



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA
DE PUEBLA**

**Mexican art as a resource to teach Spanish as a second language at
Language Faculty, BUAP**

**A thesis submitted to the Faculty of Languages for the degree of
Licenciatura en la Enseñanza del Inglés**

By Liliana Ramírez César

Pue, Pue.

October, 2015

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INDEX

CONTENT	PAGE
1. CHAPTER I. INTRODUCTION	1
1.1 Introduction	1-2
1.2 Problem.....	3
1.3 Significance of the Study	4
1.4 The Content of the Research	4-5
1.5 The General Objectives.....	5
1.6 Specific Objectives.....	5
1.7 Research Questions.....	5
1.8 Hypothesis	6
1.9 Research Content Organization	6
1.10 Key Words	6
2. CHAPTER II. LITERATURE REVIEW	7
2.1 Introduction.....	7
2.2 Language.....	7-8
2.3 Methodology in Language Teaching: Communicative Approach.....	8-9
2.4 Culture	9-10
2.4.1 Relationship of Language and Culture.....	10-11
2.4.2 Culture in Language Teaching.....	12-13
2.4.3 Culture and the Teaching of Spanish as a Second Language.....	13-14
2.5 Cultural Competence.....	15
2.6 Intercultural Competence.....	15-16
2.7 Communicative Competence.....	16-17
2.8 Art.....	18
2.8.1 Art in Education.....	18-19
2.8.2 Art in Language Teaching.....	19-20
2.9 Mexican Art.....	20

2.9.1 Mexican Art in the XIX and XX Century.....	20-21
2.10 Mexican Mural Movement.....	21-22
2.10.1 Mexican Muralists.....	22
2.10.1.1 Diego Rivera.....	22-23
2.10.1.2 José Clemente Orozco.....	23-24
2.10.1.3 David Alfaro Siqueiros.....	24
2.11 Strategies for using Mexican Art.....	25
CHAPTER III. METHODOLOGY.....	26
3.1 Setting.....	26-27
3.2 Subjects.....	27
3.3 Research Methodology.....	27-28
3.4 Instruments.....	28
3.5 Data Collection and Analysis.....	28
3.6 Development of Activities.....	29
3.6.1 Reasons of Mexican Mural Paintings selected.....	29
3.6.1.1 Diego Rivera.....	29-30
3.6.1.2 José Clemente Orozco.....	30
3.6.1.3 David Alfaro Siqueiros.....	30
CHAPTER IV. RESULTS.....	31
4.1 Background of ELT/FLT students.....	31-36
4.2 What are those ELT/FLT students' opinions about the teaching of culture into the Spanish language class?.....	36-40
4.3 How important do ELT/FLT students consider Mexican art for the teaching of Spanish as a second or foreign language?.....	40-46
4.4 The integration of <i>Pintores Mexicanos</i> subject into the five obligatory subjects of the <i>Español para extranjeros</i> area.....	46-48
4.5 Conclusion.....	48-50

CHAPTER V. CONCLUSION...	51
5.1 Conclusion.....	51-54
5.2 Limitations.....	54-55
5.3 Further Research	55
5.4 Personal Reflection.....	55
APPENDIXES	56
APPENDIX A	56
APPENDIX B	57-59
APPENDIX C	60-63
APPENDIX D	64-66
APPENDIX E	67-69
ANNEXE A. Questionnaire	70-71
REFERENCES	72-75

CHAPTER I

INTRODUCTION

1.1 Introduction

Spanish has been considered, the second language most spoken and used by more than 500 million of speakers around the world. Through the time, the number of the speakers has been increased every year, one of the reasons why people learn it, is to get better opportunities to their lives which involves personal, social, cultural and economic factors. Nowadays, learning a new language apart from the mother tongue can bring more chances to success in life in different aspects. Furthermore, the learning of Spanish not only has benefited entrepreneurs, employers, teachers, etc., but also students who have had the opportunity to learn Spanish as a second or foreign language which is part of their professional formation. Many students from different countries try to find opportunities to travel abroad or having an international academic mobility to complement their professional formation.

However, in Mexico, the teaching and the learning of Spanish as a second language have not been easy as it is thought, even for native students and language teachers as well as students who come from other countries to learn it. It is important that teachers of Spanish integrate culture as a fundamental element into their language teaching practice in order to encourage students' learning in a significant way. One of the problems that can be presented into the language teaching is the integration of culture and language into the language class. Krasmch (1993) suggests that when a language is taught, it is necessary to take culture as a *plus* of language teaching. Language teachers of Spanish need to take into consideration that language cannot be separated from the culture because it is a principal element for the language teaching in order to reinforce students' learning in the classroom. Furthermore, Spanish language teaching need to go beyond of teaching grammatical rules, vocabulary or the improvement of the speaking, listening, reading and writing skills. When they are in practice is not guarantee at all, that the students can speak the language in the

correct way and when they face any social situation outside of the classroom. It is important to integrate “culture” as the main medium to teach Spanish as a second language to help students’ learning increase.

