

**Filmmaking in the Classroom: Fostering Motivation and Intercultural Awareness of
Intermediate EFL Students through Multimodal Pedagogies at Institución Universitaria**

Colegio Mayor del Cauca

Research Report

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Abstract

This proposal focuses on analyzing the impact of the implementation of filmmaking in the EFL classroom. This research was carried out with intermediate ELT students enrolled in the English program at Institución Universitaria Colegio Mayor del Cauca. It is proposed a methodology based on multimodal pedagogies, in which students make sub-products through different modes of communication in order to articulate the final product, a short documentary. Regarding the data collection there was an initial survey, a teacher's diary, student's artifacts and a focus group. Through the implementation of the pedagogical proposal it was found that filmmaking (audiovisual production) had mostly a positive impact on students' motivation towards language learning and intercultural awareness. This research can serve as a reference in terms of methodology and tools, in order to increase motivation of language learning, as well as to improve the lack of intercultural awareness on communities like the one identified previously in this study.

Keywords: multimodal pedagogies – filmmaking – motivation – intercultural awareness

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Introduction

Problem Statement

In my experience as a teacher, I have fought a personal battle to create an English environment far different from that of the traditional classroom. I have realized how students find themselves living in a quite similar atmosphere of their schools, which can be boring, tedious and repetitive. It is true that we teachers must be creative but, when you have to create a curriculum based on a guide book and have follow it from beginning to end; you can feel frustrated by the limitations. That is why I have decided to carry out a project based on multimodal pedagogies using filmmaking in order to diversify the ELT environment and to motivate students with something else, something different in the classroom. Multimodal pedagogies deviate from the verbocentric approach which is based mainly on written and spoken forms of communication; instead, multimodal pedagogies facilitate the integration of culture in the texts students design (Álvarez Valencia, 2021). The goal was to integrate new technologies like cell phones and computers to make a short documentary project that inspires and motivates students. The project was to be planned, organized, and presented in the target language allowing students to explore topics related to culture and giving students a way contribute and express themselves in the class.

Nowadays, filmmaking is not an exclusive activity of professionals in the matter. Any person can become an amateur filmmaker. As I said before, different technological tools are quite accessible now. A video camera, a photo camera or a cellphone with a camera can be used for the job. Students also have access to free editing software people can download from the Internet. The really important aspect here is the idea you have and how you are going to develop it through film. Taking this into account, I decided to implement filmmaking in the ELT

classroom. I have done it on repeated occasions with students of a wide range of ages and language levels. They have manifested mostly positive opinions about it, from “It was fun”, “It is creative,” “It is innovative,” “It is different,” “I learned not just about English but also how to make movies too,” “It was hard but I liked it” and so on. And as for me, it is quite rewarding to see the final products and share with all the class the result of their hard work.

Nevertheless, I feel that such results can be improved by having a more focused goal. This means, even if the students make the films based on their own context, they lack an intercultural communicative approach. They make the films thinking as Colombians for Colombians, or Payaneses for Payaneses, or even students for students, but not for a wider audience. There is a necessity of including ICC in the process. Students need to transcend the classroom from the conception of the idea for the film, through the writing of the screenplay, and the shooting itself. Students must keep in mind the target audience to whom they are going to show their films. This could not only generate a sense of awareness towards the other cultures, but also increase self-awareness, creating a sense of identity, belonging, and appreciation towards their own. Filmmaking would absolutely offer students a more significant experience through the process of learning a foreign language, as they would find it serves a real-life and practical purpose of getting to know others, and letting others know about them and their culture. With this in mind, I pose the following two objectives:

- To examine how implementing a filmmaking project increases students’ motivation towards learning English in an intermediate course at a public university.
- To analyze the impact of implementing a filmmaking project on the development of intercultural awareness of intermediate English students at a public university.

Justification

The relevance of this work lies in the need to give answers to a problem I have identified as a teacher in the place I work; also, to diversify the traditional methodology with new approaches and tools. In the city of Popayán, Cauca, the *Institución Universitaria Colegio Mayor del Cauca* has a great reputation and a long trajectory in the teaching of EFL. Its English program or extension program as it is also known, it offers English courses for the general public from 8 years old on in three different categories: kids, teenagers and adults. The project was implemented in an intermediate level course in the category of adults, in which students from 14 years old on are admitted. During the 4 years that I have been working in the institution, I have noticed that even when the curricula of this institution involves different aspects to make learning more integrated and attractive, there are some flaws. One situation that caught my attention is the fact that using a guide book can be boring and tedious to students, resulting sometimes in reluctance to participate in class activities, low levels of performance in the learning process, or even drop-outs. To face this, I decided to carry out course projects using different media tools, giving special care to filmmaking. By doing these projects, I identified another problem which was not initially evident: there wasn't any relation to the cultural dimension since students were solely developing the assignments and projects from an academic perspective. There was little or no attention given to the intercultural communicative competence (ICC).

As a result of these observations, I thought it was quite necessary to properly address both the lack of student motivation due to the unfulfilling classroom environment and the lack of attention given to the intercultural aspect of language learning in order to promote a more significant learning experience. Thus, this research proposal aimed to address those aspects

mentioned above through a filmmaking project in which I integrated ICC by means of multimodal pedagogies, in which students explore different modes of communication to create meanings. Additionally, they can expand their view of what language learning entails and what communication means in our current communication landscape. As Álvarez Valencia (2016) mentions:

The changes in the communication landscape and textual habitats of people have impacted the processes of design, meaning-making, negotiation and dissemination of meaning. In turn, this has yielded ramifications for education in general and for second/foreign language education (S/FLE) in particular. (p.1)

Thus, this process helped students develop their products with a wider audience in mind, raising their intercultural awareness to include others to improve self-awareness and development of their own identities in the world.

The project also aimed to increase their motivation by feeling that they were doing something different from the usual ELT classes, something that could be rewarding and worthwhile for them in terms of attitude, learning and personal growth. Students were in contact with different technological devices and tools, as well as they were able to switch modes of communication like the linguistic, the visual and the aural. In other words, they had the chance to get away from the traditional ways of learning to lead their own learning process through a methodological alternative that enabled them to explore different aspects of the cultural dimension; to know more about their context; and to make meaning by means of written words, still/moving images, sounds, drawings, and spoken words.

As for the institution, the pedagogical innovation constituted a way of fostering the diversification of methodologies by implementing unique tools and intercultural explorations that

eventually contribute to a better and integrated preparation of EFL students. The study has the potential to maintain and strengthen the institution's reputation regarding the good quality of instruction in the foreign language. Finally, for me, this pedagogical project was satisfying because I was not limiting myself to a static curriculum; I explored my own creativity and brought to the classroom more than I was asked to give.

Literature Review

Introduction

This literature review aimed to explore the concepts that supported this study. The purpose of the study was twofold. As it was mentioned before, on the one hand, the study aimed at increasing students' motivation in the ELT classroom; and on the other hand, it aimed at building up students' intercultural awareness in the classroom. These aspects are integrated through a project based on multimodal pedagogies, and since the use of technology in the educational field has grown at a fast pace, this work will hopefully add some relevant information to these educational trends.

The scale of this review is fairly enough to cover all the fronts that the study encloses; it includes key concepts that help to understand the nature of the research and to delimit its scope. Here we define filmmaking: the use of techniques and language to create films; intercultural awareness: the consciousness of the cultural diversity embodied by others; and motivation in ELT: the willingness to learn a language. All these themes are the foundation to this research, which seeks to contribute to a topic that is not in its maturity yet, but that has been expanding with different studies appearing and evolving as technology has done it. But before addressing these concepts a background is necessary in order to understand what previous research informs the current pedagogical implementation.

Background

Filmmaking in the Language Classroom

Several research studies have been carried out regarding the use of video in the classroom. Due to the fast pace of technological evolution, its accessibility is easier and with that, literacies have to be adapted to new media. In that way, these concepts have expanded or

new ones have been born. In the educational field, the inclusion of different technological tools to diversify learning environments has grown. These studies give me a wider view of possibilities on using Filmmaking as a learning tool as well as the contexts where it has been applied, which leads me to inquire about the saturation or innovation this tool can bring to the field.

Bahloul and Graham (2012) highlight the importance of diversifying the learning environment to create a more significant learning and collect a number of experiences from other researchers who have implemented film in the classroom. This reflection gives a glimpse on the wider use that education professionals are giving to this tool, getting away from traditional practices and integrating technological tools to their practices. In the introduction of the book *Lights, Camera Action and the Brain*, which gathers some articles related to the use of filmmaking in the classroom; also, Bahloul and Graham (2012) mention the following:

When I asked my students on an English grammar course to draw sketches of Grammar, the entire activity turned into one of the best experiences they had ever had. The sketches were followed by introspective interviews which were filmed, resulting in a short production which they all watched in class; it had a major educational impact on them. This is not simply because the visual aspect of the activity is highly pleasing. It is also because it is part of a fast growing culture they value highly, a culture where students are active authors of content. (p. 1)

This study touches on an important aspect, which is that it gives agency to students; it makes them the designers of their own learning. All of this takes place within an experiential learning process that involves alternative pedagogies that diversify the traditional approach in education.

The case study of the project carried out at the University of Valladolid, Spain, by Garrido (2012), aimed to simulate situations that tourism students might find in the future. The researcher analyzed the benefits obtained when filming role-plays activities for an English for Tourism lecture. The role-plays recreated scenarios in the fields of travel, hospitality, catering, among others. The study was done with 25 learners who were completing the final year of their studies in a Degree in Tourism. They were divided into groups of three or four. Over a week, they had to select different scenes and represent them. Through their representation, learners had to present problematic but possible situations related to the fields mentioned above and one member of a different group filmed them. Then, one viewer of each group was selected for a “committee of experts” to pay attention to any linguistic construct, based on a worksheet to evaluate grammar, vocabulary, pronunciations and some extra-linguistic aspects. For data collection, the researcher used the worksheet she provided in which four aspects of communicative competence were evaluated: grammatical competence, discursive competence, strategic competence and sociolinguistic competence. Also, the video recording gave the possibility of reviewing the learners’ oral language in order to analyze the extra-linguistic factors involved in the process.

The outcomes of the study showed that, on the one hand, when the learners watched themselves performing a role in a second language, it permitted them to observe their skills in a more objective way. On the other hand, peer correction was rewarding for the teacher because it saved class time and it allowed the participants to have a rigorous view of what aspects should be and should not be corrected. However, the activity was time consuming and not all the learners were willing to be video recorded. Besides, technical equipment is required and sometimes not

all the educational centers have it. Finally, the detection of linguistic difficulties led to subsequent remedial work which favored the final oral assessment of the subject.

Li and McComb (2011) carried out a study where they analyzed the impact of learning English, specifically vocabulary of ESL students by means of the analysis of a novel first, and then its adaption through filmmaking. The participants in the study were twenty-three undergraduate ESL students with linguistically and culturally diverse backgrounds in a large Canadian university. Participants from 15 majors were randomly divided into five drama groups, and contributed to the screenwriting, acting, production and postproduction of the film. The procedure of the project comprised two lines of tasks: drama activities and film production activities. Hence, two categories of groups were formed: the drama groups (five groups) and the production groups (two groups). Participation in the drama activities was compulsory, as it accounted for 15% of the final mark of the course. The students were randomly assigned to five drama groups to work collaboratively on the joint tasks. This included reading and discussing a random novel together, conducting research about the author and historical and cultural background of the novel. They also had to make decisions on selecting plots and cast, and negotiating different perspectives in interpreting characters.

This project not only opened up multiple opportunities for students' active participation, but also encouraged the students to form close bonds quickly to support intense coordination and interaction. Also, script writing in groups seemed effective to help students develop in-depth understanding of the register of characters' utterance and word meanings in contexts. By working with their peers, students wrote up the dialogues that were coherent with the scene themes and during the performance. Few students were able to improvise the dialogues appropriately without the benefit of scripts. This process stimulated the ESL students' language

productivity. Finally, given the evaluation of their performance in the videos where the students were acting out appropriately to their characters, fluent in their dialogues, and accurate in their word pronunciations, it is reasonable to conclude that students in the project had sufficient comprehension of the vocabulary in the scripts of their audiovisual productions.

The researchers Pardo and Cisterna (2019) aimed to assess the effectiveness of smartphone video recording applications in the speaking fluency of EFL students. This study was applied to 31 seventh graders, aged 12 to 13 years in a subsidized school in Chile. To select the participants, the researchers utilized the convenience sampling method and they analyzed the participants' manner of communication through speaking sessions in which they used smartphone video recording applications. For this action research, the researchers undertook pre- and post-speaking tasks to gather data. They examined the data by means of a specific analytic rubric and a focus group. For the data analysis, they used two techniques: a simple thematic analysis and a thematic examination. The results indicated that the students demonstrated improved speaking fluency, particularly in terms of pace, as assessed using an adapted analytic rubric developed by Zutell and Rasinski (1991) to evaluate the enhancement in students' speaking skills. The focus group analysis showed that the participants had a positive response to the use of smartphone recording video applications as a tool to improve their fluency in English communication.

These studies are informative for the current study since they evidence the benefits of relying on video design. They mostly confirm that students feel more attracted to tasks or projects that involve technological devices and that allow them to exercise their creativity. At the same time, at the linguistic and communicative level, as can be seen, students improve in different skills of the language such as fluency and vocabulary. Although there are several

studies that focus on video making or filmmaking to enhance language learning, the articulation between this category and intercultural awareness was scarce in the literature.

Filmmaking and Intercultural Awareness in ELT

In this section, we review studies that intersect filmmaking and intercultural awareness. Studies regarding the direct relation of filmmaking with intercultural awareness in the ELT classrooms are not abundant. What is commonly found is the use of film (existing movies) or fragments of them. Researchers use this resource especially to enhance students' intercultural competence since films present different cultural aspects of diverse social groups (Lee, 2017; Chao, 2013; Kartikasari et al., 2019; Kalra, 2017; Yang & Fleming, 2013; Yalcin, 2013; Nur, 2014). Less abundant studies are the ones based on YouTube clips to develop intercultural competence. Even though there is a great variety of topics found on this platform, which makes it a valuable source to get cultural-related material (Watkins & Wilkins, 2011; Susilo et al., 2023; Yang & Yeh, 2021), they are not widely used in the study of intercultural awareness in ELT classrooms.

One article that does address this connection is the one by Mojica (2007). In this study, Mojica aimed to analyze and obtain information of students' cultural perceptions about their own context, feelings and other cultural aspects through the use of existing films. This study took place in a private school of Bogotá called *Fundación Santa María*, a low socio-economic strata school, which offered an English teaching program to students of low resources. With this qualitative case study, the author intended to document and interpret the data in order to comprehend the way students felt, understood, and interpreted the topics or situations within the films in relation to their own lives. To gather data, the researcher audio-recorded the students during eight sessions; also, she took notes during all the classes and last, she created some

questions to guide the process of the conferences, which served to gather students' perceptions. For the analysis of the data, the researcher organized and classified the information bearing in mind the different cultural aspects found in the films. The results show that students accounted, described and reflected about aspects related to their world. Their experiences through filmmaking helped them to better understand how their own world (their home, the school, their country, other countries, and the people they interact with) works and also, to construct a perspective about culture: people, products, actions and attitudes. They felt respected and believed in. They felt empowered and were able to connect not just with the academic subject, but with their interests outside school, with their communities, and with their own identities.

In this study, although students did not engage in video design, we find a good attempt to integrate films to invite students to reflect about cultural elements of the films and thus develop intercultural awareness. Their reflections about their life and the learning they have acquired through different means such as observation, TV, the Internet, or things they have heard from members of their community, led students to develop a more critical perspective towards some elements of culture.

Another study that integrated films was the one conducted by Dockter et al. (2010) in an urban school of the United States. The goal of the study was to understand the promises and pressures that students and teachers face in urban high-school English classrooms, and to characterize how rigor and critical engagement are defined and enhanced through classroom talk and tools related to reading, writing, media analysis, and media production. The study also aimed to influence the educational policies of the New English/Language Arts curriculum by redefining the academic rigor and including students' participation in the production of knowledge.

In the Language Arts class there were about 20 to 25 juniors and seniors who were mainly African American, Latino, White, and in a lower number, American Indian. One-quarter of the classroom's students were male. Students produced films based on the next topics: Going Green: Global Problems, Local Solutions; Opening Doors, Opening Minds: High School Students Who Travel Abroad; Giving Voice to the Voiceless: A Story of Developmental Disabilities; Anything He Can Do, She Can Do Too! Women in Non-Traditional Occupations; Stereotyping Success: The Story of Alternative Schools. This was a qualitative study where the researchers adopted a participant-observer role. The researchers audio-recorded the sessions with the whole class and small groups three times a week. Significant classroom events and projects were video-recorded. The researcher wrote field notes in each session and did some formal and informal interviews to the teacher, students and administrators. Finally, they conducted two focus groups with students. With regard to the findings, students described the class as the most intellectually challenging they had taken in their years of schooling but also, they felt that this intellectual challenge of the course and the prospect of hard work go hand in hand since they realize that the teacher had belief and respect for the abilities and identities of her students.

Another interesting aspect was that the films they designed revolved around producing products for authentic audiences, which allowed them to display their competence and demonstrate their abilities to those who had perhaps, at other times, dismissed them as apathetic and incapable of complex thinking. Students also recognized the development of agency, identity and being able to include their own interests and thoughts. Although the concept of intercultural awareness is not directly addressed, it can be clearly deduced that reflections that the students did facilitated their understanding of how culture is central for them to understand their communities and connect their school with their families and communities.

The qualitative study led by Kartikasari et al. (2019) intended to gather information about students' intercultural awareness and cultural content, and how these are perceived through the use of film. The study used a qualitative research design since it was a natural setting. The study was carried out with thirty-six students, twenty-two females and fourteen male, who were enrolled in the tenth-grade of a high school in Surabaya, Indonesia. The researchers analyzed the teachers' and students' activities, the media for teaching and learning, texts and the students' journal. The journal contained the answer to guided questions completed by students before, during and after viewing the film.

The findings of this study showed that there were four categories in the strategies of intercultural awareness that the teacher developed through film: "*Right, There,*" "*Think and Search,*" "*Own Your Own,*" and "*Author and You.*" which are known as the QAR taxonomy, which stands for *Question-Answer Relationships*. These strategies are used to develop reading comprehension, but that were applied here to frame questions for film viewing. The teacher implemented six steps for teaching with films: visualizing the information and compare it to students' own experience, recalling students' past experiences, clarifying students' behavior towards cultures different from their own, locating the information from the film, imagining the position of the characters in the film, and summarizing the positive and negative sides of the film. The researchers found that *respect to others* was the aspect of intercultural awareness that students reflected more about.

Another study presents the use of YouTube video-making to enhance intracultural development and English communication skills (Yang & Yeh, 2021). This study was conducted with 71 students enrolled in an 18-week undergraduate course: Multimedia English, which is offered in the Department of Applied Foreign Languages at a National University in central

Taiwan. These students received instructions on making videos to promote their local cultural practices and attractions to international audiences. Students' English proficiency was evaluated at the beginning of the course through the Test of English for International Communication and showed they had high intermediate and advanced levels.

Students were divided into 15 groups of approximately five members; then the 2 instructors introduced four Taiwanese culture-related units: festivals, cuisine, religion and art, from which each group had to choose one to be developed in the videos. During the process, students were introduced to different resources like YouTube videos, online articles and Moviemaker to create their videos. Also, they had discussions, wrote essays and drew conceptual map worksheets about the cultural topics. Finally, they gave reflective oral presentations about their learning experiences and perspectives while making the cultural videos. The final step was to upload the videos to YouTube.

Data was gathered through students' conceptual map worksheets of video-making, reflective essays, oral presentations and the YouTube videos in order to capture their perceptions about the learning experience before and after making the cultural videos. For analyzing this, the researcher used thematic analysis, described by Braun and Clarke (2006) as a method for identifying, analyzing, and reporting patterns in data. The results of analyzing students' texts showed that in regard to English skills, they expanded their English vocabulary through searching for unfamiliar words; improved their presentation skills through translation from Chinese to English and the writing of movie scripts; and they had the opportunity to speak English in authentic communications. With regard to cultural learning, students increased their background knowledge about the local culture through searching for information about the cultural topics. By making the videos they developed appreciation for a previously unnoticed

cultural heritage and they increased awareness of Taiwan's cultural values by introducing local sites. Besides, students learned that movie production techniques, offered an interesting way of learning about culture through authentic experiences, and recognized the importance of teamwork.

