The methodological approach of this article was developed considering the fundamentals of the qualitative method, taking into account the approaches of Ortiz et al. (2021), who give importance to the voice of the researcher, recognizing their interpretive acuity, another of the reasons that motivated their selection. It was because it allows knowing, facilitating the approach to culture, awakening cultural awareness, framed as a fundamental axis for the development of this study.

It should be noted that, in the data collection, the considerations presented by authors such as Camargo and Ramírez (2020) were taken into account, who highlight the use of the interview and the teacher's diaries, as they are instruments that allow us to glimpse the perception of teachers in training, in this case related to the pedagogical proposal under study in this article.

### **2.1 Participants**

In this investigation, the researcher, who proposes the development of the intervention, participated in the first instance, in the same way, there was a group of practitioners, 26 in total, their ages ranged from 21 to 23 years who were developing their teaching practice with adolescents, in a district school in Bogotá.

## **3. Results**

Within the framework of the results, it was decided to venture into the development of two actions by the researcher: in the first phase, an instructional design was proposed, where communication skills, grammar and vocabulary were addressed; emphasizing the themes of Latin American and English music that made known cultural traits, which were part of the intervention, carried out in the context of teaching practice.

It should be noted that the songs proposed in this instructional framework were selected taking into account the social criteria of their content, in such a way that the problems of inequality and disparity between a community were reflected, thus, it was possible to promote the expression of thoughts on the themes contained in each of the songs worked.

In a second phase, the practitioners were asked about the effectiveness of the pedagogical intervention; seeking to analyze if the proposed themes were related to cultural identity, cultural awareness, interculturality, multiculturalism, among others.

The following section presents the instructional design proposed by the researchers, where the incorporation of the previously mentioned elements can be verified, within an English course.

### **3.1 Instructional design**

Now the presentation of the proposal or pedagogical intervention included in this investigative approach will take place; which contains seven themes, which were developed in six units, whose fundamental basis was the use of melodies from the new Latin American song and American musical folklore between the 60s and 70s, for containing messages related to various social issues, as well as for recounting the experiences of singer-songwriters, with which it was intended to take into account the teaching of culture in an English course.

It is highlighted that in this workshop proposal, the students were transcendental, recognizing their active role, since they did not dedicate themselves solely to listening, but on the contrary, they made an analysis, a synthesis and an

evaluation of the contents developed in the songs. For this reason, once the guides were finished, they had to capture their ideas and thoughts and thus generate new knowledge and an appropriation of it, contextualizing it with the reality they lived at that time.

It should be noted that, in each of the workshops, a historical and personal explanation of the composer was included, as well as a musical theme, with which it was intended that the students would get involved in an exercise of reflection and contrast with the reality so convulsed, who lived in the Colombian context of the moment.

On the other hand, various sources were made known, where they could expand the information regarding artistic movements, on websites, video documentaries, images, audiovisual presentations and some other additional aid, in order to achieve an approximation to the structures of the language, clarifying that this was not the central purpose of the exercise, but on the contrary, what was intended was for the participants to make an analysis of the cultural elements, while they were acquiring the foreign language.

It is important to explain that this pedagogical bet includes the theme, with a workshop, as well as a purpose to be achieved by the person who develops it, a space called the cultural capsule, which provides some indications for the student to approach the theme dealt with in the song and contextualize it with its cultural reality, which seeks to generate an awareness that highlights one's own values, to establish a dialogue with those that correspond to the foreign culture, finally, the grammatical topics are presented, which are expected to be treated within the song, specifying in turn the focus outlined in each of the themes developed.

*Table 1. Proposed pedagogical intervention, to be implemented through workshops. own elaboration*