Moreover, culture has been sourced as an essential component to the language teaching and learning in any language class. Recently, in Spanish language teaching, culture plays an important role for the development of student’s learning and their cultural competence. Language and culture are linked into the language teaching fields. Valdes (1977) says that there are two major components in culture: the first one is the anthropological or sociological culture that is based on the attitudes, customs and daily activities that people used to do in their lives, values, ways of thinking, and frame of references, and the other one is the history of civilization that is focused on its geography, history, and achievements of the sciences, the social science and the arts. As it has been seen, culture is an indispensable component in which, all the time, human beings have been exposed when they interact with a language and its own culture. Besides, culture has been represented in many resources such as pre-Hispanic culture, modern culture, literature, art, theatre, music, and cinema among others. This investigation is going to be focused on Mexican art as an aid to teach Spanish as a second or foreign language.

This research intends to suggest some Mexican art activities mainly mural paintings and strategies which will help teachers of Spanish to make use of them in their daily language teaching practice. Art is a cultural element that can be presented in a huge variety of cultural works such as visual works, written texts, theater among others that can be used appropriately into the Spanish class, in order to provide an efficient language teaching to the students. In addition, Mexican art plays an important role into the language teaching, which it is presented in different ways such as mural paintings, sculptures, music, architecture, etc. that could be used to teach Spanish. Also, Mexican mural painting can become an important resource which helps students to improve their language learning. This investigation makes use of this cultural resource as the main means to design Mexican mural paintings activities that can be used by teachers of Spanish as a guide to teach Spanish as a second or foreign language, but also to propose some strategies to be used inside of the classroom in order to facilitate the students’ learning and to provide a better language teaching.

1.2 Problem

It is thought that when Spanish language training is taught in a thorough way, it should achieve all the goals that Spanish language program has in order to prepare students to become future teachers of Spanish as a second or foreign language. The Language Faculty of BUAP has had the vision to train students, to become future teachers in the English/French language teaching field. Furthermore, this institution also offers five extra training courses such as Área de traducción, Área de Español para extranjeros, Área de docencia, Área de lingüística, Área de lengua meta and Área de cultura, that students can take in order to help them having a better professional formation into the language teaching. Besides, the first two courses have their own five obligatory subjects that students should take in order to get a diploma as part of their formation as future teachers. Personally, I studied the major of ELT (English language teaching) at Language Faculty, BUAP and I was enrolled in the training of “Español para extranjeros” for two years and I realized it can get me a great experience and provide me a lot of opportunities in my life as future language teacher of Spanish. In addition, I took the five obligatory subjects (advance academic writing, grammar I, grammar II, Mexican Spanish, and Mexican literature), which were very interesting and useful for my Spanish teaching training and they allowed me to realize that even as a native speaker of the language, it is complicated to analyze the language in a social, cultural and political way. However, the subjects that are taught in this area have been helpful for those students, including me, who want to specialize in “Español para extranjeros” area, but it has been a problem; Mexican art has not been taken into account within this field, even though the subject of *Mexican painters* is included into the program, the students only take the first five obligatory subjects to get a diploma in this area and the rest of the them are almost forgotten by students due to they are not interested in taking all of them. It is important to include Mexican painters within the five subjects because it will help students to get a better professional formation in this area and also to let them know more about their own culture and language itself. It is essential to mention that Mexican art can benefit the way in which Spanish language training is taught, but, at the same time to improve the language learning and teaching of the students of this institution.

1.3 Significance of the Study

This investigation has the intention to show the great significance and importance that Mexican art has had through the time in Mexico. This work supplies some suitable cultural activities and strategies to teach Mexican art, through mural painting for the teaching of Spanish as a second or foreign language. Also, this resource not only lets students have a better personal language learning even it will help them to provide an effective language teaching practice in the class. It is essential to mention that Mexican culture has had a great impact into the language teaching because it has had a huge cultural variety to teach culture in a significant way inside of the classroom. As future language teachers of Spanish it is indispensable to know and learn about our own culture. Also, to let our future students know about the cultural diversity that exists in Mexico, and learn the language in order that they can improve and reinforce their knowledge toward their daily future language teaching practice.

1.4 The Context of the Research

The place suggested for this investigation is for Facultad de Lenguas, BUAP (Benémerita Universidad Autónoma de Puebla) that is located in Puebla, Mexico. It has two different majors, ELT (English language teaching) and FLT (French language teaching), but, both count with the same educational program. This institution has as a mission to prepare professionals in the language teaching field. In addition, there was a new educational program called Plan Minerva that was carried out in 2009, which students have the opportunity to take optional seminars as an aid for their professional formation in language teaching. There are two seminars (Español para extrajeros and Traducción) that are more taken for ELT students due to they can have a basic training and also to get a diploma after of taking some obligatory subjects related to each area. In addition, being more specific, this investigation will be focused on the area of *Español para extranjeros*. This course integrates subjects that are essential that ELT students take in order to have a better Spanish teaching formation; the group of subjects is the followings: *Redacción Académica Avanzada, Gramática I, Gramática II, Español de México, Literatura Mexicana, Seminario*

de Literatura Iberoamericana, Seminario de Didáctica del Español, Seminario de Cultura Mexicana, Fonética y Fonología del Español and Pintores Mexicanos.