In this next study, Susilo et al. (2023) investigated the in-progress formation of EFL students' critical intercultural awareness (CIA) in the Indonesian tertiary context. For this study, the researchers used a one-group pre-test/post-test in order to examine if there was a significant improvement of the participants' level of CIA through an intercultural learning program that included YouTube clips and intercultural tasks.

This research was conducted with a group of 50 undergraduate students: 37 females and 13 males at a Language Centre of a private university in East Java, Indonesia. Students were enrolled in a Public Speaking module which aimed to equip students with basic and functional English communication skills through different contexts. First, students took a pre-test questionnaire in Google Forms; then, they participated in an intercultural learning intervention for 10 weeks; finally, they took the same post-test questionnaire. Before starting this program, students attended 16 meetings; then, 10 culturally appropriate YouTube clips were selected as materials for the intervention. These videos served as authentic materials to give students an experience with real-life situations. Some of the themes found in the videos were: intercultural awareness, intercultural communication skills, openness, ethnocentrism, stereotyping, non-verbal communication, self-awareness, religious beliefs, racism, and empathy among others. The intervention through the video clip-assisted intercultural tasks involved authentic input, noticing, reflection, and verbal output.

Results of the study showed that culturally appropriate YouTube videos and intercultural tasks help students to develop critical awareness of sociocultural realities. Also, these videos provided students with valuable sources of intercultural aspects, exposure to English language variations, and helped them to engage actively in discussions with members of diverse groups. Nonetheless, there must be precaution with proper selection of the videos in regard to length, cultural elements and language features. The researchers must have an introductory session on intercultural awareness to equip students with some tools before starting the intervention. Finally, student diversity must be considered in order to facilitate students' participation in intercultural learning.

As can be seen, the connection between intercultural awareness and filmmaking is not always present. The studies reviewed contribute with important insights to the present study in regard to how to collect and analyze data. The studies reviewed seem to miss one relevant point in regards to the multimodal nature of the data the researchers collected. Although most studies draw on video recordings, we observe that the way data is analyzed omits the multimodal nature of the instrument and thus takes a more verbocentric model of analysis (Álvarez Valencia, 2016). In the next section, we intend to make a connection between filmmaking and motivation in the ELT classroom.

Filmmaking and Motivation in ELT

The study proposed here adopts an underlying hypothesis that implies that the use of filmmaking in the language classroom has an impact on students' motivation. To begin with, the study developed by Chen and Li (2011) implemented filmmaking with university students in Taiwan. The students had to take English as a complementary course, but they gave little importance to it. As a consequence, they lacked motivation towards the course. The researchers'

goal was to boost students' learning motivation and to encourage their productivity and creativity. For this study, they conducted a preliminary action research. Filmmaking was used as a tool to attract students to both the classroom activities and the lesson content. During four semesters, a project for semester was assigned to ten classes. Students were divided into groups of four or five. Each group had to produce a film as a visual aid for their final oral presentation which was related to English learning. The presentation length was from 20 to 25 minutes and the film length, no more than 5 minutes. For data analysis, the researchers collected the reflections of students and the instructor, as well as some interviews at the end of the semester.

After the implementation, they obtained positive results. Students' feedback showed that they felt more motivated and engaged with the course, not just with the tool used, but with the content as well, which was easier to deal with along the integration of this particular tool. Many students said that despite high amount of time invested in the project, the effort was worthwhile. Teamwork also was mentioned as a useful way of learning from their peers. Finally, the researcher identified that there were many mistakes related to spelling and basic grammar rules. The research showed that filmmaking and other computer-supported activities should be embraced in the curriculum since students can get a more meaningful and effective learning.

In a study carried out by Aponte (2012) at Aston University with final-year undergraduate students of dual degrees in Spanish, the researcher implemented a task in which students developed the plot for a short film in Spanish. They had to write the script, rehearse, perform, shoot and edit the film. The study was intended to shed light on how making short films can be a strategy for increasing motivation in the L2 classroom. Also, to provide instructors insight about the potential of filmmaking tasks to motivate L2 students.

The video task was carried out in two consecutive years. In the first year students did not get technical support but in the second they did. The participants were eight students in each academic year. There were two groups. The first group consisted of four females and four males while the second one consisted of six females and two males aged 20 or 21. The task was divided into four phases of three weeks each. The first phase was dedicated to introducing students into drama and filmmaking. In the second phase students wrote the scripts. The third phase was devoted to planning the production process. In the last phase, students shot and edited their films.

The data gathered was divided into three parts: instructor's observation notes, which compared students' attitudes before and after the implementation of the task. The second part compared both groups and looked at the impact of an introductory video watched by group 2 but not shown to group 1. The goal was to determine if the introductory video improved students' attitude towards the task. Part three compared the groups' attitudes after the implementation of the task aiming to determine if the technical support students received in the second year made a difference with regard to students' attitudes towards the task and consequently, their motivation level.

The short-film task seemed to have a positive impact on students' attitudes and motivation in learning Spanish. Students felt that the task helped them to practice the target language and to stimulate their creativity; also they felt motivated and stimulated by the group they worked with. These outcomes were backed by the instructor's observations and by the answers to the questionnaire done before and after the implementation of the task. In regard to the inclusion of the technical support to one of the groups, this didn't seem to have a direct impact on students' motivation and learning.

Through an activity of video production, Chen (2018) wanted to evaluate how this experience helped students to develop awareness of digital empathy. The researcher observed how students started to recognize the importance of being empathic when they are working online. Also, the researcher had the opportunity to evaluate their usual behavior when they are online. Besides, the researcher intended to highlight the importance of using video production as a valuable tool in the classroom.

The participants were students enrolled in the teacher/researcher's compulsory EFL course titled Freshman English at a university in Taiwan in the second semester of 2016. They were 46 students divided into 11 groups of three to six people. The teacher introduced the concept of digital empathy by showing students two documentaries that evidence the dangers of the Internet. Also, they watched videos dealing with cyber bullying that were discussed in class during eight hours in different sessions. Then, students wrote reflections about them and uploaded them to the Facebook group of the class. The scripts of the videos were revised by their peers before sending the final version to the teacher and finally after the projections, they wrote reflections and aspects to improve in their work. The next step was collecting all the comments and giving students a questionnaire for them to write about the process. Finally, the author started to form categories which were discussed with an expert on the matter.

For collecting the data, the researcher used questionnaires, group videos and language-related assignments (script drafts and audio-recorded reflective remarks). The video production as a useful way to develop digital empathy motivated students to search and experiment with ideas, to collaborate with others and reflect upon their own learning. However, some groups did not address the theme of calling for empathic behaviors through digital communications, instead, some sent aggressive messages.

Siska (2015) aimed to investigate if the use of film increased students' motivation to speak. The study followed a classroom action research approach with 10 students enrolled in an English Course for advanced high school students at Ampang Timur Street Padang, West Sumatera. The research was carried out for two months divided into ten meetings. Students watched short films to be in contact with real language use and culture, getting the opportunity to learn pronunciation and vocabulary in real contexts. The data was gathered by means of observation, field note and interview. The researcher's role in the class was as a teacher, while he was helped by a collaborator who observed students intensively. They both wrote important information during the learning process. The interview was useful to measure students' progress on speaking skills. Then the researcher analyzed the data following five steps: reading, data managing, classifying, describing, and interpreting.

The results of this study evidenced that about 80% of students showed a high level of motivation in speaking. Students' attention was caught by the visual material the researcher used during the meetings. The process of studying vocabulary and practicing pronunciation during the viewings, displayed a high level of motivation when students discussed about the film. In the same way, they showed self-confidence when speaking, although they made some mistakes, it was not an impediment to get involved in the discussions. The 20% of students left, even though they had more difficulties than the others, followed the process and participated in the discussions with less enthusiasm.

The studies reviewed in this section show some interesting aspects related to filmmaking, motivation and intercultural awareness, which are the central parts of this study. Even though studies on intercultural awareness and motivation that are directly related to filmmaking are scarce, the ones found here have particular characteristics that can be used as reference in terms

of methodology, data collection instruments and citations. Some of them involve context and the use of alternative tools as a means to engage students into the ELT classroom activities, which are closely related to this study. Another relevant aspect was the lack of motivation from students, and the use of sociocultural topics to raise students' awareness with regard to the cultural dimension. Although these kinds of studies do not share exactly the same characteristics, they are helpful in my study.

Conceptual Framework

Filmmaking in the Language Classroom

Cinema is an artistic expression that by the end of World War I had reached the status of a mass medium. By this time, it started to be recognized as a way of art, since it incorporated many characteristics that came from theater, painting and photography. Movies like *The Birth of a Nation* (1915), *The Cabinet of Dr. Caligari* (1920) or *The Battleship Potemkin* (1925) showed the potential of cinema to display stories. The crafters of these stories used different resources to narrate, shoot, and edit that became the basis for what we know now as cinema; they planted the seed for future filmmakers (Bordwell, 2018).

Filmmaking evolved through the years until becoming a well-established form of art. It possesses its own semiotic resources, its own language. From the conception of the idea and the writing of the screenplay, through shooting and editing, filmmaking displays a set of characteristics that make it unique but also versatile (Rabiger, 2008). We can find two main branches: fiction and documentary. On the one hand, fiction films are based on reality, but the stories are made, are imagined and translated into motion picture by filmmakers. On the other hand, documentary films are based on the observation of reality itself. The filmmaker can be a

passive observer, waiting for an interesting situation to happen; or can be an active observer, triggering situations to catch them in camera.

Now, filmmaking has transcended its usual territory. In advertising: where filmmakers use their knowledge and creativity to sell products; and in the educational field: where it has been used as a tool for learning. In today's world, it is quite easy to have access to a camera, and as the Internet has grown around the world, it has become very easy to upload videos and share them with a lot of people worldwide. Now, it is known that young learners as digital natives (Prensky, 2001) are very close to new technologies. Undeniably, these tools are very useful in teaching languages. The use of filmmaking in the classroom can be an amazing resource: “It’s an opportunity to connect students’ passion for creating media with our educational objectives to provide students with meaningful, relevant learning” (Bahloul & Graham, 2012, p. ix). As mentioned before, video is a means young students are used to and can be integrated within the curriculum. Video making is an inexpensive and intuitive tool which gives students an opportunity to express themselves in a modern and dynamic language. At the same time, it provides them with a methodology that fosters creativity and investigation of the world they live in (Bahloul & Graham, p. ix). Besides, filmmaking can be an essential tool and a great facilitator in teaching languages.

Benefits of Using Videos in the Classroom. The use of video in the classroom can bring lots of benefits. It depends on teachers to be creative enough to adapt this tool to the classroom's necessities and to use it properly, aiming to improve a particular learning aspect, to reinforce a topic, to work with real context, or to revitalize the learning environment. Regarding this, Li and McComb (2011) state that working with videos "increases students' learning opportunities, supports their learning autonomy, and most importantly, creates a contextual situation to help students develop cultural awareness" (p. 67). In a similar way, Toohey et al. (2012) state the following,

We believe that video making engages L2 learners in higher-level literacy considerations like awareness of audience, sequencing, and rhetoric, and that it can lead to activities of critical reflection and agentive self and collective expression. We are at the beginning stages in substantiating these claims, but they underlie our interest in this multimodal means of meaning-making, and we hope others will investigate the affordances and constraints of this technology. (p. 90)

For these authors, filmmaking works as a means to explore language, culture and to explore and integrate new technologies, new ways of expression and communication, a tool to engage students by involving them into real contexts and realities. They also highlight the potential of filmmaking to explore aspects of culture. In particular, filmmaking can be used to explore the cultural or intercultural dimensions of communities, including the development of intercultural awareness.

Intercultural Communicative Competence

First, it is important to talk about culture as the way to walk before going to the concept of intercultural awareness. Culture as defined by Alvarez Valencia (2021) is

an open and dynamic repertoire of semiotic resources (material bodily originated or artifacts, and non-material—discourses, ideologies, ideas, beliefs), produced, embodied, enacted, and reshaped in social inter-action. Cultural resources are appropriated in processes of socialization. They find material shape in daily social events and social practices. (p. 46)

This is a definition that widely encloses the idea of culture; culture as something dynamic capable of reshaping itself through interaction. When two people meet even if they belong to the same community, they are socially constructed in a different way as a result of the interactions each individual has had, whether with family, friends or school. This definition differs from other definitions that limit the concept to transnational interactions. Thus, each individual's culture is continuously reshaped in social events and social practices when these become regular, and individuals express it through their behavioral orientations, values and beliefs. Consequently, each individual develops a set of cultural semiotic resources that can be material: sounds, gestures, artifacts; or non-material: customs, beliefs, frameworks of interpretation. Then, when an encounter between individuals from different cultural affiliations occurs, misunderstanding and conflict may arouse.

Now, intercultural awareness is a part of the Intercultural Communicative Competence (ICC) theory. The development of ICC has become a field of inquiry that has been evolving through the years as Kramsch and Hua (2016) state,

Whilst having its roots in anthropology, ICC as a field of inquiry was established out of concerns for national security in the post-second world war period during the 1950s. The scholarly interest of that time was predominantly in understanding non-verbal and verbal

aspects of communication of ‘cultural’ groups, which were used exchangeably with nationalities or indigenous people. (p. 5)

As a newborn field, this was limited in scope and it is understandable since this started in anthropology. In the 70s and 80s it began to diversify itself by including interethnic and interracial communication. The change came as a result of the shifts of interests in the relationships of people from different cultures, races, ethnicities genders, social classes or groups within a society, which implied addressing social tensions and understanding interactions among them.

In the 80s and 90s, another change occurred as stated by Kramsch and Hua (2016), “ICC research became dominated by the comparative and positivist paradigms of cross-cultural psychology, in which culture is defined solely in terms of nationality, and one culture is compared with another using some generalized constructs” (p. 5). In these two decades we can see how the ICC field took a direction which limited the term and positioned culture in a more superfluous way. And since the 2000s, the ICC field has raised interest in the deconstruction of cultural differences and affiliations through studies based on interculturality. These studies aim to interpret how participants construct aspects of their socio-cultural identities, and interactions not only drawing on language, but through different symbolic resources (Kramsch & Hua, 2016, p. 6). ICC is seen as a wider field that encloses several aspects which lead to recognize interculturality as a multifaceted concept, and that involves different symbolic resources in order to address cultural interactions.

Therefore, the concept of ICC has been variably defined. For Byram (2021), it is the ability which allows an individual to interact appropriately and effectively in a foreign language with people belonging to other cultures. Byram proposes several components of ICC, including

intercultural attitudes: the individual's curiosity and openness to other cultures and his own; knowledge of social groups' practices and products in others and one's country; skills of interpreting and relating: the individual's ability to interpret documents or events from a different culture, and to explain and relate them to documents or events from his own; skills of discovery and interaction: the individual's ability to acquire knowledge from different cultures and use it in a real communication; and critical cultural awareness: the individual's ability to evaluate in a critical way explicit criteria, perspectives, practices and products in other cultures and countries, as well as in his own.

In a similar way, Chen and Starosta (1999) define ICC as “the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment” (p. 28). Lázár et al. (2007) state that it is “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts” (p. 9). These examples show that there is not a definitive definition but that the concept is being addressed from different perspectives, nonetheless with similar objectives.

Intercultural Awareness

Intercultural awareness constitutes a component that crisscrosses all components of ICC since it is connected with reflection and cognition of the cultural elements that surround a communicative event. Chen and Starosta (1999), for example, define intercultural awareness as the “cognitive aspect of intercultural communication competence that refers to the understanding of cultural conventions that affect how we think and behave” (p. 28). This has become quite important due to the increase of intercultural training programs that help people to get competent in intercultural awareness, and to be able to face the new demands of the globalized world.

For Fenner (2008), developing intercultural awareness means going beyond generalization. It is required to encounter the other, as individuals and as a group. Stereotypes and beliefs about other cultural groups must be expressed and worked in a conscious way within the language classroom. Learners must be aware of differences and similarities between the target culture and their own culture. Thus, intercultural awareness integrates language learning, and it aims among other things, to enrich the student's identity, to recognize their own culture, and to bring it into the communication process. The learner is influenced by the foreign culture but he influences that culture, as well.

Intercultural awareness (ICA) is seen by Baker (2011) as a conscious understanding of cultural practices and frames of reference, and the ability to use these conceptions in a flexible and context specific way in intercultural communication. Baker presents a model which goes from basic to advanced cultural awareness, and intercultural awareness. Level 1, basic cultural awareness shows aspects related to understanding of cultures at a general level and is focused on the first culture. Level 2 deals with a deeper understanding of cultures, getting away from one's culture. There is awareness of different social groups and contexts. In level 3, intercultural awareness recognizes that not all cultural references and communicative practices can be effective in specific cultures. Also, he divides intercultural awareness into conceptual ICA, which is related to the kinds of attitudes towards cultures and knowledge of cultures needed to establish intercultural communication in an effective way; and the practice-oriented ICA which is related to the application of the knowledge in real-time intercultural communication.

Motivation in ELT

Motivation is an essential part in the learning and teaching process of a foreign language. The fact that students lack it can cause their learning process to become tedious and little

significant. Then, teachers must implement different strategies to create a dynamic and fun learning environment; however, this task is not easy and does not always lead to increase of motivation when it is done. For this reason, it is necessary to diversify the learning environment through a process of inquiry in order to know students' needs and to achieve a more significant learning. According to Bahloul and Graham (2012), it is quite noticeable that students are dropping out of schools, manifesting that classes are boring, irrelevant and disconnected from their lives. In fact, it is teachers' responsibility to be creative and become designers of new methods to get students' attention. As Gebhard (2005) states:

To truly develop as a teacher, we needed to be free to explore teaching, and to explore we need to transcend the idea that development should be based only on the concept of improvement. Instead, we should feel free to explore teaching with the goal to see our own teaching differently. (p.12)

Certainly, the exploration of students' interests in teaching is a good way to discover their needs in order to enhance motivation, which is sometimes difficult to develop in English classes. When teachers achieve a good understanding of what the class needs, there is the possibility to deliver a more significant learning and consequently, more motivated students. In this regard, Chen (2011) points out that the majority of educators believe that students' academic achievement and learning are directly related to their intrinsic motivation. Chen considers that when students assume the control of their educational results, they can reach the proposed goals and enjoy the learning process. Thus, regardless of their grades, they are intrinsically motivated.

Motivation has received several definitions. From a psychological approach, Gardner and Lambert (1972) are known for having established the distinction between integrative motivation and instrumental motivation. Integrative motivation refers to personal interest in knowing about

the target language culture and its people. The authors propose four main variables in L2 motivation: language aptitudes, motivation, integrativeness, and attitudes. These together influence the learner's motivation and the final outcome. Instrumental motivation is related to the benefits and the value of learning a language, which can be represented in economic and social advantages. Gardner (1985) defined motivation in learning a foreign language as the desire to learn a language and the satisfaction to reach that goal. Based on this, he proposed the model AMTB (Aptitude/Motivation Test Battery), which aimed to assess L2 motivation from a psychological model. The AMTB (Aptitude/Motivation Test Battery) is a questionnaire that analyzes linguistic and non-linguistic aspects of L2 learners. It was originally conceived as a 109 item instrument with Likert-type scale for English students resident in French communities of Canada. In 1993, Gardner and MacIntyre proposed a smaller version of 54 items which has been adapted according to the necessities of the researchers.

Another approach to motivation is Self-determination theory. This theory divides sources of motivation into internal and external. Internal factors include cognitive, affective, and attitudinal components; and external factors comprise cultural and contextual elements (Williams & Burden, 1997). In a similar way, Noels (2001) affirms that motivation in L2 consists of intrinsic reasons which are inherent to language learning, and external reasons which come from the external environment. Among other researchers, Graham (2020) have proposed the attribution theory which considers the motivational elements that occur after an event has already happened, for example what happens after a learner fails a test (Graham, 2020).

A well-known motivation theory is the Process Model of L2 Motivation (Dörnyei & Otto, 1998). This model aims to represent the dynamic nature of motivation. According to this model, motivation develops along three phases. The pre-actional phase in which goals are set and

actions are planned (choice motivation). The second stage called the action stage concerns the implementation of the learners' action plan (executive motivation). The last stage named the post-actional phase consists of the learners' evaluation of the outcomes. This model allows teachers to identify specific strategies they can use to motivate learners.

Also, Dörnyei (2009) proposed the L2 Motivational Self System, which he divides into three components: the ideal L2 Self, the Ought-to-Self and the L2 learning experience. The ideal L2 Self refers to the self that learners would like to be; the Ought-to-Self comes from external demands in terms of the attributes that learners should embody in order to avoid negative consequences or to meet expectations. The last component, L2 learning experience, denotes the motivation that a learner develops during the L2 learning process. Dörnyei claims that at the beginning of the L2 learning process, the learner can develop an L2 self or and ought-to-self, but for maintaining the L2 motivation, it is necessary to appropriate the L2 learning experience.