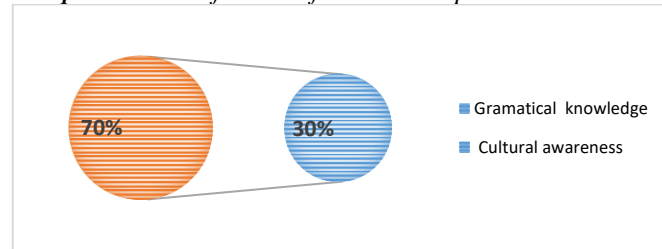
Issue	Workshop	Results	cultural capsule	English language components
<b>Introduction: Concepts and Context</b>	1. Singing the world since the 60's	Participants recognize the Folk Music Revival and The New Song.	What do these two movements mean and what is the purpose of these classes?	Simple past and present tense Describe social and local actions
<b>The New Song in Colombia.</b>	2. The land we came from	Students analyze and discover the vision of Colombia from artists from different times in history.	From Gallinazus to Marta Gomez: Rhythms, stories and messages of his songs. Songs: Confesion-Marta Gómez Mi país- Pablus Gallinazus Mi país-Guillermo Calderón	present perfect Listen, process and use information. Express agreements and disagreements.
<b>The New Latin American Song</b>	3. Ideas that underlie compromised music.	Students learn about the early representatives of the movement and discover the stories and lessons of the songs.	field and equality Songs: Gracias a la vida- Violeta Parra versions by Mercedes Sosa and Joan Baez America- Quilapayún El arado- Victor Jara Debo-Silvio Rodríguez America novia mía-Inti Illimani	past perfect Create imaginary texts.
	4. Latin American and North American Movements	Learners interpret the tone set by La Nueva Canción Latinoamericana.	Rhythms in a polymorphic cultural discourse. Songs: Juana Azurduy-Atahualpa Yupanqui Vuela bajo Facundo Cabral Popularico- Amparo Ochoa	First and zero conditionals. Analysis of possible solutions to inequality and injustice.
<b>Folk music and Bob Dylan</b>	5. Folk legends in the United States sing their thoughts. The 2016 Nobel Prize in Literature was awarded to Bob Dylan.	Students explore folk music in the United States since the folk music revival movement. Students discuss how Dylan created new poetic expressions.	United States: The pole of musical radiation, the need for change and criticism. Songs: Blowing in the wind - Bob Dylan Where have all the flowers gone- Pete Seeger Donna donna - Joan Baez Nine Hundred Miles-Barbara Dane Talking about revolution - Tracy Chapman Democracy - Leonard Cohen Read and interpret the song and lyrics of Dylan's.	Direct and indirect speech Support opinions with valid arguments. Understand a news
<b>Current times</b>	6. Contemporary problems,	Students search for and analyze songs that express moral and emotional attitudes.	Discover current artists who sing to reflect and talk about social and personal issues.	Subject and Object Pronouns Report ideas about the point of view discussed
<b>Assessment</b>	7. What did I learn?	Students define their understanding of the movements and express their ideas on the topic.	Songs: Ojalá que llueva café en el campo by Juan Luis Guerra Yo vengo a ofrecer mi corazón -Fito Paez Plástico-Ruben Blades	Modal verbs To make suggestions Justify points of view

### 3.2.

### 3.3. Analysis of the information collected

In this section, the graphical representation will be given, which collects the opinions of the practicing participants, seeking to give a description of the data, which evidences the findings identified in this study.

**Graph 3. Central focuses of the workshops. own elaboration**

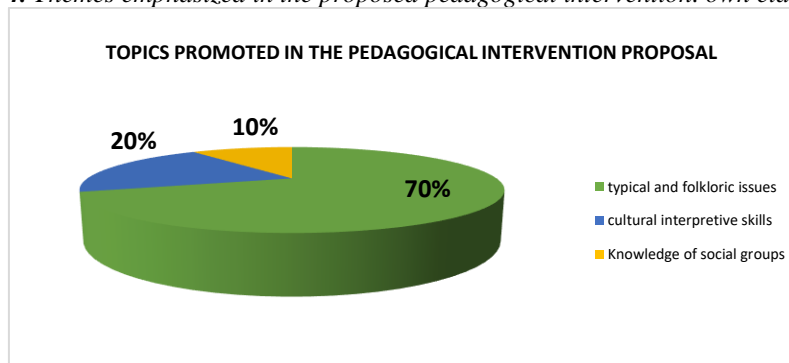


In graph number three (3), we inquired about the topics developed in the workshops, examining which had the highest incidence, with the result that 70% of those surveyed responded that it was about cultural awareness, opening the possibility of recognize the interconnection of the world, which leads to the meeting of cultures, emphasizing the need to be tolerant and respectful, especially in the face of the ways of thinking and opinions of people who come from other contexts, a fact that requires understanding cultural traits, exalting that in regards to ways of living, in some cases, it is important to make a fusion of those customs or habits, which frame the lifestyles of the various communities.