1.5 General Objectives

The general objective of this research is to design and propose some Mexican art activities on a level B1 to help future teachers to use them as a guide to teach Spanish as a second or foreign language.

1.6 Specific Objectives

- ❖ To investigate how important ELT/FLT students consider Mexican art for the teaching of Spanish as a second or foreign language.
- ❖ To explore how much ELT/FLT students know about culture, principally about Mexican art to teach Spanish as a second or foreign language.
- ❖ To find out what activities and strategies are the most suitable to teach Mexican Art, through Mexican mural paintings in Spanish language class.
- ❖ To design activities based on Mexican mural painting to teach Spanish in the class.

1.7 Research Questions

1. What are those ELT/FLT students' opinions about the teaching of culture into a Spanish language class?
2. How important do ELT/FLT students consider Mexican art for the teaching of Spanish as a second or foreign language?
3. What are the most suitable activities and strategies to design Mexican art activities, using some Mexican mural paintings into the Spanish language class?

1.8 Hypothesis

Mexican art resource can help ELT students to increase their cultural knowledge in order they can provide an effective language teaching as well as to have better Spanish language training as an aid to teach Spanish as a second or foreign language.

1.9 Research Content Organization

This thesis is presented in five chapters. Chapter I provides a brief introduction to the topic, stressing to the main theoretical resources to the principal problem of this research. This chapter also contains the problem, the significance of the study, the context of the research, the general and the specific objectives, the research questions that intend to answer and prove in a clearly way the objectives of this investigation, the hypothesis and the key words used in this research. Chapter II focuses on the whole theoretical framework, which it presents the different bases and authors to support this study. Chapter III provides the methodology in which this investigation is carried out; it shows the setting, the subjects, the research methodology, the instrument used to accomplish the main objectives of this study, the data collections procedure and the data analysis. The chapter IV shows in a concise and clearly way the results gathered by the instrument. Finally, Chapter V provides a clear, detailed, concise summary of findings, the accomplishment of the aims and the limitations of the study.

1.10 Key Words

Logical thinking. It is the process of solving ambivalence, began by a learning experience. (Kim, 2015) (In Fatemen & Soltan, 2015).

Target language. It is the language leaning by a person in contrast with the first language or mother tongue. (In Richards, J., Platt, J. & Platt, H., 1997)

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Today, language teaching is considered a process that must be guided by culture, as one of the principal elements to teach a language. Culture has been an important component to the language learning and teaching which not only provides to the students a significant learning but at the same time allows language teachers to teach better any language inside of the classroom. Besides, it is essential that in language teaching, teachers are aware that not only it is vital to develop students' language skills/sub-skills, but also, to exhibit and motivate them to learn a language through culture and help them to improve their own cultural competence.

In Mexico, language teachers should be more conscious in the way which Spanish is teaching inside of the classroom and of course in the way their own student's performance outside. Further, teachers take into account that, when a language is taught in a place where it is spoken and where the students have the opportunity to be exposed to the culture in a direct way, language learning is more efficient for students, but also, for teachers because they can take advantages of being in a place with a rich cultural environment and in this way to provide a better language teaching. In addition, it is important to mention that in language teaching and learning process language and culture play an important role within the education of a second or foreign language.

2.2 Language

Language is the main means of communication. It is simple to say that language is only a means of communication used by people in order to convey thoughts and feelings among them. Besides, it is important to make a difference between language and tongue; tongue refers a tool in which is used by a speech community. In addition, Finocchiaro (1973) defines language as:

“a system of arbitrary symbols which allows people with a given culture to communicate and interact”.

Based on Finocchiaro, there are two important elements on his definition, “communication and interaction”. They mean that people need to convey information in order to they can keep contact in their community and among them (in Palomino, 2011).

On the other hand, Palomino (2011) takes the language’s definition from Saussure (1980), and he says that language is “a social product of the human language faculty”. This means, language human is the result of the interaction made by people of a community to communicate information. It is essential, to point out when a person keep contact with the context where the language is spoken, the social pattern takes an important role within the society. In contrast, within the teaching field, teachers should follow a language methodology in which help them to teach better a language, based on their students’ necessities.

2.3 Methodology in Language Teaching: Communicative Approach

In order to show how Mexican mural paintings will be taught into the language classroom is necessary to mention the methodology that is going to be followed to achieve Mexican art activities. The approach that will be used to guide the cultural activities is *Communicative Competence theory*. It was chosen because nowadays, the language teaching not only involves teaching grammar structures or learning the language through repetitions, but it is vital the practice of language skills to help students be more competent with the language at the moment when they face real situations outside of the classroom. First of all, it is necessary to mention that communicative competence theory has given rise to communication language teaching involving social functions of language. Furthermore, Nunan (1997a: 1998) offers five characteristics to describe Communicative language teaching; first, it has an emphasis on learning to communicate through the interaction in the target language; second, the introduction of authentic texts into the learning situations; third, it gives opportunities for learners to focus not only on language, on the learning processes itself; fourth, to increase the learners’ own personal experiences as essential contributing elements to classroom learning and fifth, an effort to link the classroom

language learning with the use of the language outside of the classroom. (In Brown, p.77, 1994). Similarly, Richards & Rodgers mention some characteristics that cultural activities of this research need to include in order to be developed into the classroom (In Richards & Rodgers, p.71, 1986):