Motivation is an important part of this study since my hypothesis is that drawing on multimodal pedagogies, a filmmaking project will increase students' willingness and agency in learning the language, that is to say, their motivation will increase. Likewise, their learning will be more meaningful in particular if the pedagogical tasks involve aspects of intercultural awareness. By implementing the project, student's perceptions and feelings towards learning a language will hopefully flourish, giving relevant information to better address their problems of demotivation in the language classroom.

Multimodal Pedagogies

Multimodal pedagogies or, as Álvarez Valencia (2021) calls them, emergent didactics are the ones in which the pedagogical action is continuously reforming itself, so that the interaction between teachers and students becomes the designer of a specific didactic practice. Learning

tends to focus on the student as an active and dynamic subject who assumes the leading role when constructing his knowledge structure. The term multimodal pedagogies was coined by Stein and Newfield (2007), who defined it as a change of paradigm in relation to the ways of representation and meaning-making in the classroom. In other words, it is a reconceptualization of the way communication flows in the contemporary classroom; it transcends the verbocentric view (Álvarez Valencia, 2016, 2021) and locates language as just one mode of communication among many other semiotic modes. In multimodal pedagogies all modes communicate meaning in an integrated multilayered way. A mode of communication is

a regularized ensemble of different semiotic resources that contribute to creating a system of meaning making. Semiotic resources are the basic units of meaning making which include actions (e.g. gestures, sounds), materials (e.g. paper, ink), artifacts (e.g. drawings, sculpture), and ideas, beliefs or ideologies. Each mode is made up of several semiotic resources that through history have become patterned and regularized. (Álvarez Valencia, 2021, p. 3)

Another important aspect in multimodal pedagogies is design, which refers to the process of selection and assemble of semiotic resources for meaning-making in lesson planning. Lesson planning should consider students' capacities, desires, necessities, ideologies and the particular education context. In multimodal pedagogies, lessons are designed so that students are socialized into the meaning-making processes of the target language and culture. Through multimodal text design students are provided with opportunities of meaning making in the foreign language. Consequently, learning will come as a result of *engagement* in meaning-making processes.

One last concept in multimodal pedagogies is transmodality. The term refers to the possibility of moving across modes of communication which enhances meaning making. When

students are asked to transform content that is primarily received in one mode such as linguistic and to transform it into another mode such as the visual, the possibilities of meaning creation are enhanced. Such is the case of the project involving filmmaking. Transmodality plays an important role since students have to go through different stages of trans-modalization. Initially they create a script (linguistic mode), and then they move to the aural mode through interviews. The following stage consists of filming and combining visual, linguistic, and aural modes for the final product which is a short documentary.

Multimodality implies a new conception of language and communication; it is an approach that goes beyond language. It embraces a wider range of communication forms like images, gestures, postures, among others, and their relationship. Multimodality invites learners and teachers to overcome the traditional vision of language and communication. It opens the possibility of expanding students' representational resources and accepting in the classroom learners' practices of meaning-making (Álvarez Valencia, 2021).

Methodology

Type of Study

This study followed an action research approach since it aimed to evaluate the impact of filmmaking as a device to foster motivation and intercultural awareness in a group of ELT students. Action Research as the methodological framework for this study, focuses on interventions based on reflection and the application of a pedagogical strategy to solve a problem in the classroom. For Kemmis and McTaggart (as cited in Burns, 2005, p. 59), Action Research deals with the collecting and interpreting of data that implies a cycle of procedures: *plan*, in which the preparations to take action are made, the adopted plan is critically informed by real constraints and the potential to produce changes on a particular situation; *action* is deliberate and controlled, but also critically informed since it recognizes practice as ideas in action in order to make improvements; *observation* documents the critically informed action, its effects and the context of the situation through open-eyed and open-minded observation plans; and *reflection* is an evaluative and reflective procedure that analyzes processes, problems, issues and constraints of action. In the next sections, I will indicate how these stages unfolded in my pedagogical implementation.

Stage 1: Planning an Action to Address a Problem or Question

The process of implementation was carried out during three academic semesters (16 weeks each), between 2021 and 2022 with the same group of students. The first step in the planning was choosing the population, which is located in Popayán city. Popayán, the chief city of Cauca department, is characterized by a significant number of educational institutions. The *Institución Universitaria Colegio Mayor del Cauca* has a 50-year trajectory in the city, and it is well known for its English program that offers EFL courses for its student community or the

outside community. The minimum age of admittance is 8 years old and according to that, the students will be placed in one of three categories: Children (8 levels + 2 optional), Teenagers (6 levels + 2 optional) or Adults (6 levels + 2 optional). The average number of students per classroom is 16 and the duration of the academic term is 16 weeks (80 hours). The classes are oriented in two sessions (2 hours and a half each) on weekdays or one session (5 hours) on Saturday. The level students are expected to reach by the end of the course is B1.

The participants of this study were 15 students aged between 16 to 22 years old who were enrolled in an intermediate EFL course of the English program at *Institución Universitaria Colegio Mayor del Cauca*. The participation of the students was informed to their parents since some of them were underage (see consent form Appendix A). This form specified what, when and how the research process was going to be implemented. It is important to say that these were not my students, since I wasn't working at the institution at that time. I had to ask permission from a teacher to work with her students. Both the students and the teacher agreed to all the conditions for the implementation of the project, which implied mainly to participate in all the activities that I was going to carry out during the semesters. To do this, the teacher allowed me to teach the last two hours of class every Saturday. Students attended this class on Saturdays from 8:00 am to 1:00 pm. They followed a syllabus based on the contents of the textbook *Touchstone*.

One of the reasons I chose this institution as the site for the implementation was the lack of motivation I observed in their learners of English. Although at the time I was not teaching there anymore, since I had recently quit there to pursue my graduate studies. I still had access to students and I could have the collaboration of my ex-coworkers. I thought of some issues I noticed during the time I worked there (for four years), which were the lack of motivation of students when working with the textbook, and the lack of depth when addressing intercultural

aspects. Also, due to the familiarity I had with the school and that the population fitted into the framework of the project, I decided to conduct my implementation project there. Luckily, I knew all the teachers, so I showed the proposal to one teacher that had intermediate level students, a level that would be more appropriate to the kind of project that I wanted to do. The teacher agreed to encourage her students to participate in the project, but she wasn't an active participant. The implementation took longer than planned because of some difficulties that arose during the process. As a consequence, the data collection process was gathered during three academic terms (16 weeks per term).

Based on the aforementioned, I planned a series of tasks which aimed to structure the filmmaking project. Five tasks were created to be developed in ten sessions (see Appendix C). The tasks included elements of multimodal pedagogies according to the stage of the process and its mode or modes of development. Also, a survey was administered based on the class in order to gather information about the level of intercultural awareness and the motivation students had previous to the implementation of the project (see Appendix B). The survey was applied right after the first session ended through Google Forms. It was divided into three parts. The first part had seven questions aimed to gather demographic information; the second one had five questions that aimed to get information about the students' level of cultural awareness; and the third part had five questions that inquired about intercultural awareness, and one more question that consisted of 8 intercultural situations in which students were asked three open questions.

Stage 2: Action: Pedagogical Intervention

For the intervention, five tasks were applied; each one carried out during two two-hour sessions. Each session started with a discussion directly related to the corresponding task; then, I explained the task thoroughly and gave students some advice in order to start to work on the task

for some time during the class, but they could just start it there, they always finished it at home; finally, before finishing the session, we took some time to do a short reflection about the aspects discussed during the session, and the process students had had developing the project until that moment. The tasks were organized in a multimodal sequence in which each task was described. This sequence was based on multimodal pedagogies. Table 1 shows the design of the filmmaking project in terms of the different tasks with the transmodal sequence that was established to help develop the project (see Appendix C).

Table 1

Multimodal Sequence of the Filmmaking Project

Task/Date	Mode	Description	Multimodal traits
Screenplay Session 1 29/5/2021 Session 2 First part: 5/6/2021 Second part: 12/6/2021	Linguistic	Students write the screenplay of the video in their respective groups: -Title -Understand the topic (Concepts) -Understand the topic in relation with the context you live in (Activities and practices) -Describe and structure your idea for the short documentary: • Description of the idea • Possible people to interview (related to the topic) • Possible locations to shoot (video recording and photography)	In here writing is integrated as the most common mode of communication and meaning-making. It will play an important role as a starting point since students must first give birth to the idea; then, describe and organize it as the foundation of the project
Interviews Session 1 First part: 4/9/2021 Second part: 11/9/2021 Session 2 16/10/2021	Linguistic Visual	Interviews of different people giving testimonies around the intercultural topic.	In this activity students combine linguistic and visual modes of communication. Intercultural negotiation takes place since through interactions with people of diverse conditions, origins, perspectives or experiences regarding a topic students can engage with in a process of negotiation of cultural makings
Support images Session 1	Visual	Students take pictures and record videos of different locations of the city and aspects related to the intercultural topic as support for	More than users of language, students are potential meaning-makers who use the semiotic resources they have at hand to create

30/10/2021 Session 2 27/11/2021		the short documentary	new meanings
Storyboard Session 1 4/12/2021 Session 2 This session never happened (see Appendix D)	Linguistic Visual	Students design a storyboard in order to have a visual structure of the short documentary	The principle that language appropriation goes beyond grammatical and lexical forms is applied here. Students draw on other semiotic resources to approach language and culture in all its manifestations
Voice-over Session 1 11/12/2021 Session 2 This session never happened (see Appendix D)	Linguistic Aural	Narration of students (Voice over) to lead the plot of the short documentary	Language appropriation comes as a result of the process of engagement and adaptation of meanings and cultural practices in order to develop the individual's subjectivity and self-expression
Screening Session 19/3/2022 (see Appendix D)	Visual Linguistic	Presentation of the short documentaries and reflections	Students reflect on their peers' products and their own

Note. Guide of the sequence for students to follow.

Stage 3: Systematic Observation of the Action Outcomes

In order to observe the outcomes during the process of the project implementation, a journal (see Appendix D) was used to gather the students' perceptions of the sessions.

Observation was made along all the sessions. At the end of the process, the students' artifacts (short documentaries, blog posts) were gathered to analyze the aspects they learned during the process and how they utilized them in the short documentary. Also, a focus group (see Appendix E) was held aiming to obtain the final perceptions of the students in regard to the project. The

questions were based on the two research goals. The instruments mentioned here are presented in table 2.

Table 2

Techniques of Data Collection and Processing

Goals	Data collection instrument	Type of data (unit of analysis)	Quantity	Length of data collection period
-To examine how implementing multimodal pedagogies through a filmmaking project increases students' motivation towards learning English in an intermediate course at a public university.	Survey	Opinions, reflections	15 surveys	Online without time limit (29/5/2021)
	Observation: teacher's diary	Attitudes, behaviors, actions	10 entries	10 sessions of 2 hours each
	Focus group	Opinions, perceptions	16 students	1 session of 90 minutes
-To analyze the impact of the implementation of multimodal pedagogies through a filmmaking project on the development of intercultural awareness of intermediate English students at a public university.	Survey	Opinions, reflections	15	Online without time limit (29/5/2021)
	Observation: teacher's diary	Attitudes, behaviors	10 entries	10 sessions of 2 hours each
	Sts' Artifacts	Contents: information, opinions	5 videos 10 blog entries	3 academic semesters
	Focus group	Opinions, reflections, perceptions	16 students	1 session of 90 minutes (15/10/2022)

Note. Project goals and their respective instruments to gather data.

Stage 4: Reflection on the Outcomes to Take Subsequent Actions in Order to Improve the Educational Practices

In this stage, the filmmaking project implementation was evaluated. To do this, the teacher's journal was analyzed as well as the students' production and their opinions in a focus group. In order to conduct the analysis of the survey, we elaborated descriptive statistics and used an Excel sheet to aggregate the responses of the open questions. These questions were later analyzed by establishing thematic patterns. The researcher journal was analyzed by looking at emerging themes that helped answer the research questions. The focus group was also analyzed by transferring the questions to another Excel sheet where students' answers were organized by questions. Themes were established based on similarities in students' ideas. To establish emerging themes in each instrument, we conducted descriptive coding based on (Saldaña, 2013).

In regard to the blog posts, a matrix was designed to record the level of engagement of students with the five tasks proposed. Students were instructed to make a post and react to two of their classmates. To examine motivation or engagement with the tasks, the Excel sheet considered compliance in making the post, punctuality, response to their classmates and quality of the post. Of the 34 posts collected, a selection of 10 posts was made. Given the number of posts made by students, it was necessary to narrow the data to analyze. Thus, five students were chosen at random, from which two of their posts were analyzed for a total of 10 posts. The content of the posts was analyzed by looking at themes that informed the research questions.

Findings

This section addresses the objective about how the implementation of the filmmaking project increased or not students' motivation towards learning English in an intermediate course at a public university. However, in order to fully assess the impact of the implementation, it was necessary to know about students' interests and motivation about English before the implementation. In order to do this, an initial survey was administered addressing the two major concepts of this study: motivation and intercultural awareness. This section focuses on the first concept.

Students' Motivation

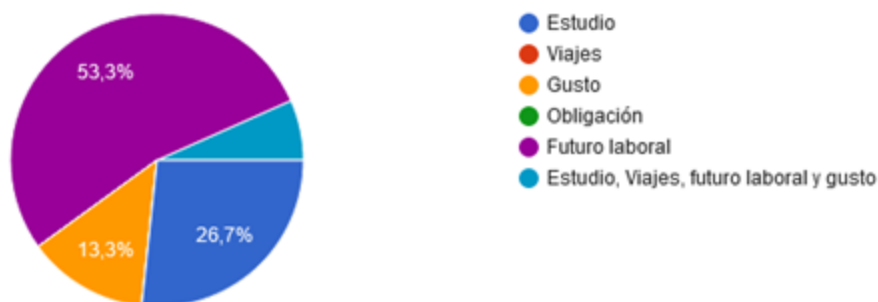
The motivation of students before the implementation was not as high as one could expect. Students had been taking the class with the same teacher for about one year (two terms). The teacher has a rather traditional methodology, thus students were not accustomed to do this kind of projects. Then, the survey gave us some data about students' interests and motivation towards the English class.

Students' Motivation and Interest before the Project

The students who completed the survey were mainly interested in English in terms of their future jobs (53, 3%) but some were also interested in traveling abroad (26, 7%). A few students (13, 3%) said they simply liked English (See Figure 1).

Figure 1

What Motivated Students to Take the English Class?



Note. Graphic taken from the survey.

The total number of students who presented the test had not studied an English course before, so they all had been studying English for the same amount of time (see Figure 2).

Figure 2

Trajectory in the English class

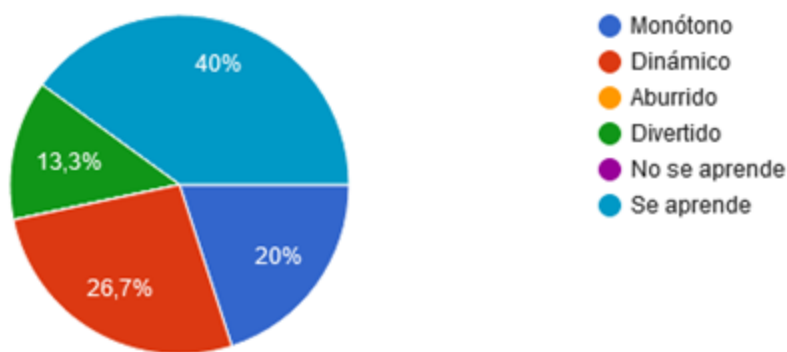


Note. Graphic taken from the survey.

With regard to their learning English experience, most students (40%) stated that they had learned or improved their English level. 26, 7% said that the methodology of the teacher was dynamic. On the contrary, 20% said that the teacher's methodology was monotone; and just a 13, 3% said it was fun (see figure 3).

Figure 3

Experiences in Learning English



Note. Graphic taken from the survey.

The previous data shows that students were highly motivated towards learning English because they thought it would help them to get a better job in the future; even though some students were interested in traveling, it was not the main concern. Some others just liked English, without expressing other motivation. In general, most students were motivated to learn English because they saw it as a means to reach a goal. Their experience with the learning process was divided. Less than a half stated that they were having a good learning process, while the rest of them considered it was dynamic, monotone or fun. This might indicate students wanted to learn English, but the methodology of the teacher was not considered the most appropriate or dynamic.

The Effect of the Project on Students' Motivation

Next, to keep digging into students' motivation, I went through the blog, the journal, and the focus group in order to carry on a contrasting analysis of these instruments. In my observations, I looked for traces or signals that they were motivated toward what we were doing. These signals could be the attitude toward the class, their engagement with the class activities, the quality of their work, and also their comments. Thus, the analysis was divided into two segments: attitudes and behaviors.

Traces of Motivation in Students' Attitudes

With regard to students' attitudes, they showed a high level of participation in the activities at the very beginning of the project. It is important to mention here that all sessions except one were online, this due to the pandemic that affected the whole world at different levels: family and social life, business, and schooling. Thus, educational institutions had to adopt a virtual modality for developing their class sessions. This is something that affected the implementation of this project as we will see below. Then, in terms of attitude of students, this was really positive; they looked interested and willing to work on the project. In the blog for instance, we can find that 70% of them submitted good quality work; sadly, the participation on the Edmodo blog which involved students' revision and feedback to their peers' work was strong in the beginning, but decreased to a moment in which they barely participated. Nonetheless, in order to seek evidence of the quality of the students' artifacts, we took one of their works to analyze. The work chosen was about gender. The student title the project: *Gender Should Not Be an Impediment to Learning a New language*. In this first part of the project, students had to create a screenplay for their short documentary. The writing in this document was thoughtful, evidencing a deep research and own knowledge about the topic, as we see in the next excerpt of a screenplay:

In our context, gender has influenced the denial of the right to do certain actions that both a man and a woman can perform equally, but that for social reasons it is believed that a gender can do some things and not others, depending on whether is man or woman, denominated this as a gender inequality and which is also linked to gender roles. (Screenplay, G3, 6/12/2021, excerpt 1)

Students demonstrated engagement with the topic, showing that it was not just an assignment but something they felt identified with. This aspect gives light to a behavior that has to do with motivation, which is choice. Students could choose the intercultural topic they felt more affinity with; in that sense, the first stage of the project gave students the freedom to choose a topic they could engage and assume as their own, which would eventually lead to raise their motivation since as has been found in the literature, students feel more internally motivated towards learning when their interests are taken into account (Williams & Burden, 1997).

On the other side, students' participation in the class activities can be an indication of external motivation, because the assignment was mandatory. Even though they were free to choose, some parameters were established in order to reach the aim of the project. Then, in spite of these rules or guidelines (see Appendix E), students had the sense of freedom when developing their work. In the next fragment, extracted from the focus group, S2 said:

Si, esos proyectos a mí me parecen que lo fuerzan a uno como a ahondar más sobre temas que aún no se han tratado y que no son demasiado comunes, en donde siento que la parte académica nos lleva como a ver diferentes puntos de la realidad, entonces es muy importante en esta generación porque se va aprendiendo el idioma, es lo que considero. (Focus group, S2, 15/10/2022, excerpt 2)

We can see that the student is accepting the project as a mandatory assignment “*lo fuerzan*”; nevertheless, he acknowledges the benefits this brings. In the same way, S10 says that he feels more motivated now when carrying out a project which aims to improve English learning and use it in real situations and with social topics. The 100% of these answers are positive with 60 % showing internal motivation while the 40% left show external motivation. As a whole, students

showed motivation towards the implementation of a multimodal project using filmmaking as a tool.

Now, coming back to the students' work, when they had to create questions for the interviews, they were excited about the idea of interacting with other people and digging more into the intercultural topic they chose. They were really cautious when designing the set of questions and asked for feedback. The level of interest and engagement they developed for the topic showed the students' motivation. The level of commitment is evident in the work they put in elaborating the questions such as this one:

Do you think that everyone, or especially women, are aware of these small discriminations or simply the stereotype is so internalized that these cases have continued to be hidden from the eyes of the entire community, both men and women? (Screenplay, G3, 10/9/2021, excerpt 3)

It is not a light question; it shows previous research, knowledge and thoughtfulness about the topic. The quality of the work was high; students' motivation for developing the assignments was high, as perceived in this journal entry:

The students showed interest about the project, especially when the teacher and I said that it could be used as the final presentation of the course, something that is mandatory for all the students who take this course. (Journal, researcher, 29/5/2021, excerpt 4)

Here it is evident that students got interested in the project because they started to ask questions about it and proposed some possible ideas to be included in the project. In the focus group students confirmed the high level of motivation they felt ($n = 9$), showing a positive attitude towards the project with comments like this one: "*Si, esta actividad me pareció que nos permitía poder expresar lo que hemos aprendido todos estos semestres de una forma ya más dinámica*

con entrevistas y eso” (Focus group, S4, 15/10/2022, excerpt 5); or *“yo considero que fue muy importante ya que esto nos permite salir de la zona de confort dentro del salón de clase y haciendo investigación por fuera, tratar de mejorar el speaking frente a una cámara”* (Focus group, S6, 15/10/2022, excerpt 6). The second comment evidences the willingness of the students to experience the English class in a more dynamic and innovative way.