It was also detected, with a margin of 30%, that grammatical topics were worked on, an issue that turns out to be important, since it is necessary to generate a dialogue and permanent communication between the aspects of the language, highlighting the ways of life of those who speak it, because many implications can be identified there that allow contrasting and differentiating cultures, assuming that at the same time that they learn to have linguistic competence, they can recognize the appropriate forms of communication, which promote effective dialogue with those who use the foreign language, in this English case.

It is disclosed by means of this graph, the topics that obtained the highest frequency within the workshops, which were part of the pedagogical intervention.

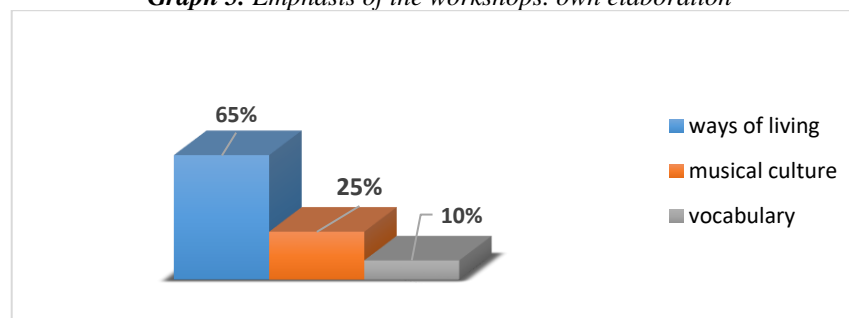
**Graph 4. Themes emphasized in the proposed pedagogical intervention. own elaboration**



In graph number four (4) we inquired about the cultural issues promoted in the intervention proposal, showing a tendency for the development of typical and folkloric themes, with 70%, denoting the importance of cultural awareness, since it is necessary to recognize the characteristic features corresponding to the local culture, contrasted with those of the global culture, valuing the different ways of living of people, making visible the daily activities in a given community, which are part of the culture.

Finally, graph number five (5) is presented, which illustrates the cultural issues in which greater emphasis was placed in the workshops that were part of the intervention.

**Graph 5. Emphasis of the workshops. own elaboration**





In this case, in graph five (5) we inquired about the themes that were most frequent in the workshops proposed within the pedagogical intervention, identifying with 65% the ways of living, so things are essential to record that now that The world is more interconnected than ever through technology, societies have the facility to contact people from all over the world in a matter of seconds, breaking the barriers of time and space, so it is important to understand the similarities and differences that exist in the field related to customs and lifestyles in each of the communities, likewise, taking as a fundamental basis the musical themes of the Latin American social song and American folklore, it is recognized in a margin of 25% that the workshops fulfilled this purpose.

#### 4. Conclusions

The ideas embodied up to here lead to the recognition of the research teacher, as a subject who must solve various problems on a daily basis, based on the identification of needs, on his observation process, on his criteria and on the need to implement those actions that allow him to solve the difficulties that arise, which in most cases become challenges, therefore, the teacher of this new century must be an inquiring, observant and analytical teacher of his own pedagogical exercise, always contrasting it with the theories that are emerging, while he is developing his classroom exercise.

In this research, then, the role played by the teacher as a researcher is recognized, for the identification and implementation of a proposal, which sought to solve, through an intervention and pedagogical innovation, the difficulty faced by English teachers in this was to teach culture, which in this particular case is associated with musical themes, whose contents allowed an emotional and conceptual connection to be established, given the complaints that were made there, and the experiences that those who listened to it were going through, all this .It allowed to publicize the cultural traits of a society in a pleasant, participatory and committed way.

In this way, it was possible to establish a connection between the contents developed in this type of melodies and the cultural elements represented in their lyrics, as long as there is a permanent respect and recognition for the cultural elements, which correspond to the language. maternal, promoting cultural awareness, which safeguards their customs and idiosyncrasies and openness to new cultures.

It is undeniable, then, the great responsibility that English teachers have to teach culture as an integrating element of a language, which is why it is pertinent to suggest that the implementation of this knowledge should be based on acceptance, positive assessment, respect for difference and diversity, fostering empathy for the approach to other cultures and critically reflecting with a look of identity and respect, for the cultural principles that correspond to the native language, promoting understanding at all times in front of the cultural theme, which makes it possible to analyze the reality and ways of living of those who speak the foreign language and their perception of the world that surrounds them, identifying those cultural elements that allow them to enter into dialogue with ours, thus dignifying, cultural conditions and ways of life, freeing them from prejudices, to take an impartial and critical look, which leads to respect for foreign culture and recognition of our cultural traits.

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