1. **Language is a system for the expression of meaning.**
2. **The primary function of language is for interaction and communication.**
3. **The structure of language reflects its functional and communicative uses.**
4. **The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.**

Communicative language teaching has been an approach which has been used by teachers of languages to teach them in an interactive way. The importance given to the communication and the interaction inside of the classroom can be seen as a significant way to increase the students' learning. The language teaching methodology used inside of the classroom must help students to learn a language in a systematic and an effective way, but at the same time fulfill the students' expectations in their language learning. Besides, when a language is taught or learned, culture must be included as a principal component to the language teaching because it is the core of the language learning.

2.4 Culture

Culture is an essential element for the language teaching and language learning field. Today, culture has been included in different language programs in order to students can learn the language in an adequate way. Culture has been considered part of the language teaching and of course it should not be omitted by language teachers to be practiced and taught inside of the classroom. The term culture has been defined since historical, geographical and intellectual issues, but, giving a definition focusing on language teaching was necessary to take Nieto's definition.

According to Nieto (2002), defines culture "as the ever-changing values, traditions, social and political relationships, and worldview created and shared by a group of people bound together by a combinations of factors (which can include a common history, geographic location, language and social class, and/or religion) and how these are

transformed by those who share them” (in Nieto, 1996, p.390). Similarly, Durán (2012), says that culture is the system of shared beliefs, values, behaviors, and artifacts that the members of a society have in order to use it to cope with their world and with another, and that are transmitted from generation to generation in order to get the inhabitants’ learning. Both definitions of culture allowed to us to have a broader meaning and also how people learn culture through their experiences that they have had in their life and the social interactions that they have in a specific community.

However, Arabski & Wojtaszek (2011) say that there are two ways of understanding culture. The first one is derived for the study of the humanities. This perspective means that culture is the way in which a social group represents itself or others through material productions, such as literature, art and mechanisms of preservation and reproduction through history. The second way of understanding culture sees the phenomenon as derived from the contributions of the social sciences which involves attitudes, beliefs, ways of thinking, behaving and remembering shared by members of a community (in Kramsch, 1996, p. 2). Moreover, Shiarev and Levy (2004) tries to merge the two perspectives and they define culture, as a set of symbolic system, including values, norms, knowledge, language, beliefs, habits, customs, and skills learned by members of a given society (in Arabski & Wojtaszek, 2011).

However, Valdes (1977) mentions that there are two major components in which we can understand culture. The first component is an anthropological or sociological culture. He says that that the first one refers to the attitudes, ways of thinking, customs and daily routines that people used to do in their lives. The second is the history of civilization that it is related with its geography, history and achievements of the sciences, the social science and of course the arts. Besides, it is impossible to separate culture from language because both play an important role within the language teaching and learning.

2.4.1 Relationship of Language and Culture

Today, to define language and culture can be a little bit complex. In the last sections, these definitions have been defined in an objective manner. Moreover, it is necessary to review about what language and culture mean. Language is considered as a symbolic system in which it is regulated and analyzed by grammar rules (Shaw, 1998) and the social product of

the human language faculty Saussure, (1980) (In Palomino, 2011). In other words, language is going to be regulated by a system rules in which human beings make use of them in order to establish a social interaction with their own context.

Furthermore, it is essential to establish the relationships that exist between language and culture. Culture is often seen as mere information conveyed by the language, not as a feature of language (Kramersch, 1993). Also, he mentions that culture is separated from the language in which language is the social practice and culture is the core of the language. Furthermore, Bryam and Morgan (1993) have a similar view, they give a word that can represent the unification and separation between language and culture, and it is “language-culture” (in Moran, 2001). This term acknowledges that we can deal with each separately and with both together. To have a clear idea about what this term means, Moran (2001) says that language is the products (artifacts produced or adopted by the members of the culture such as plants, family, economy, politics, etc.), practices (actions or interactions that are carried by the members of the culture.), perspectives (beliefs, perceptions, attitudes), communities (social contexts, circumstances of the members in order to carry out their cultural practices), and persons of a culture. In other words, language and culture are everywhere and fused each other (Moran, 2001).

In addition, another definition added to this section is by Hantrais (1989) cited in (Leveridge, Aubrey Neil, 2008), that puts the idea that “culture is the beliefs and practices governing the life of a society for which a particular language is the vehicle of expression”. He means that culture is those beliefs and actions that people are used to convey in a society which shares the same language to communicate each other. Moreover, when the language becomes the principal medium in which we conduct our social lives, and it is used in contexts of communication by members of a community; it is bound up with culture in multiple ways (Kramersch, 2001).

Language and culture have seen since the point of view inseparable; it is indispensable to say that as human beings, all the time we are in contact with language and culture in order to interact with the society. In language teaching field, language and culture play an important role to students’ learning inside of the classroom.