In a similar way, when it was mentioned that the project would involve the use of different technological tools, students’ attention towards the project was high: *“It seems that mentioning technology, cameras, video, and doing something different from working on the book they used, got their attention at least in this early stage”* (Journal, researcher, 29/5/2021, excerpt 7). This was something that I could notice when I did the camera workshop with them; they were really engaged and their attitude was positive, as I comment in the following fragment from the journal, *“students showed a good level of motivation, especially in the last part (camera workshop); they were really attentive to my indications”* (Journal, researcher, 11/9/2021, excerpt 8). Students asked many questions and started to visualize the intercultural topic they chose through cinema language. These traces of motivation can also be seen in some answers the students gave in the focus group. Students saw the project as an alternative to the textbook students use to work with in these kinds of language courses; they saw it as a way to explore and use English in a more contextualized manner. Most students said that the project was engaging, that it helped them to explore and put in practice the different English skills as student 12 affirmed, *“Yo creo que sí, que muchos de nosotros mejoramos muchas habilidades porque cada foto o video que hacíamos nos permitía desarrollar diferentes habilidades para poder fluir más al momento de presentar a final de semestre nuestra presentación”* (Focus group, S12,

15/10/2022, excerpt 9). Students' positive attitude towards the project is confirmed by their answers and their motivation showed during the process was seemingly mostly internal.

The data collected through all the instruments displays the levels of motivation students showed, but in the focus group some other themes aroused. We drew on Williams and Burden (1997) main categories of internal and external motivation; however, other themes such as *lack of motivation*, *shyness*, and *adaptation and technical* issues emerged in the analysis. In regard to *internal motivation*, answers related to the use of filmmaking as a learning tool were framed into internal motivation, which means that students were willing to develop the project. The involvement in a project which included this particular tool to explore different cultural aspects was not just appealing to students, but made them realize the worth of the project and the benefits it could bring to both their English level and personal growing (n = 9). While asking them about the different modes of communication like the visual, the linguistic, and the aural which were used in the process, their motivation was mainly external (n = 11). One of the students answered:

Me sirvió mucho el aprendizaje porque con las diferentes herramientas se nos facilitaron y se nos ampliaron nuevas orientaciones donde aprendimos mucho en cuanto a cómo ahondar en palabras y desenvolvernos de una forma más sencilla en las diferentes perspectivas que nos encontramos. (Focus group, S15, 15/10/2022, excerpt 10)

It is evident how the mandatory inclusion of the filmmaking project and the different modes affected the motivation of students. Even if they were somehow forced to use it, they were engaged and thought it helped them to improve their English skills.

As for the other questions that were related to the virtual classes and the use of the camera by participants, students showed *lack of motivation*. As mentioned above, initially

students turned their camera on but little by little this behavior decreased. When asked, students replied that this was due to shyness ($n = 10$) as seen in the answer of the student 3 in the focus group: *“Yo comparto la mayoría de cosas que dice nuestro compañero, pues por temas de timidez más que todo”* (Focus group, S3, 15/10/2022, excerpt 11). Thus here, it has to be mentioned that I was an outsider, a temporary guest, and maybe that is why students felt that level of shyness. But one might think that with the passing of the days, that behavior would change; however, it was the opposite since students used the camera less each time. Talking about the virtual modality of the classes, students’ answers were divided between lack of motivation ($n = 7$) and *adaptation* ($n = 6$), as shown in the next fragment: *“En mi caso, pues si me afectó un poco por el mismo tema de la virtualidad, entonces como que por ratos me desmotivaba por estar ahí en el celular”* (Focus group, S2, 15/10/2022, excerpt 12). According to this, students never got accustomed to working this way; it was something the pandemic brought, but students did not embrace it as theirs. And in a similar way, the process of adaptation to this modality was difficult for them, and it affected their motivation towards the class and the project itself:

Yo creo que tuvo un impacto negativo ya que, pues había muchas distracciones, además de que a veces las clases suelen tornarse un poquito aburridas y con respecto al proyecto a mí me solía complicar un poco la comunicación, lo cual no me permitía como hacer los trabajos necesarios para poder desarrollar el proyecto. (Focus group, S16, 15/10/2022, excerpt 13)

All this information gathered in the instruments shows that students were motivated at the beginning, but their interest decreased with time. Internal motivation was a strong aspect that pushed students to work on the filmmaking project, because they saw it as an alternative strategy

and tool to learn a language, a tool that involved different modes of communication and the opportunity to work in real contexts, to get away from the traditional methodology of language classes.

Traces of Motivation in Students' Behaviors

Students' behaviors, on the other side, could be observed especially in the comments I registered in the journal. One behavior that I considered a trace of motivation was their willingness to turn the camera on during the class sessions. In the beginning more than half were using the camera and I could see their reactions; they were very attentive when I explained the stages of the project. However, this was something more difficult to see through the camera in the next sessions. Students who turned the camera on, usually showed interest and asked questions during the sessions. As stated in the next fragment:

While not all students took part, I was able to recognize faces, to remember names and to get familiar with them; on the other side, they started to see me as part of the class, as one more, not like an intruder. (Journal, researcher, 11/9/2021, excerpt 14)

Besides commitments like this, I felt that at the beginning they were not comfortable with me, but this apparently changed along the sessions. In my case, I was more familiar with students' faces and names. But the only time I saw all the students' faces was in the in situ session which was not planned, but the homeroom teacher obtained the permission with all the restrictions needed due to the pandemic; nonetheless, we could meet, clarify doubts and finally see each other face to face. Certainly, I could tell the difference in their behavior. While in the online meetings there was some participation, in this session the questions arose everywhere. All the students looked happier and awake. Then, it is important to highlight the effect of the online

classes on students' behavior. In relation to this matter, one of the students answered this in the focus group:

Me parece que la modalidad de virtualidad, no solo en mi caso del proyecto sino de las clases, afecta un poco la interacción ya que está esa opción de activar micrófono o no hacerlo. Entonces eso y el hecho de que no está cara a cara es algo un poco impersonal. Entonces no nos permite tener esas interacciones en términos de expresiones en la cara, puede ser visual más que todo. (Focus group, S3, 15/10/2022, excerpt 15)

To see students' behavior was quite difficult since not everybody participated in all the sessions. This is reassured with some of the emergent themes that arouse in the focus group. 65% of the students said they were shy when participating in class. While the 55% said it was difficult for them to adapt to the virtual modality, so they did not feel like they were in an actual class, they said it was impersonal and not engaging. The 45% resting said that they lacked motivation but this is clearly a consequence of the students' shyness and adaptability to a virtual modality. This explains students' behavior in the classes. They were clearly out of their usual environment, and even if they were in their house, which is their safe place, they did not feel comfortable. Thus, students' motivation was affected, and it influenced their performance and behavior during the classes. And this was most notorious as the sessions developed.

Another issue that is worth mentioning was the behavior of the homeroom teacher, which changed along the development of the project. This situation was basically a limitation and disavowment of my actions, that once it started, it continued until the end of the implementation. This teacher agreed with the schedule and methodology I proposed at the beginning, but as the sessions passed, things did not go as planned. I was just being strict because the project demanded it. It was curious that it was not the students who complained but they assumed I was

demanding too much and consequently, there were delays on the schedule of the project as can be seen in the next fragment of the journal:

I tried to be strict and established fixed dates to the tasks submission; however, the teacher was contradicting or undermining my authority every time. Even when I was talking to students in the class, she interrupted me several times, and yes, it was her class, but she made me feel like I did have not any authority at all. I know the teacher was trying to be on students' side, being supportive and understanding about their particular situation but for me, it was very frustrating (Journal, researcher, 16/10/2021, excerpt 16)

It was a situation that escalated and it became evident for students what was happening during the sessions between the teacher and me. This aspect could have influenced students' behavior at some point, getting a sense of distance from me and consequently, affecting their motivation, too.

To conclude these two sections, we can say that students had a good level of motivation towards the development of the project. Through the instruments it is evident that students embraced the project in the beginning. They showed a high level of motivation as can be seen in the final product where students created good quality videos with a final grade of 4.3 on average. They submitted good quality assignments during the whole project, even though their participation on the blog decreased, students kept the level of quality in their work. This was corroborated in the journal, in which my observation during the sessions showed students' positive behavior and how this changed towards the end of the project, evidencing a decrease on students' motivation. As for the focus group, this helped to confirm the engagement with the

multimodal project, the tool we used, and the intercultural topics which made students feel empowered and this led to increase their motivation and commitment to the project.

The Filmmaking Project and the Development of Intercultural Awareness

This second part of the thesis intends to address the objective about the impact of the pedagogical implementation of the filmmaking project on the development of intercultural awareness of intermediate English students at a public university. Just as was done with the concept of motivation, the second part of the survey intended to find out students' familiarity with concepts such as culture, interculturality and intercultural awareness. The information obtained from the survey helped determine to what extent the implementation of the project made an impact on students.

Students' Familiarity with Intercultural Awareness

With regard to the intercultural section of the survey, there were two parts: one about cultural aspects, and the other one about specific intercultural situations. In the first part, most students (n = 10) associated culture with knowledge, traditions and customs: “*Para mí la cultura es un conjunto de conocimientos, tradiciones, costumbres, etc. que se van transmitiendo*” (Survey, S2, 29/5/2021, excerpt 17). Three students indicated that culture was the difference between social groups: “*Algo que hace distinguir a un grupo de personas de otros*” (Survey, S4, 29/5/2021, excerpt 18). One student related it to identity and another connected it with the relationships among people.

Students' answers about the role of culture in foreign language learning were divided in two groups: learning linguistic aspects (n = 7) and learning cultural aspects (n = 8). In regard to the learning of linguistic aspects, one student expressed that “*aprender sobre la cultura extranjera, puede ayudarte a entender mejor una conversación o palabras muy nativas*” (Survey,

S1, 29/5/2021, excerpt 19). The students that pointed out the role of culture to learn about the culture of the other country also highlighted the potential of the cultural element to enhance their motivation. For instance, one student highlighted that “*el rol de la cultura es el de motivar al aprendizaje de un nueva lengua y de este modo permitir un intercambio cultural más amplio*” (Survey, S9, 29/5/2021, excerpt 20).

Regarding the cultural elements that should be taught in a foreign language class, 12 students mentioned customs and traditions. These included “*sus tradiciones, sus comidas típicas, sus símbolos, sus reglas o normas*”. Three students indicated that language and context should be taught in an English class. Elements such as the history of the country were central as one student said: “*Pienso que un elemento importante cuando se aprende una nueva lengua es la historia que hay detrás de esta, para así poder conocer un poco de la cultura de esta*” (Survey, S9, 29/5/2021, excerpt 21).

When asked how they defined interculturality, 10 students defined it as the interaction or integration between groups of different cultures: “*Integración entre diferentes grupos de personas*” (Survey, S4, 29/5/2021, excerpt 22). Five students conceived it as an equal cultural exchange: “*Es el proceso donde interactúan dos culturas diferentes entre sí, siempre con igualdad entre las dos*” (Survey, S1, 29/5/2021, excerpt 23). In connection with the intercultural dimension, students were also asked about the activities they engaged with to be in contact with other cultures. 46% stated that they watched foreign movies; 33% said that they listened to international music; and 20% played online videogames (see Figure 4).

Figure 4

Students' Contact with Other Cultures



Note. Graphic taken from the survey.

In order to dig into students' intercultural awareness, as mentioned in the methods section, students were asked to react to eight specific situations that presented conflict among people of diverse social groups. The objective was to inquire if students were able to establish the cultural elements that interplayed in producing the conflict or misunderstanding (see Appendix B). The questions included:

Why is the conflict happening? Which part do you agree with? What actions would you take to address the conflict?

Here is the second situation as it was presented to the students:

Estás haciendo tu tarea y tus padres llegan del trabajo, ambos acuden a tu cuarto a saludarte y se retiran un momento después. Tu padre se sienta en el sofá y le dice a tu madre: “Cariño, tengo hambre, ¿por qué no te haces algo de comer?”, a lo que ella responde: “Pues yo también tengo hambre” y tu padre dice: “Pero yo llego del trabajo y estoy cansado” y tu madre le dice con enojo: “pues yo también acabé de llegar del trabajo y estoy cansada”. Tu padre ya molesto le responde: “Pero es que tú eres la mujer de esta casa y es tu deber cocinar”. Ella le dice: “Ah pues que pena mijito, yo seré la mujer pero yo no me críe como las mujeres de su pueblo que son todas sumisas, yo estudié y trabajo porque soy una mujer, no su sirvienta o cocinera”. Al escuchar la discusión, tú sales del cuarto y te diriges hacia ellos.

This situation has to do with gender relationships. It presents a situation in which both parents work, but the husband demands that the wife, due to the fact that she is a woman, has to assume the cooking role. Then, there is their son who witnesses the situation. The students were asked to assume the role of the son and react to the situation according to the questions. All the situations had a similar structure with the aim of putting the students in front of a situation of conflict (see Appendix B) that would possibly generate reflection about what cultural factors underlain the situation.

With regard to the first question *¿Por qué cree que está sucediendo el conflicto?*, it can be seen that the answers to this question show that the majority of students chose the most appropriate way to deal with the situation, which gets closer to have a good level of intercultural awareness; in two situations however, it was the minority, which can determine that the context of the situation can influence on the decision of the students. In the second question *¿Con cuál de las partes está de acuerdo?*, it was intended that students chose both parts but the answers show the preference students had for choosing one side; just 2 students did it as expected in only one situation and few others didn't choose any side, which showed a lack of criteria for facing a situation like this. Finally, the third question *¿Qué acciones tomaría para afrontar el conflicto?* showed a major division among students when deciding which actions to take in a situation like this. Here it was supposed that students choose to mediate the situation, but just the minority did it. This was clearly the most difficult question for them and it is evident since some of them opted for not intervening in the situation, reinforcing the idea that students didn't know how to act (see Table 3).

Table 3

Intercultural Situations and Questions

Questions	Why is the conflict	Which part do you agree	What actions would you
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Situations	happening?	with?	take to address the conflict?
Situation 1 Age Generational conflict between a young person and an older one about doing things faster or slower	<i>-Poca comprensión y tolerancia del niño (n = 12)</i> <i>-Diferencias generacionales (n = 2)</i> <i>-Inconformidad del abuelo (n = 1)</i>	<i>-Abuelo (n = 14)</i> <i>-Ninguna (n = 1)</i>	<i>-Hacer caer en cuenta el niño (n = 13)</i> <i>-Que el niño juegue (n = 1)</i> <i>-No meterse (n = 1)</i>
Situation 2 Gender Conflict between a woman and a man who tries to distinguish the man and the woman's position in a family	<i>Machismo (n = 15)</i>	<i>-Mamá (n = 14)</i> <i>-Ninguno (n = 1)</i>	<i>-Hacer entender al padre (n = 8)</i> <i>-Que los dos cocinen (n = 5)</i> <i>-Yo cocinaría (n = 2)</i>
Situation 3 Gender Conflict between a man and his girlfriend about a common practice among women: go to the bathroom together	<i>-Actitud sexista (n = 13)</i> <i>-Falta de comprensión (n = 2)</i>	<i>Novia (n = 15)</i>	<i>-Hacer entender al novio (n = 11)</i> <i>-Hacer caer en cuenta a la novia (n = 3)</i> <i>-Ignorar al novio (n = 1)</i>
Situation 4 Religion Conflict between a devoted catholic woman and a foreigner who is not, but who is visiting one of the local churches	<i>-Tradición arraigada (n = 8)</i> <i>-Ignorancia sobre el otro (n = 7)</i>	<i>El extranjero (n = 15)</i>	<i>-Hacer entender a la señora (n = 13)</i> <i>-Hablar con el extranjero (n = 1)</i> <i>-No intervenir (n = 1)</i>
Situation 5 Conservatism Conflict between a young couple form the same gender and an older couple who are more traditional	<i>-Rechazo a la orientación sexual (n = 11)</i> <i>-Ignorancia sobre la orientación sexual (n = 4)</i>	<i>La pareja de chicas (n = 15)</i>	<i>-Hacer entender a la pareja de adultos (n = 9)</i> <i>-Mediar la situación (n = 2)</i> <i>-Hablar con la pareja de chicas (n = 2)</i> <i>-Ignorar a la pareja de adultos (n = 2)</i>
Situation 6 Social class	<i>-Discriminación social (n = 11)</i>	<i>El muchacho (n = 15)</i>	<i>-Hacer entender al grupo de amigos (n = 8)</i>

Conflict between a humble man and a group of wealthy guys who humiliate the guy for not having enough money to buy a more expensive meal	-Falta de empatía (n = 4)		-Hablar con el muchacho (n = 4) -No intervenir (n = 2) -Buscaría alguien más para que intervenga (n = 1)
Situation 7 Occupation A married couple: a cashier and a teacher have a conflict about the amount of time he spends working and sharing with his family	-Poca dedicación a la familia por parte del profesor (n = 11) -Falta de tolerancia de la mujer (n = 2) -Falta de tolerancia del profesor (n = 1) -No contesta (n = 1)	- La mujer (n = 7) -Ninguna (n = 3) -Con el profesor (n = 2) -Con ambas partes (n = 2) -No contesta (n = 1)	-Hacer entender al profesor (n = 6) -Mediar la situación (n = 5) -Hacer entender a la mujer (n = 2) -Ninguna (n = 1) -No contesta (n = 1)
Situation 8 Regionalism Two guys from different regions have a conflict because one of them thinks that because he belongs to a specific region, he is more intelligent than the other	-Estereotipación (n = 8) -Falta de respeto (n = 3) -Competitividad (n = 2) -Egocentrismo (n = 1) -No contesta (n = 1)	-Cesar (n = 9) -Ninguno (n = 5) -No contesta (n = 1)	-Mediar la situación (n = 10) -Hacer entender a Carlos (n = 3) -Ninguna (n = 1) -No contesta (n = 1)

Note. Frequency of students' answers to the three questions in each situation.

In conclusion, the results of the survey show that students had a superficial and traditional vision of what culture is, as something related to traditions, customs or habits. There was not a deep or reflective understanding of it. With regards to interculturality, it was similar; they showed a superficial view of the concept. Students related interculturality to the foreign, to other countries. In the situations, most students looked for comprehension of one side or the other. For example in the question *¿Qué acciones tomaría para afrontar el conflicto?* One of the students answered *“Le hago entender a mi padre que ella no es su sirvienta, que también trabaja*

para la casa y tiene derecho a descansar” (Survey, S1, 29/5/2021, excerpt 24). It is evident that the student is taking a side, assuming what it is good in the student’s perception. Students didn’t see it as a cultural problem but as a matter of good and bad. Just a few tried to mediate the conflict, but without being really aware of the cultural practices they have been socialized in. In other words, the concept of culture students brought before enrolling on the project was vague and general. They answered from their knowledge and social construction. They really did not know how to act from an intercultural perspective in front of a situation where two or more actors were involved.

The following section focuses on the projects produced by the students (see Table 4). It analyzes the dimensions of intercultural awareness that students targeted. Connections between the students’ blog posts, the researcher’s journal and the focus group are made to show how students developed intercultural awareness.

Table 4

Students’ Products of the Filmmaking Project

Group products	Title of products	Intercultural dimension
Short Documentary Group 1	La Tercera Edad	Age as cultural differentiator
Short Documentary Group 2	How's the Life Being of a Different Gender	Gender as a cultural differentiator
Short Documentary Group 3	Gender Should not Be an Impediment to Learning a New Language	
Short Documentary Group 4	Religion	Religion affiliation as cultural differentiator

Short Documentary Group 5	Religion in Popayán	
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Note. The name of the project products and their intercultural dimension.

Students' Awareness of Cultural Differentiators: Developing Awareness of Diversity

In looking at the impact of the multimodal filmmaking project on students' development of intercultural awareness, one first source is the project products, that are the short documentaries produced by the students. Through the development of the projects (see Table 4) I could visualize how students were developing a broader understanding of what intercultural awareness is by establishing cultural differentiators such as social class, gender, race, and religion, among others, as well as the role of context in cultural exchanges. Most importantly, they realized that interculturality did not only have to do with transnational encounters but that they could engage in intercultural encounters in their daily life. One student for example shows how he became aware of the cultural aspects in the local communities he visited.