2.4.2 Culture in Language Teaching

In language teaching, it is important that teachers can integrate culture within their daily teaching practice. According to Politzer (1959) cited in (Brook, 1964) says that language teachers must be interested in the study of culture not because they want to teach it, but it has to be included in the language teaching practice. Also, he mentions that if culture does not take place at the same time in the language teaching practice, it is being taught meaningless symbols in which students attach wrong meanings. Culture is an essential component within the language teaching and, it cannot be forgotten by language teachers because it forms part of the language that is taught.

Furthermore, another culture's definition within the education field, it is taken from Ruiz Roman (2003) cited in Palomino (2011), claims that for education culture has to be with a series of meanings which can be acquired and which can be built together with the members of a community. In other words, he tries to say that for education, culture is going to be learned by members of a community through the interaction that they have with the context, where they can acquire and construct new cultural experiences.

The role of culture has been extremely essential for the language teaching field. Hernández (2010) mentions the importance that culture has within the language teaching and he says that culture not only allow students to find the influence of the language that they are learning in their own, to develop a critical appreciation about how this culture has been transformed and adapted by their own, as well as what their culture's response has been. Through the teaching of culture, students will develop attitudes and strategies which reinforce and reflect their own language learning. In addition, the teaching of culture has seen as a means of developing awareness and sensibility towards, the traditions, values of the people whose language is being studied (Tucker and Lambert 26) quoted in Hernández (2010).

Similarly, Peterson and Coltrane (2003) also mention the importance that culture has; they say that at the moment in which language learners are learning a language, they need to be aware about the cultural appropriate ways of making requests, to express gratitude, etc. because it will depend of the culture where the language is spoken. Also, students need to know that the behaviors and intonation patterns that they have in their

speech community can be perceived differently by the members of the language community. Moreover, it is vital to make emphasis about how language use make by the students can affect their interaction if they do not learn formal and informal ways to carry certain activities in the language culture that they are learning. Besides, in the language teaching and learning as a second or foreign language, it is essential to incorporate culture as the main component of the teaching field.

2.4.3 Culture and the Teaching of Spanish as a Second Language

Today, according to Lewis (2009) (In Kalt, 2012), Spanish has been considered, one of the most widely spoken languages worldwide. Spanish language has been learned by many students around the world as the main spoken language that has had a big impact in business and academic factors. This section is focused on the teaching of Spanish as a second language as well as the incorporation of culture as a component to the language teaching. Besides, there have been some studies related to the teaching culture in Spanish language teaching field even as a second or foreign language. They have as a purpose to show how culture is presented into Spanish classes.

To start talking about the teaching of Spanish in second language, it is important to start with the difference between second language acquisition and foreign language. Gass & Selinker (2001) defines second language acquisition (SLA) and foreign language learning. First, he defines second language acquisition as the learning of a nonnative language in the environment in which that language is spoken. On the other hand, foreign language learning refers to the learning of a nonnative language in the environment of one's native language.

Furthermore, there are some previous studies related to the teaching of Spanish as a second language that integrate culture as an important element to the language teaching. In addition, there is a previous study which culture is integrated through cinema as a resource to teach Spanish as a foreign language. This piece of research is called Cinema as a Didactic Resource: Spanish as a Foreign Language by Oltra, & Pardo (2011). It takes into consideration, the cinema as a literary gender in which it can provide a lot of opportunities to the students to develop the communicative competence through the Almodóvar's films. They say that the films show the deepest psychological aspects of the human beings and

also, the way in which Almodóvar lives and sees the Spanish society through parody and irony, emphasizing its grotesque aspects. In this project made the authors tend to suggest an activity in which it will motivate adult learners into Spanish as a foreign language.

It is essential that teachers who are specialized on the teaching of Spanish try to integrate a cultural resource as part of their language teaching practice. Also, another study takes in consideration the film as a resource to learn the language and its culture, as well as it incorporates various approaches that are feasible to teach film in language classroom. The study, “Teaching Film or using Film to learn Language and Culture Diverse approaches to teaching film in foreign language centres” took place in a Hispanic film course in a Hong Kong University, where Spanish is principally taught by language teachers. According to Mercedes (2009), films in foreign language classroom are commonly used for developing students’ linguistic and cultural competence. Likewise, films provided students a lot of experiences because at the same time that they are seeing the film they realize the importance of language and culture into their learning. Besides, this study provided students how to analyze a film as a text and as a cultural product in the target language in order to develop cultural competence. It is important that language teachers make use of resources to enrich their language teaching, and also to make aware their students that it is impossible to learn a language without seeing culture at the same time.

Today, culture is taken into consideration within the language teaching and language learning as a fundamental resource for the teaching field. Furthermore, when culture is integrated in language teaching practice, the students’ learning is more significant because not only language teachers allow students to learn the language, but also with the use of different cultural resources and authentic material, students can learn and know about its culture. As it has been seen, there have had many language teachers who have integrated resources as essential components of the language in order to make more effective their language teaching practice. Moreover, there are many resources such as used by language teachers such as cinema, literature, arts, architecture, paintings, among others that can be really useful to represent the language and culture that is teaching.

2.5 Cultural Competence

Recently, when a resource is being incorporated in the language teaching, it is necessary to develop students' competences in order to their learning could be more significant for them. When students are in contact with the language and culture, they are developing certain competences. The competence that is going to be emphasized into this study is "Cultural competence". According to Balboni (1999) in Palomino (2011), says that cultural competence as "the ability to communicate in an appropriate way in the cultural scene where the communicative events take place".

In other words, when students are in interaction and in communication with the language and exposed to a specific context, they will develop cultural competence in order to communicate successfully. On the other hand, Diller and Moule (2005), also defines cultural competence as "the ability to successfully teach students who come from cultures other than your own. It means that students need to develop certain personal and interpersonal awareness, develop skills that help them to adapt to the new culture.

2.6 Intercultural Competence

When two or more people of differing cultural backgrounds attempt to communicate, the cultural barriers of communication immediately arose. Intercultural competence is the ability that people have to communicate effectively and appropriately in different intercultural situations based on their own knowledge, attitudes and skills (Deardoff in Savicki, p.33, 2008). The interactions that exist among people who share the same language tend to have an important impact into language learning. Besides, intercultural competence lets people to communicate in an adequately way with other speakers but at the same time to learn to accept and respect the different cultural backgrounds, beliefs, values, behaviors of the speakers. Likewise, according to Spitzberg & Changnon (2009) intercultural competence is:

“The appropriate and effective management if interaction between people who, to some degree or another, represent different or divergent affective, cognitive and behavioral orientations to the world. These orientations will

most commonly be reflected in such normative categories as nationality, race, ethnicity, tribe, religion or region”.

When communicative language exchange occurs, people need to know previously about to whom is talking, the life style that they have or the perception that she or he has about the world. The respect and the acceptance among the speakers should be gone beyond of the different opinions, values, behaviors and attitudes at the moment of the language interaction. Besides, it is vital that language teachers do not pretend changing to their students’ knowledge, beliefs, and behaviors within the intercultural communication is carried out inside and outside of the classroom.

2.7 Communicative Competence

Today, when people learn a new language, they are exposed to use it in social and cultural contexts when they face real situations outside of the classroom. Language teachers need to consider that language teaching goes beyond of teaching or the learning grammar structures, vocabulary or practice the four language skills. They are not enough for students to have a successful communication out of the class .It is vital that through a successful learning the students become more competent with the language. However, one of the most spoken competences into the language teaching filed is *Communicative Competence*. In his encyclopedia, Shaw (1998) makes emphasis on Hymes’s definition and he says that Communicative Competence is:

“knowing what is the appropriateness or inappropriateness of an utterance in a given social context”.

When students face real cultural situations in which they are exposed to use the language, they will be able to demonstrate how completely competence they are, and how successful communication was at the moment of the interaction. Furthermore, CC requires an individual to be able to interpret social and cultural contexts. In other words, when students are in contact where the language is spoken it is necessary that they know when, where and how to use the language appropriately. Moreover, Canale (1983) expanded

Communicative competence into four components, grammatical competence, sociolinguistic competence, strategic competence and discourse competence. (In Diaz, p. 58, 2008). In order to give a briefly and concise focuses of the components of communicative competence given by Canale, they will be explained in graph 1.



Graph 1. Components of Communicative Competence by Canale.

It is vital to know that communicative competence has a big impact into the language teaching as well as for the language learning. Besides, it is essential that the language teaching methodology used by language teachers inside of the classroom must be carried out beyond of teaching grammar rules or learning language through repetitions, but also making emphasis on language production and interaction that students can face outside of the classroom.

2.8 Art

Art has been represented in different ways in which painters represent his/her life, society, social problems, historical movements and culture through artistic manifestations such as paintings, murals, sculpture, architecture, theater, etc. According to Cantú and García (2010), say that *Art* can be understood since different social and political views. Also, they mention that art refers to Fine Arts in which refers to the pictorial, sculptural and architectural works made by the man through the time. On the other hand, Cantú and García mention a specialist of Italian art, Leonello Venturi, who defines art as a form of emotional-expressive language used to communicate emotions and may even contain certain messages (Cantú & García, 2010, p. 11).

Chalmers (2003) says that in occidental culture, art could have many definitions. In addition, he mentions two uses of art; the first one says that art can be used in works like paintings, sculptures, dance, plays of theater and movies and the second one is when an object or artifact can be used by their sense of value.

At the present, art has had an important role within the society. Art represents the painters' perceptions of how they see their life, nature, circumstances that they have to face in one moment of their lives. This research also tries to explore what is the importance of art within education, language learning and language teaching.

2.8.1 Art in Education

Art must be a key element within education. As it has already mentioned, art is a resource that can be communicated by many different ways to express emotions, feelings, perceptions of painters' live, etc. Based on Freedman (2003), art is communicative, in which can help students to understand aspects of the world and thus it allowed students to see and know different perspectives and perceptions of it.