Hace rato mencionaba lo del proyecto de que íbamos a esa comunidad y enseñábamos inglés. Entonces eso también nos ayudó en nuestro aprendizaje, de parte de mi carrera también, es una carrera que aborda mucho esa parte sociológica y etnográfica. Entonces es importante tener en cuenta estos aspectos culturales para la realización de todas las actividades que son inherentes en nuestro campo de estudio. (Focus group, S1, 15/10/2022, excerpt 25)

In the case of S1, since he was majoring in English language teaching, he visited a community to do his teaching practicum. He suggested that the project contributed for him to understand that there are different cultural dimensions that he took into account in his field of knowledge which

is education. Overall, the students emphasized the importance of being aware of cultural aspects when working on specific contexts or communities.

Knowledge of Society / Self-Knowledge. Students also agreed that the project led them to know more about the society they lived in. In the focus group, nine students remarked that the experience lived through the project was an opportunity to embark into deeper knowledge about their own social context. Student 4 asserted that, *“Si, porque mediante estos temas podemos conocer diferentes aspectos, diferentes contextos que igual vamos a encontrar en nuestra sociedad”* (Focus group, S4, 15/10/2022, excerpt 26). She is recognizing that the intercultural topics chosen for the project are relevant and can be found in society. Thus, awareness not just about culture but also students’ context is something that the project helped to develop since it encouraged them to research more about their topics. Likewise, the project helped students through exploring the different aspects of culture, society and otherness to discover personal traits that were hidden or they did not know they had. The next excerpt taken from the focus group illustrates this:

En mi caso había ciertos temas que ya conocía mucho o había investigado mucho y gracias a estas actividades o estos proyectos, pues te permiten empaparte más en esos temas, tener más claro los conceptos y también reforzar tu opinión frente a cada uno de estos temas. (Focus group, S14, 15/10/2022, excerpt 27)

He is recognizing the reinforcement on his opinion or point view about certain themes. The project was a tool, a vehicle to enhance students’ particular traits, points of view and opinions about cultural aspects.

The materialization of this process came with the audiovisual production of the students. Through the making of the short documentaries students explored different intercultural topics

that led them to research, analyze, create and reflect about them. After watching the Short Documentary – Group 1, we can elicit from the final reflections that students became more aware and critical about the position of older people in recent society. In the next quote,

In Popayán there are many elderly people who are left alone and without any economic benefit as is the case of this person who suffers from a severe osteoporosis disease. She lives in a very vulnerable situation and only has the help of her daughter for her sustenance. They live recycling and selling sweets at the traffic lights.

(Narrator/Interviewer in Short Documentary – Group 1)

We can see that students did an actual field work and involved themselves in the context of an elderly person to get information from first hand (see Figure 5). Thus, students' willingness to learn took them to get a deeper understanding of culture by getting away from their own, by immersing on the other's culture and reaching awareness of the different social groups and contexts, which is something that occurs in the level 2 of the Intercultural Awareness model proposed by Baker (2021). The students got involved with the elderly person to an extent that with the help of some kind donors obtained a wheel chair for the woman (see Figure 6), as well as a bed and food.

Figure 5

Elderly Person



Note. The elderly person in her daily context.

Figure 6

Elderly Woman at the Wheel Chair



Note. The elderly woman when she obtained the wheel chair.

In another quote the students recognize the importance and value of elderly people in society:

This elderly people need help. They need to be valued and have special care; let's not leave them alone. We will reach that age soon and we don't know what awaits us in the future. Finally, I think that elderly people are like a book, full of history and knowledge. Some very well preserved and on the contrary, others discarded and forgotten. Even some read at a half way. There are also those books that you love and get never tired of reading. (Narrator/Interviewer in Short Documentary – Group 1)

The narration in the short documentary ends with an analogy of elderly people as books reinforcing the value and worth of elderly people in society and visualizing themselves as elderly people in the future. This reflects the learning students obtained from a direct interaction with other's context and culture. Their work evoked discussions about the role of elderly people in our culture. Different cultural groups have different understandings of the role of elderly in the community, while in the West, old people are considered useless and therefore many times they end up abandoned like in the case of the woman above, in communities such as the indigenous groups the elder or the Mama or Taita are highly respected and cherished.

Acknowledgment of Difference. One of the first concepts that the participants expanded was their idea of culture that initially was somewhat restricted to a transnational view. For example, in the second entry of my journal, I describe how after discussing several social and cultural topics, students broadened their view of culture:

We could discuss and reflect upon the sociocultural topics and the process of the task. Students started to recognize the different conceptions of culture, to realize the difference

as an opportunity to know the other, to know according ways of addressing the other.

(Journal, researcher, 12/6/2021, excerpt 28)

As seen in the quote, students observed that difference more than a negative feature was an opportunity to know about other people and their cultural practices. This was a realization that took place throughout the project as they were tackling different sociocultural topics that their classmates were addressing in their projects:

With regard to the sociocultural topics, students showed a progressive awareness of cultural differences when researching, writing and reflecting on them. It seems working with real context, it makes them more interested and committed to their learning process.

(Journal, researcher, 25/3/2022, excerpt 29)

This sample is interesting because it points at how their views of culture evolved but also highlights an important aspect of intercultural contact that has been reported by several authors. The idea that the best way to develop intercultural competence and awareness is by engaging in contact with other cultural groups in real contexts (Byram, 2021; Halliday et al., 2010).

In a similar way, students' answers in the focus group were reassuring that through the project they started to recognize and see the difference not as a problem but as an opportunity to enrich their knowledge about others' culture and social practices. As we can see in the next quote:

Yo considero que es importante ya que nos permite tener como un intercambio entonces ahí vamos a conocer diferentes perspectivas y puntos de vista, para darnos cuenta de que todo el mundo piensa diferente y eso nos permite conocer las culturas. (Focus group, S6, 15/10/2022, excerpt 30)

Students broadened their idea of culture and recognized there was a deep knowledge behind every person, community or society. 15 students confirmed this aspect was one of the main achievements they had after of the project accomplishment, which confirms their understanding of culture and interculturality in the initial survey.

The first tasks of the project that implied reacting to their classmates about the cultural dimension that they had chosen represented a context for them to realize that cultural differentiators such as social class, religion or age were indeed dimensions that differentiated people. This was a stage that led them little by little to develop awareness that those social and cultural dimensions were marked by practices particular to those groups that normally people are not aware of. Drawing on comparisons is a strategy that has been used in intercultural communication to help people understand that there are diverse ways of doing things or thinking about things. This is why models of intercultural communication such as the one proposed by Byram (2021) consider making comparisons as a first step to reach intercultural awareness. This idea of comparing is observed in several posts that students made when reacting to their classmates' initial drafts of their projects. In the following excerpts, students are required to react to the draft of the screenplay of their classmates.

Figure 7 shows the comments students made to a screenplay that intended to study issues of social class. The comments made by the students' first drafts show that they do see the idea of comparing as a source of learning differences between social groups. They saw the idea of comparing Popayan and Denmark, Meta as one way to *"know a little more about how in our country depending on the place you can find social classes"* (Blog, student B, 20/8/2021, excerpt 31). They make interesting connections between people's behaviors and their context, and student C mentions the word *"empathy"* (Blog, student C, 20/8/2021, excerpt 32). What appears

interesting is that she uses the pronoun “we” in the phrase “we lack empathy” including herself in a reflexive manner which somehow is an indicator of awareness.

Figure 7

Student A, B and C's Reaction to Blog Post about Project on Social Classes

I think, it's a topic which is hard to talk about, because people don't like to talk about their economic situation, and the way that they're living, but if you achieve to find the correct people to interview, for sure you're going to get good results, and the way you all are developing the project is too good, and I'd like to see the contrast between Popayán citizens and Dinamarca citizens

[Translate](#)

Like • Reply • Aug 19, 2021, 4:18 PM

The project they have developed, I think it is very complete since they take the time to explain a little more in depth the social classes, and something that I find extremely interesting is that they take it from the point of view of Popayan and Denmark Meta, so we can know a little more about how in our country depending on the place you can find the social classes. On the other hand I find it very practical that you can interview two people from each social class, so that each person can tell you how their life is according to their context.

[Translate](#)

Like • Reply • Aug 20, 2021, 2:29 PM

In my opinion it is a complete project, where the different concepts of social classes are exposed, in the city of popayan the class division is very notorious, there is discrimination, those who have money believe that they are the only ones in the world and that they can do whatever they want and treat others badly, we lack more empathy.

[Translate](#)

Like • 1 Reply • Aug 20, 2021, 10:04 PM

Note. Screenshot taken from students' blog in Edmodo.

Empathy is something students could discover through the filmmaking process. It was not just the research students did, but also the searching and finding of actors directly related to

the intercultural topic (see Figure 8). In the Short Documentary – Group 2, students worked on gender. From their final product and especially in the final reflection of one of the interviewers, it can be noticed students developed a sense of empathy for and through the intercultural topic.

Figure 8

Interviewer 1 and Interviewee 1: Member of the LGBTIQ+ Community



Note. Screenshot taken from students' artifact: Short Documentary – Group 2

The next quote evidences the sense of empathy of the narrator:

Unfortunately people from the LGBTI community have suffered from constant acts of discrimination. I believe that people should be more inclusive. The fact of having another sexual orientation does not make them inferior or superior, we are all equal. We all deserve to be treated equally and to be free to express ourselves as we wish as long as we do not harm anyone. (Narrator/Interviewer 2 in Short Documentary – Group 2, excerpt 33)

Susilo et al. (2023) found that one of themes that arose when working with YouTube videos in a language class was empathy. In this project since the tasks were more hands on, so that students had to design their own videos; they had more connection with the intercultural topic and the

people they chose to interview. As can be seen in the quote, students developed a deeper sense of empathy towards the community they were researching on. In addition, it can be seen that students acknowledged the difference as an opportunity to learn about the situations of minoritized communities in society.

Controversial Topics: A Critical Vision. Another concept that little by little was introduced in the language of students was diversity. Through the different intercultural topics that were chosen for the project, students learned that the diversity can open different gates to knowledge. In the focus group students noted that most of the topics were controversial, taboo or commonly avoided in society. Topics like gender and religion especially follow that controversial path that especially in Colombia which is a country known by its catholic beliefs, can create annoyance or incommmodity.

In the next quote: *“Yo creo que también fueron los adecuados, porque muchos temas, todavía en muchos lugares siguen siendo controversiales, entonces me parece que es muy importante hablar de eso y también aprender a escuchar y a respetar las opiniones”* (Focus group, S12, 15/10/2022, excerpt 34), the student recognizes the controversial load these topics have but also, she remarks on the importance of talking about those topics, and how they can create awareness when discussing or working with them. Differences among groups evidence that there is diversity that distinguishes communities. As in the case of student C who introduced another cultural differentiator but she looked at it from the lenses of diversity (see Figure 9). Student C presents a positive assessment of her classmates’ screenplay. She feels the project is good because it conceptualizes religion properly and situates it within the Colombian context and beyond. She talks about the need to look at the *“diversity of religions”* by interviewing people from different creeds (Blog, student C, 20/8/2021, excerpt 35).

Figure 9

Student C's Reaction to Blog Post about Project on Religions

I think you have an excellent project, because you have explained very well what religion is and how we can find it in Colombia, Latin America and in our society, since by having these three variants we can know how religion is found in a certain place or area. On the other hand, I think it is very good that you can interview a person of different religions to know a little more about the diversity of religions we have.

Translate

Like • Reply • Aug 20, 2021, 2:35 PM

Note. Screenshot taken from students' blog in Edmodo.

Overall, through this participant's blog post, we can compare the different components of intercultural competence stated by Byram (2021): Knowledge is present in the idea of explaining what religion is, how it is established in Colombia, she talks about "three variants". The attitudes of openness are evident through the idea of being open to interview people of different religions which at the same brings in the skills of discovery and interaction, skills that according to Byram (2021) emerge in the process of actual interaction with members of other cultural groups. This can also be observed in the student E's comment that applauds the idea of showing both sides of the topic (see Figure 10).

Figure 10

Student E's Reaction to Blog Post about Project on Religions

This is a good interview, the questions definitely let you know how other people think and the ideas they have on the broad topic of religion and the best thing for me is that they don't just show one side of the topic but both sides of it.

I would like to see the other interviews it looks like it will be an interesting topic to follow.

1 Like • Reply • Oct 19, 2021, 4:02 PM

Note. Screenshot taken from students' blog in Edmodo.

For students, exploring diversity of views in each project was central to better approach the sociocultural group being explored. They understood that there were several variables that intervene in understanding a particular community. For example, those exploring elderly people should consider variables such as “*age, kind of elderly, health issues, mental issues, etc...*” (see Figure 11), while others who commented on the project about gender also recommended including other gender categories such as “*trans people, gender fluid*” (see Figure 12).

Figure 11

Student D's Reaction to Blog Post about Project on Elderly

i think it's an interesting topic to talk about coz elderly are the foundation of all our society they have a lot knowledge and experience of the live, this dont mean that they are going to be right all the time, but you can learn a pair of thigns with them, and i like the explanation and the information that you give about elderly like the ages, kinds of elderly, healt issues, mental issues...etc.

It'll be a cool project.

Like • Reply • Aug 18, 2021, 4:15 PM

Note. Screenshot taken from students' blog in Edmodo.

Figure 12

Student A's Reaction to Blog Post about Project on Gender

I like the questions, I think you can achieve a great interview with them, although I think you could add other questions, such as the use of "inclusive language" to refer to a person of the LGBTQ community, as some of them find it better to be called in another way, also I think you could focus on other genders, such as trans people, gender fluid, etc.

[Translate](#)

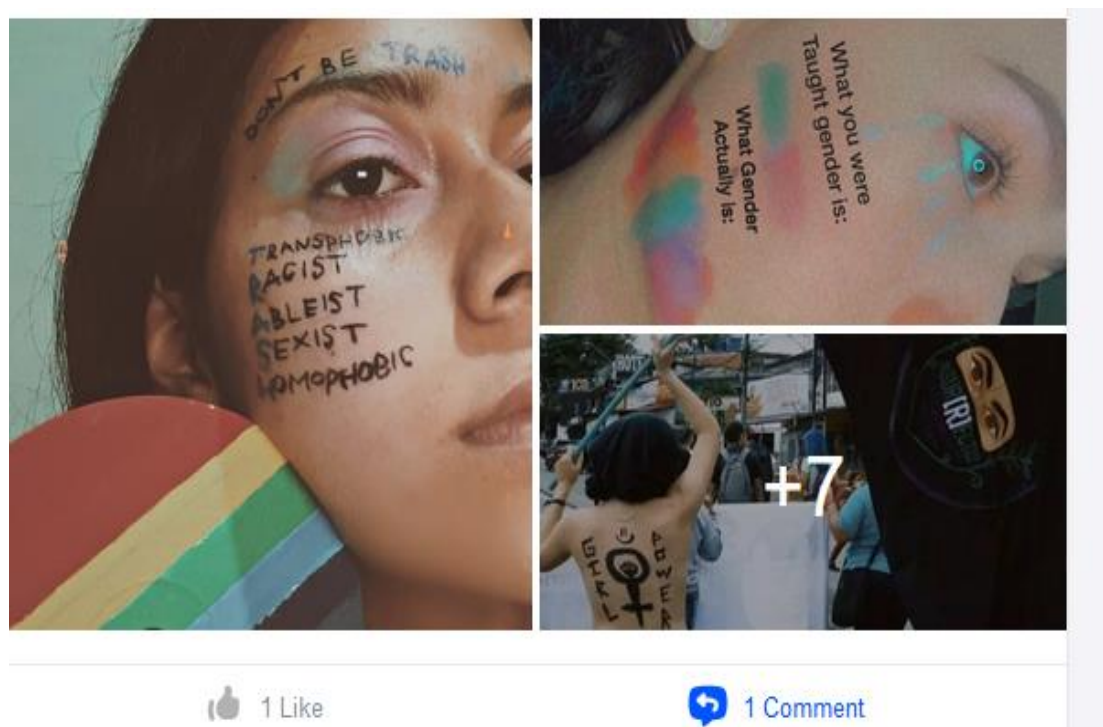
Like • Reply • Sep 10, 2021, 8:08 PM

Note. Screenshot taken from students' blog in Edmodo.

Students were also taking strong positions against societal intolerance toward diversity. In the task where students were asked to upload images they would include in their documentary, one group uploaded a cluster of pictures criticizing gender discrimination. One of the students holding an LGTBQ+ flag wrote a message on her forehead and face against gender discrimination. On the second panel appears a clear representation of how gender should not be reduced to a binary, and instead it should be broadened to other categories. This is symbolically shown through colors (see Figure 13).

Figure 13

Students' Pictures to be included in their Short Documentary



Note. Screenshot taken from students' blog in Edmodo.

The work done in the short documentary where Figure 13 comes from was very interesting given that students used different resources, which reinforced the idea of diversity. This short documentary does not have a final reflection, but through the images it can be noticed

the appropriation students had of the intercultural topic as can be seen in Figure 14. In the images we can see one woman who has been mistreated psychologically and other who has been mistreated physically. Students here are identifying two ways of gender mistreatment and through the images, they staged the situation. This shows that the students did a previous research about the intercultural topic and portrayed it in the video.

Figure 14

Portrayal of Gender Mistreatment



Note. Screenshot taken from students' artifact: Short Documentary – Group 3.

Also, in Figure 15 they represent the role of a woman adjusting to beauty standards. Students here are using different semiotic resources, not necessarily spoken language to exemplify these cultural situations. They draw on different semiotic resources and modes such as spatial distribution: *four panels* that need to be read from left to right. They also draw on gestures combined with the linguistic mode which is present through the captions in yellow color to contrast with the general dark context of the four panels. By using these semiotic resources, they bring to scene the symbolic representation of what society has established as beauty standards for women: behaving girly, making up and being punished for not playing the imposed role. Kramsch and Hua (2016) mention that symbolic representations foster the construction of people's socio-cultural identities. People draw on their symbolic representations to act on daily and approve or reject those behaviors or ideas that challenge the symbolic representations accepted by society.

Figure 15

Beauty Standards



Note. Screenshot taken from students' artifact: Short Documentary – Group 3.

Besides, students used semiotic resources such as photographs and videos from manifestations in Popayán in which they were directly involved (see Figure 16). All the process done and the different resources used to enrich the short documentary, evidences the engagement they had with the topic. Critical engagement is essential to understand and interact with the otherness and the difference, to recognize and act from an intercultural perspective.

Figure 16

Protestant on Gender Manifestation



Note. Woman protesting in a symbolic way through her body.

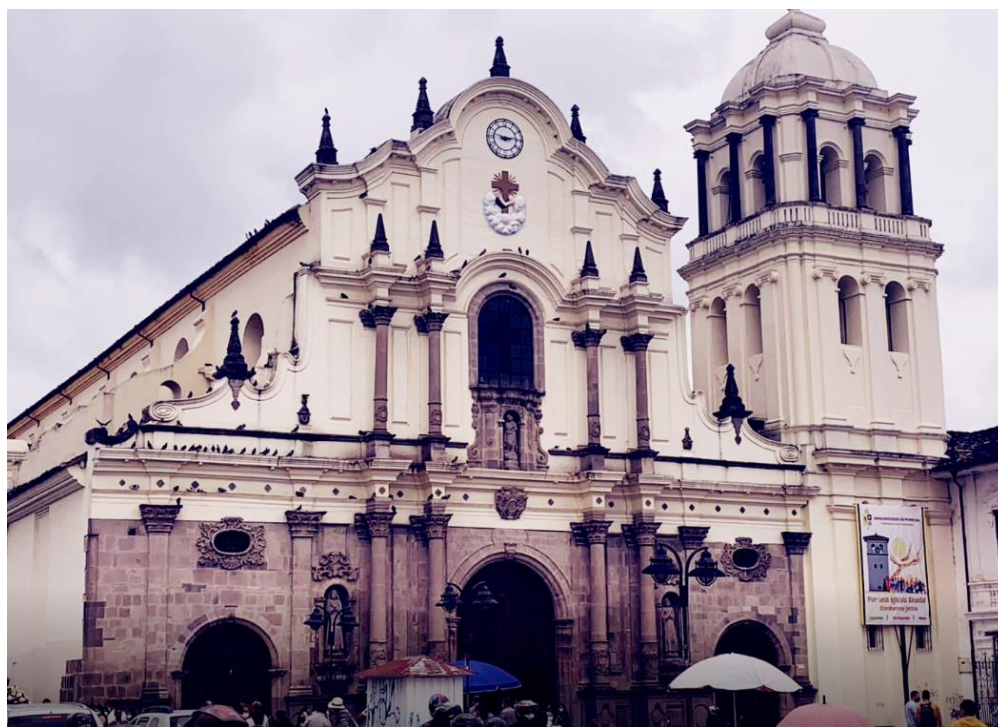
The final two projects of groups 4 and 5 were about religion which is a controversial theme especially in Popayán, which is well known for having a strong presence of the Catholic Church in the city's affairs. The analysis was made based on the products students presented: a Short Documentary – Group 4; and a PowerPoint Presentation – Group 5. These two products in particular went hand in hand with students' course presentation, which is an oral presentation students have to do in order to get their certification in English and where they presented their

reflections about the project; unfortunately, due to the negative situation with the homeroom teacher, I was not allowed to attend this event. The presentation was a rich source of data but we lost that data, so the analysis only focused on students' artifacts.

Religion by itself is an intercultural topic that generates controversy, curiosity and interest. Thus, the fact the students researched about the topic makes them aware of the cultural dimension it is immersed in. Then, in the Short Documentary – Group 4 the narrator says: *“Popayán has not only been the pedal of different expressions, but also of different celebrations and religious briefs important for the community that any citizen from Popayán should know”* (Narrator/Interviewer in Short Documentary – Group 4, excerpt 36). This quote points at the strength religion has in the city (see Figure 17).

Figure 17

Church San Francisco in Popayán



Note. One of the most representative churches in Popayán: Short Documentary – Group 4.

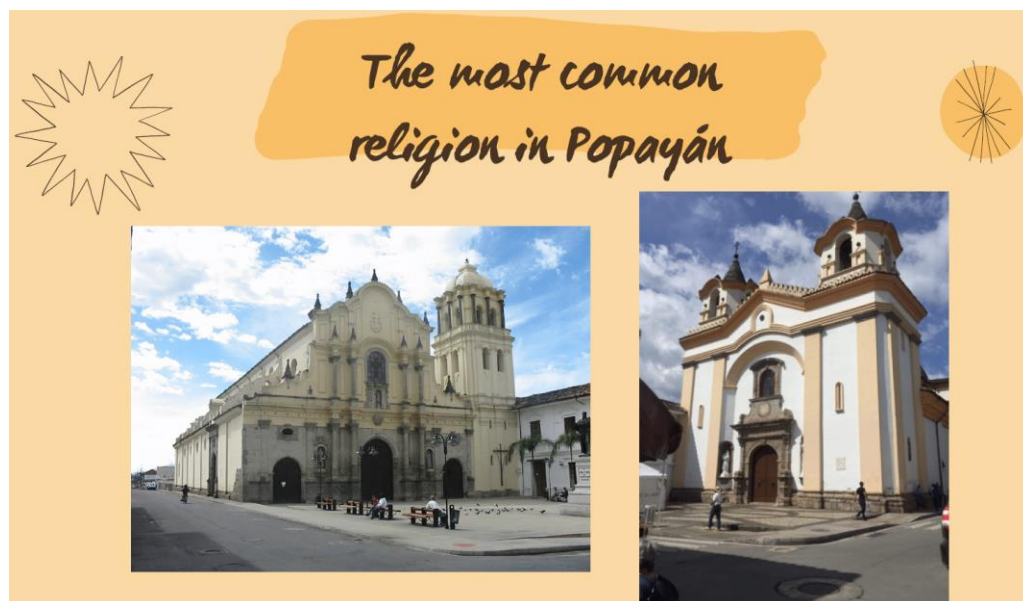
Students highlight what is already well known, but in the next quote the narrator said “*We consider that religion has a great social impact on the city and has been taken into the heart of our families, remaining for generations with the idea that religion is something very important and influential in our lives*” (Narrator/Interviewer in Short Documentary – Group 4, excerpt 37).

The narrator refers to religion as an idea not as a fact, which denotes a critical aspect in his discourse. Some of the questions used in the interview evidence the interest and curiosity for the topic. Questions like: Do you think that because Colombia has been considered a catholic country, it happens that many people from other religions are rejected or excluded? Or do you think that religion has separated our society? There is evidence that at the level of research, planning and part of the execution, students reached a higher level of awareness from the one they had at the beginning. The questions for the interview show a critical level in their construction and the interviewer was not afraid of addressing the interviewee with the questions. Thus, although Group 4 did not send a complete work that could be analyzed, we could trace some aspects of intercultural awareness.

With regard to Group 5, their project was supported on the presentation more than in the product itself, since they did not finish the short documentary. The slides were just a guide for the presentation, which means there was not much information to analyze (see Figure 18). From the slides we could get two questions: Why did we decide to interview an atheist? And what does holy week mean for people from Popayán?

Figure 18

Slide Showing Some Churches in the City of Popayán



Note. Screenshot taken from students' artifact: Power Point Presentation – Group 5.

In the questions we can see traces of a critical approach; students did not try to follow what is commonly heard about religion, and instead they tried to ask questions of a different nature. They did the research, created the questions but the visual support was designed for an oral presentation, which is why the information we obtained to analyze is scarce.

Curiosity. A common idea students expressed in the focus group was that they felt curious and thus, engaged for and willing to embark into the research and execution of the intercultural topics. The intercultural topics we presented to the students were interesting and intriguing to them, and since they had the opportunity to choose the one they felt attracted to, it caused a positive effect as we can see in the next quote:

Pues uno tiene su percepción respecto a esas cosas y su interés. En mi caso también desde antes, pero dedicarse a la tarea de hablar con las personas te lleva de pronto a interesarte más, pues hablo mejor, dos veces sobre el tema o sobre lo que conlleva estos aspectos, entonces sin duda alguna te lleva a de pronto interesarte más o

despertar un poco más esa curiosidad por esa parte. (Focus group, S11, 15/10/2022, excerpt 38)

And something relevant for this research, it is that students discovered that interaction with members of different communities, social groups or with different beliefs can benefit them in terms of knowledge of others and themselves. Byram (2021) includes as the first component of his intercultural framework, the idea of attitudes of curiosity and openness. The author indicates that one first requirement for developing intercultural competence is open to difference, to diversity and feeling curious about learning new things from those diverse groups. This explains the impact that students in this project mention since they felt curious about getting to understand the cultural groups that they decided to work with.

Expanding the View of Interculturality. One of the final thoughts students mentioned in the focus group were the possibilities of working on interculturality through different topics. They saw an opportunity to expand their knowledge not just about other cultures but also about themselves. As we can see in the next fragment:

Pienso que algo que menciono, lo de los géneros musicales y agregado a eso, como considera la persona como fue su crianza, ya que gran parte de como uno se cría define ciertos aspectos de su vida, entonces sería como interesante destacar muchos casos de eso. (Focus group, S10, 15/10/2022, excerpt 39)

Students valued the process carried out in the project because it led them to explore culture in a deeper way, by means of a different tool like filmmaking, and to think of intercultural matters as a possibility to grow at personal and social levels.

Through the different stages of preparation of the documentary, students were able to identify and get familiarized with several cultural differentiators. Little by little they understood

there were social and cultural categories that give diversity to communities. During the discussions, they understood that there were diversities that characterized groups, and as seen above, to understand those diversities it was important to describe their cultural practices and to have access to different perspectives; to both or more sides involved. At the end, the Intermediate English Class produced five projects that contributed to harness their expanded understanding of culture, diversity and increased their awareness of diversity.

Findings Conclusion

In conclusion, the students' interactions on the blogs, the researchers' journal, their responses to the survey and in the focus group and especially, their final project indicate that the pedagogical intervention succeeded. On the one hand, in increasing students' motivation by means of the use of a different tool: filmmaking, through which they could explore different modes of communication in order to create meaning and transmit the outcomes of their research. Students' motivation went from acceptance of a traditional methodology to a state of curiosity, engagement, and agency through the development of the project. On the other hand, in helping most students develop intercultural awareness. Besides emerging from the work on the topics students chose, intercultural awareness was developing organically as I seem to point at in one journal entry where I describe:

Students were really being critical about their peers' questions and suggesting changes according to the population they were addressed to; also, students recognized when the others' work was good, showing in fact, that working on an intercultural project also means being intercultural among peers. (Journal, researcher, 11/9/2021, excerpt 40)

The excerpt shows that the exercise of sharing projects among the students and discussing them, making questions and recommendations constituted a space for students to engage in

intercultural discussions, encounter diversity and thus develop intercultural awareness. By interacting with each other, students started to recognize their classmates' interests and also cultural affiliations, this led them to negotiate and exercise prudence in the way they expressed their ideas and referred to the topics their classmates were addressing. This idea goes along with what Álvarez Valencia (2021) states that each human interaction has the potential to become an intercultural encounter that may demand intercultural skills and awareness from the interlocutors. In this case, students were able to negotiate respectfully their opinions about the cultural topics chosen.

Discussion

The Process of Filmmaking and Motivation: A sour Sensation

In the focus group students expressed that the project was motivating in different ways, including that it had challenged them to talk about new topics; that it engaged them in language learning at a more advanced level; that they experienced a more dynamic language learning process. Nevertheless, as a teacher and researcher I was left with a sour sensation that the implementation did not impact on their motivation as expected. Even though several research studies about filmmaking report that students' interest normally grows when they have to work with media and are encouraged to be creative and productive (Aponte, 2012; Chen, 2018; Chen & Li, 2011), my feelings are not necessarily the same. Although students claimed that they were motivated due to what the project implied, which aligned more with an internal type of motivation (Williams & Burden, 1997), my observations led me to think that students lacked interest. As presented in the findings section, students participated little and chose to keep their cameras off during the online sessions. Despite the students' reply that some of them were shy, I have taught other classes where being online on the other hand seemed to make students feel more comfortable to participate and less exposed as they may feel in a regular classroom.

The contradiction found through the data gathered with the different instruments attests to the complexity of studying motivation (Dörnyei, 2009). As indicated by Ortega (2009), motivation is a very dynamic concept and she cites Clément and Kruidenier's (1983) who state that "motivation and the orientations that underlie it greatly depend on who learns what in what milieu" (in Ortega, p. 181). The milieu in this research study had a great influence on the results of the implementation. Unfortunately, I could not implement the project in the institution I was working at and had to ask a coworker in the previous institution I worked to allow me to carry

out the intervention. As described above, as the time passed, our relationship deteriorated, and this affected students' attitude and compromise toward the project. While the homeroom teacher behaved in ways that undermined the project and my authority, students seemed to find themselves in the middle of this conflict that possibly prompted them to show disinterest in class, as a way to align with the teacher who was the power figure and spent most of the time with them. This may explain the contradiction I found between what they expressed in the focus group where they were not observed by their homeroom teacher and what I observed during the class sessions.

It is important to also notice, as has been described in the literature, that several factors impinge on students' development of motivation (Ortega, 2009). The context plays a relevant role but also the closeness that develops between students and the teacher. This factor could have also impacted the project. I could only meet ten times for short periods of time with students since the homeroom teacher would only allow me some minutes at the end of the online class period. As I report in my journal, out of those ten sessions, I was allowed to meet students face-to-face on two occasions. The experience was different; they were more amiable and participative. In connection to this, several publications about online education indicate that some of the challenges of online classes are reducing students' sense of detachment and lack of motivation (Binder, 2024) due to the difficulty of building community (Cusik, 2016). It seems that the conditions for the development of the project were not proper in many ways to observe students' motivation from different perspectives, including classroom behaviors, attitudes, quality of their work among others. In my assessment, I can tell that their final project was good and although there was engagement throughout the process, it does not compare with similar projects that I have conducted in previous classes with films.

Filmmaking and Multimodal Pedagogies as a Way to Expand Students' View of Culture and Intercultural Awareness

One principle that guided this pedagogical experience was that students should be given multiple ways to express their meanings. This is the reason why the implementation adopted multimodal pedagogies as an approach that allows students to expand their meaning-making possibilities (Álvarez Valencia, 2021; Stein & Newfield, 2007). Rather than asking students to simply write an essay about a particular sociocultural topic, students were able to produce different types of multimodal texts such as blog posts, combining written and spoken language, images and sound. The final project was instrumental in allowing them to learn in different ways since it involved several skills. Students designed a storyboard, wrote interview questions, then they interviewed people and finally they designed a documentary short film. All of these activities implied different transmodal sequences (Newfield, 2014), which means that students moved from certain modes of communication to other modes to expand their meaning potential; for example, from a linguistic mode such as a script students moved to produce an interview and its illustration with images and film. The project also provided different learning experiences that match the idea of Álvarez Valencia (2021) that learning should be experienced physically, linguistically, emotionally and artistically. All of these dimensions were addressed through the development of the project.

Multimodal pedagogies as well as filmmaking provide great opportunities for cultural exploration. Authors such as Lee (2011) and Toohey et al. (2012), in their studies engaging students in filmmaking, indicate that film has the potential to tackle cultural elements and promote intercultural awareness. This was also reported by Álvarez Valencia (2011) who conducted research with university students developing multiple multimodal tasks that included

video. As shown in the results described above, students expanded their *understanding* of culture going beyond the transnational view of interculturality and recognizing that there are intercultural relations at the international level but also intercultural encounters at the intracultural level (Byram, 2021; Liddicoat & Scarino, 2013). They realized that communities are conformed by cultural groups determined by different affiliations such as linguistic, religious, gender, professional, regional, national, by age group, among others, that materialize particular cultural practices (Álvarez Valencia, 2022). This is what led them to choose cultural groups such as elders, or topics such as gender that helped them understand that different gender affiliations are represented through particular cultural practices. Therefore, the encounter between people from different cultural groups generates intercultural encounters.

One important aspect of the study is the reflection that the development of the project itself was the pre-text for them to engage an intercultural dialogue. As students mention, knowing about the projects of their classmates and the views of their classmates exposed them to different perspectives that they may or may not agree with, but they knew it was a lay perspective. As Chen and Starosa (1999) and Lázár et al. (2007) discuss, intercultural awareness is the ability to negotiate and behave effectively in situations where different views interact as a result of different cultural provenance. This is what could be observed in the English class in this project, students' proper negotiation of meanings and cultural understandings, as they developed awareness that diversity manifests in different ways and should not be reduced to ethnic differences only. They found that there are different diversities depending on the social groups that people affiliate with. In realizing this, the process of interviewing and investigating about the different topics such as religious affiliations or gender was central. As Fenner (2008) points out, intercultural awareness permits to go beyond generalizations and enables individuals to see

others as individuals but also as belonging to a group. One example of this was students' insistence in interviewing members of different religious groups and gender affiliations. This helped them be aware that there is not homogeneity with social groups.

Conclusion

This pedagogical experience intended to address two main objectives. The first one aimed to examine how implementing a filmmaking project increased students' motivation towards learning English in an intermediate course at a public university. The findings show an ambivalence between what students said and what was observed, although there were some traces of motivation in the observed classes as described in the researcher journal, students lacked engagement in terms of participation in part due to two reasons. First a tension developed between the researcher and the homeroom teacher who allowed the former to carry out the project, because of the little direct contact that the researcher had with the students. Actually, most of the meetings happened during short periods of class time and the students just met the researcher face to face twice to work on the project. This amounted to poor building of rapport between the students and the researcher which was heightened by the shortcomings of teaching online during the pandemic.

On the other hand, during a focus group session students expressed that the project had been beneficial for their language development, which was not strictly researched but it became evident how students improved it with the accomplishment of each task. Also, it was motivating for several reasons, including it made the class more dynamic, more challenging and allowed them to develop other skills such as digital skills and skills to speak to an audience. In their answers students seem to refer more to an internal motivation guiding their actions during the project rather than an external or extrinsic motivation such as the course grade. In short,

motivation cannot be considered as a monolithic and linear attitude and behavior. As seen in this project it is discontinuous and many times difficult to observe because it depends on several factors including particular moments, situations and places.

The second question intended to analyze the impact of implementing a filmmaking project on the development of intercultural awareness in the English class. The results show that indeed students expanded their conceptions about culture and understood that intercultural encounters go beyond transnational interactions. Throughout the project students highlight processes such as the recognition of difference, diversity, the importance of context, knowing society and its social groups, self-knowledge and criticality. Most importantly by developing a documentary, students were exposed to diversity within their own class while interacting with their classmates, and also while accessing the cultural groups they had chosen to carry out their project (e.g., elderly, religious people, LGBTIQ+).

Overall, the pedagogical intervention constituted a rich source of teaching and learning experiences for the students. It was developed during a time of worldwide crisis of humanity where the importance of learning English or going to school diminished in face of an environment filled with death, scarcity and hopelessness. During the pandemic, the levels of ethnic, racial, socioeconomic and cultural intolerance and discrimination increased. Thus, it made sense to work in expanding students' views of culture and interculturality, at the same time that the skills of intercultural awareness were strengthened. As humans become more interconnected and engage everyday more in different types of computer-mediated mobility or by traveling and meeting other social groups and communities, one important task of education is to prepare students to appreciate and foster the diversity that is inherent in all living beings.

Implications and Pedagogical Recommendations

Some implications that can be highlighted from this project are: the need to enhance cultural and intercultural awareness which can be done through different means including film making. It was observed that the principles of multimodal pedagogies can contribute to this objective since it focuses on using different modes of communication such as music, videos, poems, images, and other materials and channels to help students design meanings in a creative manner. This pedagogical approach also caters to students' learning styles which may enhance their motivation. By doing this as was shown above, students engage in meaningful learning including language but also other contents such as intercultural contents and skills. Although it has been shown that multimodal tasks motivate students, other factors must be observed such as the difficulty of the tasks and the conditions of online learning if that is the case, and student participation.

One important recommendation is to look for strategies that help foster motivation in students. Especially if the classes are conducted online, teachers should prepare interactive activities, breakout rooms for smaller group discussion, and combine the online session when possible with face-to-face meetings since as this research has shown physical contact is very important for rapport building. Teachers should focus not only on strengthening student-student relationship but also teacher-student relationships since creating a sense of community both online or offline impacts strongly on student motivation and engagement.

Teachers should also combine strategic processes that tackle both internal and external motivation. Although many students do not care about grades or other types of stimuli, some consider that extrinsic rewards such as grades are necessary for them to feel motivated. In any case, it is necessary to recognize students' efforts and achievements in order to sustain both types

of motivation. In the case of multimodal tasks or projects, students normally feel a sense of achievement because they are not producing a text for the teacher alone; these are texts that are produced to be presented to the classroom community or even beyond the classroom community, which gives them a sense of accomplishment that can enhance internal motivation.

A final recommendation goes to researchers that for any reason have to implement their projects with students of homeroom teachers. Considering the experience of this study, it is important to establish a clear agenda and commitment that guarantees the necessary time for data collection and enough contact with students to allow for rapport building. Researchers could ask the main teacher to allow access as an observer or even a helper in the class as a way to familiarize with students and build rapport. Adopting this role will facilitate the development of the project. Constant communication between the researcher and the homeroom teacher is necessary to develop rapport in case both participants know each other little. Institutional authorization is crucial as it provides support to the researcher in the event of a breakdown in the relationship with the main teacher.

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Appendices

Appendix A

Consents for Parents and Students

Realización audiovisual en el aula:

Promoviendo la motivación y la conciencia intercultural de los estudiantes de 5to nivel de inglés a través de un proyecto multimodal en la Institución Universitaria Colegio Mayor del Cauca

Estimado Padre de familia:

Durante el presente semestre, mi colega **Julián Flórez Quintero** desarrollará un proyecto de investigación en el curso **Intermediate 1**. El proyecto busca observar cómo la implementación de un proyecto multimodal basado en Filmmaking (realización audiovisual) afecta el nivel de motivación y conciencia intercultural de los estudiantes en el aprendizaje de inglés.

Le escribimos para solicitar la autorización para que su hijo participe en la investigación. En caso de aceptar básicamente se utilizarán algunas tareas que su hijo realizará y que hacen parte de la clase de inglés, se le solicitará llenar una encuesta al principio del proceso y otra al final. También se grabarán algunas sesiones de clase, y se hará una entrevista durante la implementación del proyecto.

Los hallazgos de la investigación se recopilarán en un informe final que hace parte del trabajo de tesis de maestría del profesor Julián y que presentará a la Escuela de Ciencias del Lenguaje de la Universidad del Valle.