Efland mentions to Winslow (1939) as a defender of the art instruction who pointed out that teaching might be guided by a cultural finality in a wide sense within education and in this way it could function as an essential element that can be integrated into the curriculum. According to Winslow, a good teaching is constructed from the basic general subjects that are taught in traditional schools as science, history, geography,

language, arithmetic, music among others which are the principal basis that constitutes the productions of many art works. There is a great importance on basic subjects into the Art that can be appreciated and analyzed since a cultural, social, historical and economical way (In Efland 2002). It is important to make emphasis that the role that art has in education is extremely important to develop students' learning in a significance way.

In addition, Eisner (2002) mentions, that education can learn a lot of things from arts. In one chapter of his book, there is a section called “What education can learn from the arts”, in which he tries to explore how art can be a benevolent element within the education. He shared a similar view from Winslow, which art can act as a model to teach academic subjects taken by students in their schools to facilitate student's learning in an effective way. In addition, there have been some points that are essential to mention in order to have a clear idea how art can be seen within the education; In Eisner's words, art can teach students how to define their own personality, and also to find the solutions to the problems that many times our society presents; another view is that art could help students to interpret and see the things around them in order to they can have the description of a person or a situation; The last view is the imagination that could have the students in contact with a piece of art. Based on Eisner (2002), says that it has been important to students because it has let them to use their imagination in order to see and reflect things around them since a different perspective than they are. It is central to make clear the idea of helping students to develop and promote their independent abilities in order to have significance learning and a better teaching in the classroom.

Art is an essential element within the education, which it has been considered as part of a school program in order to give students a better language and culture learning and teaching in the class.

2.8.2 Art in Language Teaching

The art has been relevant in many aspects, but if art was integrated into the language teaching and learning, it will be a little be challenge for language teachers. Today, language teachers have tried to incorporate resources that help them to provide to their students a better learning, in their language teaching practice. However, in order to start talking about the art within the language teaching, it is relevant to establish some goals that second

language has. Some of the goals that Cook (1997) states in the second language is to help people to think better; brain-training and logical thinking, and the another goal is the appreciation of literature; the appreciation of other cultures and races, the students' increased self- awareness and maturity. In other words, second language allows students to develop abilities that help them to strengthen their learning. Furthermore, art might have these goals if it takes place in the language teaching practice. Art can benefit students to think in a better way in order to have different perceptions about their learning and everything around him, to develop attitudes in their learning process. Furthermore, art can play an important role within language teaching and learning. Art is a resource that can be effective in the language teaching if it is taught in an appropriate way.

2.9 Mexican Art

At the present time, Mexico City has become in a place with many cultural elements that have been distinguished than any another country. Besides, Mexico is full of incredible traditions, music, typical foods, cultural places and among others which have had a great value in our country and all over the world. On the other hand, trying to define Mexican culture as itself can be found pretty complex due to the huge cultural variety, but it is possible to emphasize that in Mexico has been existed many cultural characteristics that make it unique in its kind and also having a great impact to the language teaching and learning of Spanish. When culture is integrated in education, the language learning becomes more significant for the students and successful for the teachers in their daily language teaching. This piece of research is going to be focused on Art of the XIX and XX century in order to design the Mexican mural paintings activities and to accomplish the objectives of this research.

2.9.1 Mexican Art in the XIX and XX Century

Mexican art had an important role during the XIX and XX century. However, under the domain of the king Carlos III of Spain, La Real Academia de las Bellas Artes in Spain was founded with the objective to promote the study of painting, architecture and sculpture. This institution was integrated by European instructors principally Spanish teachers who taught Art with an orientation that takes into consideration the old forms of Greco-Roman

Art, which it was introduced by the Neoclásico (an style that was taken for Mexican Art before the Independence consummation in 1821).

Moreover, during the XX century, Art started to have a huge impact to the society and for its own culture. During the Porfiriato period, Art seemed to have a French tendency which it was mainly manifested in architecture and sculpture. At the beginning of XX century, Mexico started with a new orientation in all aspects of the national life style.

An importance movement during this period of time, was the revolution of 1910, in which it was necessary the appreciation of the culture to promote new ideological and political tendencies, to initiate with the reconstruction of a city under nationalist perspectives. As a result, this event provoked a change in Mexican art, which it is the case of José Vasconcelos who was a promoter of Mexican art and also he was initiator of “Muralism”.

2.10 Mexican Mural Movement

The Mexican Muralist tradition was born from the Mexican Revolution of 1910- 1920. The revolution, which overturned the dictatorship of Porfirio Diaz and was based on agrarian reform to overcome the power of the landowners, or *hacenderos*, was spearheaded in northern Mexico by Francisco Madera and Pancho Villa and south by Emiliano Zapata. The Mexican Mural Movement began about 1913 when Mexican President Victoriano Huerta appointed Alfredo Martinez as director of the Escuela Nacional de Artes Plasticas. Gerardo Murillo painted the first modern mural in Mexico, and he was a pioneered of the idea that Mexican art should reflect Mexican life. After the revolution, the new government commissioned works of public art that supported and affirmed the values of the revolution and the Mexican identity: a broader knowledge of revolutionary history and the Mexican people’s pre-Columbian past.