La participación de su hijo/hija es de vital importancia para este proyecto. Las tareas que se desarrollarán en el proyecto harán parte de sus obligaciones para esta clase (**Intermediate 1**) y por lo tanto serán evaluadas incluso si este **no** participa en la investigación. Esto quiere decir que si el estudiante no participa en la investigación, las tareas que realice no serán utilizadas como datos para la misma. A todos los participantes se les garantizará:

1. El uso de nombres ficticios para mantener su identidad en el anonimato.
2. Estricta confidencialidad con la información recolectada.
3. El acceso y la verificación de la información recolectada.
4. El uso de la información recolectada será usada únicamente con propósitos académicos

Agradecemos su gentil atención y su autorización para colaborar en el desarrollo de este proyecto. En caso afirmativo, favor completar la información que se encuentra a continuación.

Nombre del estudiante

Nombre del padre, madre o acudiente

Fecha: _____ Teléfono: _____

Correo electrónico: _____

En caso de alguna pregunta respecto al proyecto puede contactar directamente al profesor Julián Flórez Quintero a este correo electrónico julian.florez.quintero@correounivalle.edu.co y este teléfono 3104301584.

Realización audiovisual en el aula:

Promoviendo la motivación y la conciencia intercultural de los estudiantes de 6to nivel de inglés a través de un proyecto multimodal en la Institución Universitaria Colegio Mayor del Cauca

Estimado estudiante:

Durante el presente semestre, mi colega **Julián Flórez Quintero** desarrollará un proyecto de investigación en el curso **Pre-teen 2**. El proyecto busca observar cómo la implementación de un proyecto multimodal basado en Filmmaking (Realización audiovisual) afecta el nivel de motivación y conciencia intercultural de los estudiantes en el aprendizaje de inglés.

Le escribimos para solicitar su autorización en la investigación. En caso de aceptar básicamente se utilizarán algunas tareas que usted realizará y que hacen parte de la clase de inglés, se le solicitará llenar una encuesta al principio del proceso y otra al final. También se grabarán algunas sesiones de clase, y se hará una entrevista durante la implementación del proyecto.

Los hallazgos de la investigación se recopilarán en un informe final que hace parte del trabajo de tesis de maestría del profesor Julián y que presentará a la Escuela de Ciencias del Lenguaje de la Universidad del Valle.

Su participación es de vital importancia para este proyecto. Las tareas que se desarrollarán en el proyecto harán parte de sus obligaciones para esta clase (**Pre-teen 2**) y por lo tanto serán evaluadas incluso si este **no** participa en la investigación. Esto quiere decir que si el estudiante no participa en la investigación, las tareas que realice no serán utilizadas como datos para la misma. A todos los participantes se les garantizará:

1. El uso de nombres ficticios para mantener su identidad en el anonimato.
2. Estricta confidencialidad con la información recolectada.
3. El acceso y la verificación de la información recolectada.
4. El uso de la información recolectada será usada únicamente con propósitos académicos

Agradecemos su gentil atención y su autorización para colaborar en el desarrollo de este proyecto. En caso afirmativo, favor completar la información que se encuentra a continuación.

Investigador “**Julián Flórez Quintero**”

Nombre del estudiante

Fecha: _____ Teléfono: _____

Correo electrónico: _____

Appendix B

Survey

Encuesta inicial del proyecto de investigación: **“Realización audiovisual en el aula: Promoviendo la motivación y la conciencia intercultural de los estudiantes de 5to nivel de inglés a través de un proyecto multimodal en la Institución Universitaria Colegio Mayor del Cauca”**.

OBJETIVO: El objetivo de esta encuesta es indagar sobre la motivación y la interculturalidad en el aprendizaje del inglés.

Le invitamos a responder las siguientes preguntas las cuales le tomará alrededor de 15 minutos. Recuerde que la información que usted comparta no será usada para ningún propósito diferente al estrictamente académico e investigativo.

Lea cuidadosamente las instrucciones y responda a cada una de las preguntas. ¡Muchas gracias por su tiempo y honestidad!

Sección 1. Información sociodemográfica

1. ¿Cuál es su nombre? _____

2. ¿Cuál es su edad? _____

3. Señale su género:

Masculino ()

Femenino ()

Otro: _____

4. ¿A qué estrato pertenece?

1 ()

2 ()

3 ()

4 ()

5 ()

6 ()

5. ¿Estudia o estudió en colegio público o privado? _____

6. ¿Ha viajado a otro país? Si la respuesta es sí, diga a cuál o cuáles.

7. ¿Con qué frecuencia viaja nacional o internacionalmente?

Nada ()

Muy poco ()

A menudo ()

Con mucha frecuencia ()

Sección 2. Motivación hacia el estudio de una segunda lengua

- ¿Qué lo motivó a tomar el curso de inglés? (marque más de una opción si es necesario)
 Estudio ()
 Viajes ()
 Gusto ()
 Obligación ()
 Futuro laboral ()
 Otros: _____
- ¿Cuánto tiempo lleva estudiando inglés?
 Menos de un año ()
 Entre uno y dos años ()
 Más de tres años ()
- ¿Considera que el tiempo que lleva estudiando inglés ha sido significativo para su formación?
 Sí ()
 No ()
 ¿Por qué? _____
- ¿Cuál ha sido su experiencia con el aprendizaje del inglés? Puede marcar más de una.
 Monótono ()
 Dinámico ()
 Aburrido ()
 Divertido ()
 No se aprende ()
 Se aprende ()
 Otra: _____
- ¿Cuál es la principal diferencia entre la enseñanza del inglés de su colegio y el curso actual?

Sección 3. Conciencia intercultural

- ¿Qué es la cultura para usted?

- ¿Cuál cree que es el rol de la cultura en el aprendizaje de una lengua extranjera?

- ¿Cuáles elementos de la cultura cree que se deben enseñar en una clase de lengua extranjera?

- ¿Qué es la interculturalidad para usted?

5. ¿Qué actividades realiza qué lo ponen en contacto con otras culturas?

Ve películas extranjeras ()

Escucha música de artistas o bandas internacionales ()

Lee libros o cómics de otros países ()

Lee o ve noticias internacionales ()

Juega videojuegos en línea ()

Prueba comidas internacionales ()

Asiste a eventos culturales de otras naciones o grupos étnicos ()

Se comunica a través de redes sociales con contactos de otras nacionalidades ()

Si ve una persona extranjera en la calle, intenta iniciar una conversación ()

Otras: _____

6. En la siguiente sección, usted encontrará unas situaciones en las que se verá directamente involucrado y a las cuales debe reaccionar. Responda las preguntas de acuerdo a cada situación.

Situación 1

Tú vas a la casa de Juan para invitarlo a jugar fútbol. La hermana de Juan abre la puerta y llama a Juan. Él viene y emocionado te saluda porque van a ir a jugar. De repente, la hermana de Juan viene y le dice: “Tú debes llevar al abuelo a pasear al parque, hoy le toca, así que ni crea que se va a ir a jugar ya”. Juan, molesto, le dice: “Espérame yo saco a mi abuelo rapidito y vamos a jugar”. Juan se viste muy rápido, escoge los primeros tenis que ve y va por su abuelo y le dice: “Abuelo muévale, vamos pues al parque que necesito ir a jugar”. El abuelo, muy despacio, toma su sombrero, su bastón y sus gafas, se para frente al espejo y empieza a acomodar el cuello de su camisa, peina su pelo y mira qué zapatos va a ponerse, mientras Juan, apurado, le dice: “Abuelo, usted si se demora, si vamos al parque solamente”. A lo que el abuelo responde: “Vea mijo, ustedes lo jóvenes de ahora son muy acelerados, todo lo quieren ya, pues no mijo, las cosas hay que hacerlas despacio pero bien, a mí no me venga con sus afanes”. Juan, desesperado, le dice: “Abuelo, pórtese serio, mire que ya es tarde, sino váyase solo”. La discusión continúa frente a ti.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

Situación 2

Estás haciendo tu tarea y tus padres llegan del trabajo, ambos acuden a tu cuarto a saludarte y se retiran un momento después. Tu padre se sienta en el sofá y le dice a tu madre: “Cariño, tengo hambre, ¿por qué no te haces algo de comer?” A lo que ella responde: “Pues yo también tengo hambre” y tu padre responde: “Pero yo llego del trabajo y estoy cansado”. Tu madre le dice con enojo: “Pues yo también acabé de llegar del trabajo y estoy cansada”. Tu padre, ya molesto, le responde: “Pero es que tú eres la mujer de esta casa y es tu deber cocinar”. Ella le dice: “Ah pues que pena mijito, yo seré la mujer pero yo

no me crié como las mujeres de su pueblo que son todas sumisas, yo estudié y trabajo porque soy una mujer, no su sirvienta o cocinera”. Al escuchar la discusión, tú sales del cuarto y te diriges hacia ellos.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

Situación 3

Estás en un restaurante con tu mejor amiga, un amigo y su novia. La comida ya está servida y todos disfrutan de ésta mientras charlan. De repente, la charla es interrumpida cuando tu mejor amiga dice: “Voy al baño” y mientras se levanta de su silla, la novia de tu amiga dice: “Yo también, vamos”. Tu amigo extrañado dice: “¿Por qué deben ir juntas al baño? Nosotros nunca vamos juntos, venga quédese conmigo”. La novia de tu amigo le dice: “Eso son cosas de mujeres, ustedes no entienden eso”. Tu amigo enojado ya, le dice, “Pues no vas, o es que son noviecitas, siéntese hágame el favor” y ella responde: “Ve, usted acaso me manda”. La discusión continúa frente a ti.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

Situación 4

Es Semana Santa en Popayán, las calles e iglesias están repletas de turistas nacionales e internacionales. Tú estás sentado en una banca detrás de una señora. Cuando la misa iba a empezar, un hombre rubio y alto entra y se sienta junto a la señora, este permanece ahí durante toda la misa. La señora lo observa muy extrañamente durante la misa y al finalizar le pregunta: “¿Usted por qué no se santiguó ni dijo las oraciones? Usted es un grosero que no respeta la tradición, váyase de aquí mejor”. El hombre le responde en español pero con dificultad: “Señora buenos tardes, yo no soy católico, yo practico un religión diferente pero me parece muy bonita su celebración”. Ella aún más molesta le dice: “Vea jovencito, pues si no es de esta religión no tiene nada que hacer aquí, bien pueda y se va”. El hombre le responde: “Señora, yo tengo derecho de entrar a donde yo quiera, en la puerta no dice que está prohibida la entrada a gente de otra religión, así que me iré cuando yo quiera”. La señora le dice: “Usted es un grosero y un ateo”. La discusión continúa.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

Situación 5

En una bella tarde de verano, una pareja sale a hacer su paseo diario alrededor del parque Caldas. Tú estás en una banca junto a dos chicas. Mientras la pareja camina, estos se percatan de las chicas que están en la banca al lado de dónde estás tú, ellas están cogidas de la mano y mirándose fijamente. La pareja claramente afectada se acerca a ellas y les dicen: “Lo que hacen está mal, Dios creó al hombre y la mujer para que se complementen, las parejas de hombres con hombres y mujeres con mujeres no es algo normal”. Una de las chicas le responde: “Qué le pasa señora, respete que no estamos en el siglo pasado, los tiempos cambian y las personas también, no estamos haciendo nada malo, nos amamos, eso es todo”. La señora aterrada por lo que acaba de oír, le dice: “Vea niñita, usted es una altanera y una rara ¿por qué no se va con su amiguita rara para otro lado? Aquí hay niños y no queremos que sigan su ejemplo, degeneradas”. Las chicas ofendidas siguen discutiendo con ellos.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

Situación 6

Es domingo y el centro comercial más grande de la ciudad está lleno de gente. En la sección de comidas, la gente hace fila en los diferentes restaurantes. Tú estás en una fila por detrás de un grupo de amigos. Delante de ellos, un muchacho pide un menú sencillo sin gaseosa, el grupo empieza a murmurar: “Este tipejo no tiene ni para la gaseosa, antes no pidió fiado jajaja”. El muchacho voltea a mirar a estas personas y ellas burlonamente le dicen: “Si quiere le prestamos, pero nos devuelve jajaja”. El muchacho ofendido, les dice: “Respeten bola de gomelos, ustedes como son nacidos en cuna de oro y les dan todo, en cambio a mí me toca trabajar, lo que compro lo hago con mi esfuerzo, mantenidos”. El grupo responde: “Ve qué tal este igualado, gamín, váyase a la galería, este sitio no es para usted”. El muchacho bastante molesto, les dice: “Pues este lugar no les pertenece, que tengan plata no les da el derecho de decidir quién entra o no aquí”. A lo cual responde el grupo: “Que grosería, se nota de dónde viene, estudie, aprenda modales y deje de hacer el oso”. La discusión continúa mientras la gente observa.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

Situación 7

Estás en la sala viendo TV y tu mamá acaba de llegar del trabajo, ella labora como cajera en un banco. Una hora después, llega tu padre de su trabajo también, él es docente universitario. Mientras sigues viendo la TV, tu padre se sienta en el comedor y saca unos exámenes para calificar, tu madre le brinda un café y lo abraza, él le dice: “Ahora no amor, debo calificar esto para mañana”. Tu madre sorprendida le dice: “Pero si ya terminaste tu jornada laboral, estás en tu casa y debes descansar, pasar tiempo con tu hijo y conmigo. Yo las cosas de trabajo las hago en el trabajo, cuando estoy en la casa, estoy para ustedes”. Él le responde: “Amor, una cosa es tu trabajo y otra es el mío. Yo debo calificar exámenes y preparar clase y eso no lo puedo hacer mientras doy clase”. Ella le dice: “Pues mijo no me parece justo ni con nuestro hijo ni conmigo, la próxima vez organice mejor su horario y haga esas cosas allá en su trabajo, no en la casa”. Ambos siguen exponiendo sus razones.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

Situación 8

Estás finalmente de vacaciones y tus primos vienen de visita. Uno de ellos es Carlos, que viene de Medellín y el otro es César que viene de Pasto. Tú los invitas a jugar juegos de estrategia en tu computador. Cuando se disponen a jugar, Carlos le dice en tono burlón a Cesar: “Vení ¿y vos si podés jugar esto?, pa este tipo de juegos hay que ser pepa”. César lo mira sin decir nada. Carlos le dice: “Oí ustedes son como callados no”. A lo cual César responde: “No es que seamos callados, lo que pasa es que ustedes son unos bullosos que es diferente”. Carlos le responde: “Ah pero si podés hablar, pues juguemos Mortal Kombat y vemos quién es mejor”. Lo que empieza como algo divertido termina en una discusión entre Carlos y César.

¿Por qué cree que está sucediendo el conflicto?

¿Con cuál de las partes está de acuerdo?

¿Qué acciones tomaría para afrontar el conflicto?

¡Muchas gracias por su colaboración!

Appendix C

Project Guidelines by Task

Task 1	Mode	Description	Product
Screenplay	Linguistic	Students write the screenplay of the video: -Title -Understand the topic (Concepts) -Understand the topic in relation with the context you live in (Activities and practices) -Describe and structure your idea for the micro documentary: • Description of the idea • Possible people to interview (related to the topic) • Possible locations to shoot (Video recording and photography)	-Word document (Share it in group of Edmodo) -Read at least two of your classmates' screenplays and comment on them giving feedback and reflecting on the process.

Task 2	Mode	Description	Product
Interviews	Linguistic Visual	Students interview different people giving testimonies around the sociocultural topic: • Write questions (Formulate relevant questions to lead the interview) • Camera workshop (types of shots; camera angles; and camera movements) • Interviews (interview the chosen people face to face or through Meet/Zoom)	First part: -Compile the questions in a Word document (Share it in Edmodo). -Read at least two of your classmates' set of questions and comment on them giving feedback and reflecting on the process. Second part: -Upload 1 interview (Video) to Edmodo. - Watch at least two of your classmates' interviews and send an audio file giving feedback and reflecting on the process.

Tips for questions

- Be well informed of the topic you are going to inquiry
- Open ended-questions
- Use the Wh- (What, When, Why, Who, Where, How, etc.)
- Go from general to specific questions
- Anticipate possible answers
- Be ready to reformulate or add new questions when interviewing the people

Task 3	Mode	Description	Product
Support images	Visual	Students take pictures and record videos of different locations of the city and aspects related to the intercultural topic as support for the short documentary: • Photography tips (Rule of thirds; horizon line; and rule of space) • Take pictures and record videos to support and contextualize the topic and the interviews	-Upload 5 supporting pictures and 5 supporting videos to Edmodo. - Watch at least two of your classmates' supporting images and send an audio file giving feedback and reflecting on the process.

Task 4	Mode	Description	Product
Storyboard	Linguistic Visual	Students design a storyboard in order to have a visual structure of the short documentary: • Write the structure of the short documentary (Opening, development and closing) • Make the storyboard based on the structure (By hand drawing or using a software) • Storyboard software workshop	-Upload the storyboard to Edmodo. - Check at least two of your classmates' storyboards and write a comment giving feedback and reflecting on the process.

Task 5	Mode	Description	Product
Voice-over	Linguistic Aural	Narration of students (Voice over) to lead the plot of the short documentary: • Write the script of the leading narration for the short documentary • Record yourselves (audio) reading the script • Editing workshop	-Upload the audio file to Edmodo. -Listen to at least two of your classmates' audios and send an audio giving feedback and reflecting on the process.

Structure steps

Opening: the topic and problems or situations are presented

Development: the topic is developed and contextualized by presenting the information gathered (causes, motivation, relation, conflicts, possible consequences, etc.) and the interviews

Closing: resolution of the situations or problems presented in the opening

*On the next page you will find a table where you can organize your sequence

Structure

Act	Sequence	Description	Audio
Opening	1		
	2		
Development	1		
	2		
	3		
	4		
Closing	1		
	2		

Appendix D

Journal

Task 1 (Screenplay)

Session 1

Date: 29/5/2021

In this first session, I introduced the project and its parameters. The teacher of the class and I discussed the possibilities of the project and offered the option of completing the project as the final presentation for the course, which was very appealing to students. While we explained the project, the students looked curious and asked some questions about duration and the final product to deliver. It seems that mentioning technology, cameras, video, and doing something different from working on the book they used to, got their attention at least in this early stage. After this, I asked them to choose teams wisely, because they would have to work together for a long time. It is important to have a good team where all its members participate actively and are involved into the project. They started to form their groups and since they had cohabited in the classroom for a reasonable time, they already knew each other quite well; this was not a difficult task. Once they had chosen the teams, they had to choose one sociocultural topic from those I suggested. Thus, they brainstormed some ideas for developing the sociocultural topic (religion, age, gender, conservatism, social status and occupation). For the next session, they had to organize their ideas according to the guide (Task 1).

The students showed interest about the project, especially when the teacher and I said that it could be used as the final presentation of the course, something that is mandatory for all the students who take this course. At the beginning they were confused with all the information I gave (writing a screenplay, shooting video, editing, etc.), but with the questions some asked and the answers I provided, it was apparently clearer. Aside from these specific questions, they did not ask more. The teacher was receptive and motivated about the project, she was not familiar with filmmaking either, but was open to learn, too. When students didn't understand well what I was saying, she intervened and tried to clarify it. In all, the session was productive and we got good participation; however, not everyone turned the camera on, I asked them, the teacher did it, too but some of them were reluctant to do it. I think it is comprehensible since a stranger is coming to their class, to talk about something different from the class and to impose rules, so it was understandable.

Session 2

Date: 5/6/2021 – 12/6/2021

For this session students were supposed to finish the introductory task, or Task 1, in a Word document, upload it to Edmodo and provide feedback to their classmates; however, not all the groups completed it and this session had to be extended. Then, this was practically a reprimand to students and a reminder that the project is part of the class, they can't leave it behind. In this stage I didn't think it was something related to motivation, more a process of adequacy to the

dynamic of work I proposed. We didn't do all what was planned for this session, but we solved some doubts and discussed about the importance of the intercultural aspect of the projects. Finally, I told them to get the homework done for next class.

In this second part of the session, they finally completed the homework. They uploaded their finished work to Edmodo and most students' feed backed each other. I could see that students started to think more critically when giving feedback to their peers. Not everyone had participated until that day; the others did in the next days but their participation was really good. I also gave my feedback to them in Edmodo, too and it was interesting seeing their replies. In the class itself, I was able to give feedback and begun the discussion intended for the task. I started talking but tried early to involve them in the discussion by asking questions constantly. Participation was acceptable and at least one member of each group participated. Something to mention here is that not all of them turned on the camera, even after the teacher and I asked them to do it. For next session, they had the make questions for the interviews (Task 2).

Even though there was an acceptable level of participation, students were not as engaged as in the very first session of the intervention, but with the participation we had, we could discuss and reflect upon the sociocultural topics and the process of the task. Students started to recognize the different conceptions of culture, to realize the difference as an opportunity to know the other, to know appropriate ways of addressing others. On the other side, several students did not turn on the camera. Some stated that they had technical problems, but others didn't explain why. This situation is frustrating because if it is related to being shy or intimidated by a strange person in the class. Despite we had already shared time in class, they didn't try and again, I don't think it was related to motivation, since they did the work. The feedback in Edmodo was quite good and I was expecting some interesting interventions in the discussion, but they seemed to be holding back due to shyness, lack of initiative, or maybe insecurity with the language itself. It was difficult to tell since not everyone was showing the face. Nonetheless, they felt more confident while the discussion was going on, so the participation was more active and all the groups (not all the members) could express their feelings and thoughts.

Task 2 (Interviews)

Session 1

Date: 4/9/2021 – 11/9/2021

This session started with the new semester, since the first session was done at the end of the previous one. The students passed to the next level of the course: Intermediate 2, as well as the expected objectives of the Task 1. Therefore, after two months of time off, I continued the development of the project with the same students and the same homeroom teacher. Here, we also needed more time than it was planned initially, a lot more time indeed. I previously explained that this task was divided into two parts: making questions and doing the interviews. In the first session we would work on the questions. So, at the beginning I gave students instructions and some tips to create the questions. All the questions were created in English, but

some interviews will be held in Spanish and subtitled in English for the video. The interviewees that students chose are people they have some relation with: friends, classmates or relatives. Some of them are in favor and some others against the topic students chose. They seemed to understand what they had to do and only a few questions were asked regarding the number of questions and the deadline. I talked about the importance of creating assertive questions; since the people they were going to interview were from different contexts. And also, be aware of the answers they would get, so they could think carefully when asking the next question. We basically dedicated ourselves to work on the questions; the teacher and I were assessing students on the structures but mainly on the kind of questions they were creating according to the interviewees and their background, context and points of view.

For next class, they were supposed to have loaded to Edmodo the Word document with the questions and give feedback to the others' work. When we met again on September 11th to discuss the assignments, two groups hadn't yet posted their questions, but the feedback given to the ones who did it was really interesting. Students were really being critical about their peers' questions and suggesting changes according to the people they were addressed to; also, students recognized when the others work was good, showing in fact, that working on an intercultural project also means being intercultural among peers. In the discussion, the students who hadn't submitted the questions apologized and asked for more time to finish. Some took more time than expected, but they did it eventually. The discussion was mainly about the process of making the questions, which we had already addressed in the first part of the session. At the end, I explained that for the next session they had to interview the people they had chosen, that is to say, to record the interviews and upload them to Edmodo without editing. To support this task, I provided a camera workshop explaining the different types of shots, angles and movements in filmmaking; also, I gave them some tips for recording the interviews whether face to face or through Meet/Zoom. The initial idea was doing something more practical, face to face, that students could do some real exercises, shooting, handling the camera but it wasn't possible, so we had to do it through the screen.

In this two-part session, students showed a good level of motivation, especially in the last part (camera workshop). They were really attentive to my indications; it was surprising that half the students had the camera on because this has been a struggle with them, even frustrating. Also, I started to identify the most participative students and it was curious they were in the same group, they were really interested. Not just them, but most students asked several questions about filmmaking, even the homeroom teacher showed great interest and asked some questions, too. I think this was the most active session. While not all students took part, I was able to recognize faces, to remember names and to get familiar with them; on the other side, they started to see me as part of the class, as one more, not like an intruder. An important aspect to take into account is that not all of the class was obliged to participate in the project; some of them chose not to do it but had to complete a different activity anyway. All in all, it seems technological-related stuff is quite appealing for young students. It is something they are more used to nowadays, something

they are familiar with. Thus, it played an important role in motivation at least for this part of the project.

Session 2

Date: 16/10/2021

As in the previous session, this one took more time, a lot more time. Students expressed difficulty in scheduling the interviews. It was difficult mainly because the interviewees were studying or at work, that was what students said about it and so, five weeks passed after the previous session to finally meet the students. It was during the pandemic so it's understandable but I feel students were feeling the pressure of the project, with their different activities and the course itself. Here they had to produce at least one interview, upload it to Edmodo, and send an audio giving feedback on the process. Students uploaded the interviews to Edmodo in October. On this occasion, the feedback was good but they sent feedback as written messages and not audio as instructed. It could have been shyness or difficulty to make the messages in English but not even one was sent; the instructions were in Edmodo, in a document I sent and I explained them during the previous session. Anyway, they participated actively with the comments and these showed on one hand, a very critical approach with regard to their creation but also, to how useful appropriate questions can be to elicit information about a topic of interest. On the other hand, they were critical about the use of the camera, giving advice of its positioning, movement and framing. All of the groups but one uploaded the interview. That group asked for more time and it was given. In the discussion, the students were not as involved as in the previous session; there were just a few interventions, which were mainly complains about the difficulty of meeting with the interviewees. I told them that changing of mind, schedule or cancelling can happen with interviews. With each intervention, I gave feedback regarding the information obtained in the interview first, like saving the files and naming orderly for the editing process; then, the technical aspect, identifying mistakes when placing the camera, framing the interviewee, the angles and the sound quality.

It was curious that since we started the sessions, students appeared less on camera. With the exception of the previous session, in which they were participating more and most activated the camera, that didn't happen in this one. In the same way, the participation was reduced and despite the homeroom teacher and me encouraging them to talk, it was difficult. They finally participated when the teacher started to call them by name, but even then, they were barely commenting and some did it in Spanish, stating that it was better to express their ideas in a clear way. The teacher told me that most of them had academic assignments (school and university) and that was one of the reasons they were having trouble to finish the tasks on time. Nonetheless, the discussion elicited some interesting reflections about the information given by the interviewees but also the problems they had when trying to meet. A final issue I identified here was that the teacher and I started to have differences in relation to the way of leading the project. I tried to be strict and established fixed dates to the tasks submission; however, the teacher was disavowing me every time. Even when I was talking to students in the class, she interrupted me

several times, and yes, it was her class, but she made me feel like I did not any authority at all. I know the teacher was trying to be on students' side, being supportive and understanding about their particular situation but for me, it was very frustrating.

Task 3 (Supporting images)

Session 1

Date: 30/10/2021

In this session I explained Task 3, in which they had to take supporting images (photo and video) for contextualizing the thematic and the interviews. Then, they had to upload them to Edmodo and, again, comment on their classmates' work. The idea of this task was to support the sociocultural topic they were working on and give context to the thematic and interviews. I showed the use of supporting images in professional documentaries and gave examples based on the local context. I was limited to one hour by the teacher so I had to make the most out of it. I discussed with students on how using different modes to develop an idea can be useful to meaning making. But the discussion was basically me talking and they just listening. I tried to emphasize on the importance of getting pictures and videos to reinforce situations and speeches in the documentaries. This way, the documentary will feel stronger and more entertaining to the viewer; it will be more contextualized and accurate when addressing the sociocultural topic.

In this session, students didn't ask many questions, they were more worried about the number of images they had to take and the length of the videos. As in the previous session, their participation wasn't that active and just a couple of students turned the camera on. It was difficult to know their mood towards the activity since I couldn't see their faces. But I know they were feeling pressured by the activities they had to do. I was demanding insistently on the submission of their contributions and on the other side, the teacher was disavowing me again, situation that was creating tension between us. I know they are her students, but there was commitment before starting but she just keeps doing it, excusing students and telling them they can have more time to deliver, etc. It is really frustrating and it gets everything that was planned behind. Again, not my class, I understand but we had an arrangement regarding these academic issues and my role as an invited teacher. Anyway, it was noticeable that since we started the intervention, the students' participation and their presence in camera decreased. It was difficult to really perceive students' feelings since I couldn't see them, they barely talked and I had limited time with them.

Session 2

Date: 27/11/2021

Four weeks passed since the first task session to finally have this second session. The students requested more time to complete the task; they had to upload the images to Edmodo and comment on their classmates' work, but only two groups did it. There weren't any replies to those contributions except for mine, which were about the content, intention of the images, but also the technical aspect of them. We talked about the contributions that were shared in Edmodo.

We analyzed them and tried to make some suggestions especially to the ones who hadn't uploaded the images yet. The pictures from one of the groups were taken by a person close to them but they weren't directly involved in the making, so I told them not to make them again but to take more, this time made by them, and since they hadn't recorded any videos, that was the opportunity. The few pictures they had were good though. They had pictures that were closely related to the sociocultural topic and could be used to support the interviews and the topic itself. On the other side, the second group not only took pictures, but they also staged some of them, adding more strength and meaning to the task. I was very happy and impressed with this group's work, they were really into it. I could tell the interest and motivation they had towards the sociocultural topic. Some of their peers acknowledged their work and I took that example as a way to motivate them but also to put pressure on them.

Since just two groups uploaded the pictures, the discussion was really short and was basically regarding the experience they had taking the pictures; the ones who didn't do the task expressed the difficulties they had. Some of them mentioned that it was because of other activities and lack of time to work on it. This time no one turned the camera on, so I couldn't see any reaction or behavior regarding the class. The little participation was forced by the homeroom teacher and me, because they were unwilling to participate voluntarily. With regard to the teacher attitude with me, it didn't change. She keeps disavowing me and ignoring the schedule I set. I feel there is bigger gap in our way of working, which is frustrating and slows the development of the project.

Task 4 (Storyboard)

Session 1

Date: 4/12/2021

This session was the first and only face-to-face session; I had more time to interact with them and look at all of them. I could finally know the face of students who never turned the camera on. This time I was given like two hours and a half, so I used that time to explain the project from Task 1 to 4. I tried to answer all the questions because this time they did ask a good amount of questions. It seemed they wanted to clear up any doubts they had from the beginning but hadn't dared to ask. Thus, I explained again Tasks 1, 2, 3. I was amazed that students had so many doubts, and they didn't ask me. I always asked them if they had questions during the sessions, they had Edmodo, they had my mail and I even gave them my number to call or text me if they needed it, but they didn't. Thus, I clarified some doubts, and also talked about the goals of the project. They looked worried about the time left to finish the project and I wasn't truly helping since I was insisting on submitting the tasks according to the schedule I had planned, but again and again, the teacher intervened to tell students that we were going to be flexible. Anyway, after this I introduced the Task 4, in which students had to create a visual structure for the timeline of the short documentary. This structure (drawings) could be done by hand or by using specific software: Storyboarder. I talked about the use of the storyboard in filmmaking and showed some examples of storyboards from actual movies and some styles of drawing they

could apply. After this, I did a workshop on the software (Storyboarder) in which I made a short storyboard as an example and showed them all the different tools the software has. The idea was to use a laboratory where students could train with the software but it wasn't possible due to logistic issues. There were several questions from them about the software and the task itself. Again, they had to upload the storyboard to Edmodo and give feedback.

It was really good to see their faces in the same physical space for the first time and I could realize they weren't necessarily happy, but with a different mood. They were asking questions and answering when I asked. They were attentive the whole time I was there. Definitely, this change of environment benefited the session. They even approached me to share ideas they had related to the project. Some of them asked for help with their ideas for supporting images, since, as they expressed, it was difficult to create images according to the sociocultural topics they had chosen. All in all, this session was the most productive one from my point of view, due mainly to participation from students, the doubts we solved and the reflections elicited. It seems also, that students get more engaged when technological aspects are included in the classes.

Session 2

Date: No date

There was no session this time; the participation was late (eleven days after the first session) and only in Edmodo. Again just two groups participated and there wasn't any feedback. Not even from me, it was the frustration of the poor participation I guess.

Task 5 (Voice-over)

Session 1

Date: 11/12/2021

We went back to our computers in this session and again, no cameras on. Anyway, I proceeded to explain them that for this Task they had to write a narration to accompany the short documentary; then, choose someone from the group to read it and record it as an audio file; finally, they had to upload the audio to Edmodo and send an audio file giving feedback to their classmates. No questions were asked about it, not even when I was asking them repeatedly if they had any doubt or comment. So, I told them about the importance of leading the documentary with voice-over, of giving your own voice to the sociocultural topic and get the viewer into it. Through this mode, students will have to be aware of the way they address their speech not just to the community directly involved with the sociocultural topic, but to the viewer in general. Also, to be more committed with the development of the project.

In the second part of the session, I did an editing workshop. First of all, I suggested three different types of software (Premiere Pro, Sony Vegas and Filmora); however, they were free to use any software they considered useful and practical. Then, I explained the basic tools this software has and the process of editing. Sadly, we couldn't have a physical space where each one of them could use the software, but I showed them examples and did a practical exercise. During the workshop there were some questions with regard to the different functions of the software

and the possible situations they could find when editing. I could tell again that when including technology into the class, they felt more engaged. However, no cameras were on again. The relationship with teacher seemed to be better this time, I guess because it was the last session of the semester.

Session 2

Date: No date

There was no session this time and no participation in Edmodo regarding this particular task; yet, surprisingly, one group uploaded to Edmodo the finished product before the end of the semester. It was really pleasant to see one of the short documentaries already finished. We still have to deal with some unfinished issues since the other groups haven't submitted their finished work yet, as well as the screening and final discussion.

Screening session

Date: 19/3/2022

In this session we could finally watch the products of all the groups; nonetheless, they weren't complete but the one that had been submitted the last session. To this one I made some suggestions regarding the subtitles and some other subtle changes. To the others since they weren't finished. Each group presented its progression and as they were passing, I suggested changes or additions, basically technical aspects while the teacher focused on correcting pronunciation and grammar. The ideas and goals of the project seemed to be clear, they had the structure organized but they were lacking some details. This time the teacher and I works as a team and tried to lead and help students in the best way possible. At the end, it was a good session but we couldn't reflect on the project since most weren't finished yet. After this session, just one group asked me for assessment, the others contacted the teacher and when they have questions related to the sociocultural topic or technical issues, she asked me and told them my answer.

Reflection session

Date: No date

This session never happened. Since this was not just part of my masters project but students' final presentation, too. We agreed with the teacher that I would attend to their final presentation and then, we would schedule a face-to-face session to reflect on the process we carried out with the project. Well, the teacher got upset with me, saying that I left her alone, that I didn't help students along the final stage of the project and that she had to do it alone. I was always open and even I gave them an assessment schedule but just once one group contacted me. Anyway, when the date to the students' presentation finally came, she didn't allow me to get in. I was going to go with the students I had that semester, but she totally denied my access to the presentation. I just couldn't see their performance and reflections on the project. It was sad, annoying and frustrating. After not talking at all with the teacher, we discussed it over and got to an agreement,

in which we scheduled a last session to do the focus group. Well, four months passed to finally get the time with them to reflect on the project.

Reflection

After all of this process, I can say that it was hard work for everyone but some issues we had to face along the process, made it even more difficult. It started with a high level of motivation, with highs and lows during the initial part, but that decreased towards the end. Due to different reasons, this was a fact. Students' participation wasn't that good. And the fact that almost all the sessions were online made it worse. We couldn't connect in the way I expected to. We had two face-to-face sessions in which students were way more engaged but I think it wasn't enough. With regard to the sociocultural topics, students showed a progressive awareness to cultural differences when researching, writing and reflecting on them. It seems working with real context, it makes them more interested and committed to their learning process. Furthermore, the use of different modes and technology, gets students out of the typical class, it diversifies the learning environment and gives them alternatives to meaning making. Something that was frustrating was working with another teacher's students. We had some agreements but during the process the teacher was disavowing me, situation that delayed the development of the project. At the end, we could finish. It was a long process though. Students' opinions were mainly positive, but regardless the difficulties they faced in the way, the effort was worth it. And with all the positive and negative aspects, it was interesting and challenging, rewarding and frustrating.

Appendix E

Focus Group

Grupo focal proyecto de investigación

Filmmaking in the Classroom:

Fostering Motivation and Intercultural Awareness of Intermediate EFL students of the English Program at Institución Universitaria Colegio Mayor del Cauca

Introducción:

Saludos a todos, gracias por asistir y participar en este grupo focal. Esta sesión se realiza con el fin de conocer sus percepciones sobre el uso de las pedagogías multimodales en el desarrollo de la motivación hacia el aprendizaje de una segunda lengua y la interculturalidad. A lo largo de los dos últimos semestres, hemos estado trabajando en la implementación del proyecto, la cual está basada en la creación de un corto documental en donde se utilizan distintos modos de comunicación y la exploración de un tema intercultural. El objetivo de este proyecto es ver si a través de éste, los estudiantes de segunda lengua desarrollan mayor motivación hacia el aprendizaje, y si despiertan un nivel de conciencia intercultural. La información obtenida se utilizará para resolver unas interrogantes que se han planteado en este estudio. Se espera que se expresen libremente sus opiniones y sentimientos sobre el uso de este tipo de herramientas y metodologías en el aprendizaje de segunda lengua.

Para el desarrollo de esta sesión tenga en cuenta las siguientes recomendaciones: en primer lugar, que solo una persona haga su intervención al tiempo y segundo, que todos los asistentes participen. También recordar que esta sesión será grabada.

Pregunta de apertura:

Para empezar, quiero pedirles que cada uno de ustedes diga su nombre completo.

Pregunta introductoria:

El uso de medios audiovisuales es cada vez común en la actualidad, y el ámbito académico no es ajeno. ¿Han tenido experiencias previas en la realización de audiovisuales con propósitos de aprendizaje? ¿Cuáles?

Pregunta de transición:

¿Cuál fue su primera impresión cuando escucharon la propuesta de la realización de un corto documental como proyecto del curso de inglés?

Preguntas clave:

-To describe how implementing multimodal pedagogies through a filmmaking project increases students' motivation towards learning English in an intermediate course at a public university.	¿Qué piensan del uso de la realización audiovisual como herramienta de aprendizaje de una lengua extranjera? ¿El uso de la realización de un corto documental influyó en su motivación hacia el aprendizaje del inglés? ¿De qué manera? ¿Qué impacto tuvo la realización del corto documental en su motivación hacia el aprendizaje del inglés?
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	¿Cómo afectó la realización del proyecto, el desarrollo del curso de inglés? El proyecto audiovisual estuvo dividido en varias etapas, ¿Creen que los diferentes modos utilizados (escrito, foto, video, audio, oral) fueron útiles para trabajar las habilidades de la lengua? Fue evidente que en la mayoría de las clases ustedes no prendieron la cámara. ¿Cuál fue la razón? ¿Creen que la modalidad virtual de las clases afectó el desarrollo del proyecto y su motivación hacia éste? Tuvimos una sesión presencial. ¿Consideran que si todas las sesiones hubieran sido presenciales, el desarrollo del proyecto habría sido más productivo y por ende, más motivación?
To analyze the impact of the implementation of multimodal pedagogies through a filmmaking project on the development of intercultural awareness of intermediate English students at a public university.	¿Cuál es su opinión a propósito del aspecto intercultural que está inmerso en el proyecto? ¿Habían trabajado antes aspectos interculturales? ¿En qué espacios? ¿Cómo los abordaron? ¿Considera que las temáticas elegidas (Edad, género, religión, clase social, conservatismo, ocupación, regionalismo) fueron pertinentes para explorar la interculturalidad? ¿Se sintió identificado/a con estas temáticas? ¿Por qué? ¿Considera que el explorar estos temas aportó a despertar su conciencia intercultural? ¿Piensa que además de la conciencia intercultural, involucrar estos temas en la clase de inglés contribuyó al aprendizaje de la lengua? ¿En qué sentido? ¿Qué otros temas considera se podrían abordar para trabajar la interculturalidad? ¿Cree que la exploración de la interculturalidad a través de la realización audiovisual puede generar un aprendizaje significativo de la lengua? ¿Por qué? ¿Siente que a través del proyecto usted despertó o aumentó su conciencia intercultural? ¿De qué manera? ¿Cree usted que el proyecto generó algún impacto en su conciencia intercultural? ¿De qué manera?

Pregunta resumen:

En esta sesión hemos discutido aspectos importantes sobre la motivación hacia el aprendizaje de una lengua extranjera y la interculturalidad, esto a través del uso de la realización audiovisual como medio para explorar temáticas actuales y que hacen parte de nuestro contexto. Ustedes han expresado que a lo largo de esta experiencia ustedes...

¿Consideran que este resumen que acabo de hacer es pertinente y reúne aspectos importantes de lo que hemos discutido hoy aquí?

Pregunta final:

Gracias a todos sus aportes durante esta sesión y al trabajo realizado durante el proyecto, hemos obtenido información que nos ayudará a describir y analizar el nivel de motivación conciencia intercultural que los estudiantes de lengua extranjera pueden alcanzar a través del uso de proyectos multimodales. ¿Tienen algo que agregar que tal vez hayamos olvidado y que pueda aportar a los objetivos del proyecto?

¿Tienen alguna sugerencia o comentario que quieran hacer?

¡Muchas gracias!