Three muralists, “los tres grandes,” José Clemente Orozco, Diego Rivera, and David Alfaro Siqueiros—became the internationally-known leaders of the mural movement. All believed that art, the highest form of human expression, was a key force in social revolution. Together, they created the Labor Union of Technical Workers, Painters and Sculptors and devoted themselves to large-scale murals illustrating the history of Mexico, its people, its society, and the revolution. Their work was not always received

positively. All spent some time in the United States creating works of art. In the late 1920s, Orozco painted the first murals in the United States at Pomona College in Claremont. Rivera, criticized as a “false revolutionist” in Mexico, moved to the United States in 1930 where he was considered the leading figure in Mexican muralism. He painted murals from San Francisco to New York before returning to Mexico in 1934. Siqueiros, the most controversial of the three, was exiled in 1932 and moved to Los Angeles where he painted three murals, including “Street Meeting” at the Chouinard School of Art and “Tropical America” on the Italian Hall at Olvera Street.

In the 1930s, President Franklin D. Roosevelt established the Works Progress Administration to provide employment during the Depression. Through the WPA, the 1933 Public Works of Art Project allowed 3600 artists to create murals and sculptures for public buildings. Although most of the mural art from the United States was less provocative than that of the Mexican muralists, it was the U.S. attitude toward public art that in part allowed the employment of *Los tres grandes* by public institutions in the United States during the 1930s. The influence of the Mexican muralists on public art as an accessible and socially relevant movement continues through this day.

2.10.1 Mexican Muralists

After the Revolution of 1910, Mexican art followed new objectives to find a national identity in order to consolidate with a new painting of the revolution called “mural movement”, in which was represented by José Clemente Orozco, Diego Rivera and David Alfaro Siqueiros, O’Higgings and Juan O’Gorman, however, the most representatives of this important Mexican movement were Orozco, Siqueiros and Rivera. Besides, some of their paintings are going to be used to accomplish the objectives of this piece of research.

2.10.1.1 Diego Rivera

Diego Rivera was a well-known muralist and painter in Mexico and around the world and one of the founders of the Mexican communism party. He was born in Guanajuato, Mexico in 1886 and he was considered one of the greatest artists in the 20th century. Rivera was educated in the Academia de Bellas Artes de San Carlos in Mexico.

Between 1907 and 1921 he studied painting in Spain and France which familiarized himself with post-modernism and cubism style. He found these art styles most compatible with his own personal expression. In his murals Rivera recaptures Mexican history; he included objects that are still representative in Mexico, the earth, the farmer, the laborer, the costumes and popular characters of Mexico which were painted on the walls and public building roofs in Mexico. He considered that art must be shown to the hardworking class and to be easily available for everyone.

Between 1923 and 1926 Diego painted some Fresco murals where are located at the Secretaría de Educación in Mexico. Also, in 1927 he showed his work called “La tierra fecundada” located at the Escuela Nacional de Agricultura de Chapingo which represents the biological development of man and his nature conquest. His style was simplified and colorful, precise, direct and realistic. He considered himself a revolutionary painter looking to take art to the big public, to streets and buildings. Furthermore, his large wall works in fresco helped to bring the popularity to the Mexican Muralism movement.

In 1929 he married to Frida Kahlo, who was considered an important representative of the introspective Mexican painting of the XX century. His famous took off to expose and work in the United States of America. Unfortunately, Diego Rivera died on November, 24th in 1957 in Mexico City.

2.10.1.2 José Clemente Orozco

José Clemente Orozco was the most complex of the three principal Mexican Muralists of the Mexican muralism. He was born on November 23rd in 1883 in Zapotlán, Jalisco. Being a child, Orozco showed to have a great interest from Jose Guadalupe Posadas’ engravings, who was an important and well-known Mexican engraver which took a big influence to Orozco’ live as painter.

When he was 7 years old, Orozco moved with his family to Mexico City, where he started to take nocturnal classes of painting at the Academia de Bellas Artes de San Carlos from 1906 to 1910. In 1916, he presented his first individual art exhibition at the library “Biblos”, but his work was a little comprehensible due to its art. One year later, Orozco painted some well-known paintings such as “Soldaderas”, “Combate”, and “El retrato de su

madre”. Besides, in 1992, Orozco joined to Diego Rivera and David Alfaro Siqueiros to the union of painters and sculptors, trying to recover the art of mural painting under the domain of the government.

Moreover, the theme of his murals was human suffering, but less realistic and more fascinated by machines than Rivera. From 1922 to 1948, he painted murals in Mexico City; Guadalajara, Jalisco; Michoacán; New York City, Claremont, California as well as several other Mexican and American cities. He was politically committed to the social realism painting movement of the time and he promoted political causes of the peasants and workers. His drawings and paintings are exhibited in the Carrillo Gil Museum in Mexico City and the Orozco Workshop Museum in Guadalajara, Jalisco, Mexico. In addition, he made an extraordinary mural of Miguel Hidalgo, one of the leaders of the independence revolution of the peasants in Mexico.

2.10.1.3 David Alfaro Siqueiros

David Alfaro Siqueiros is the third muralist well-known in Mexico around the world. He was born on December 29th, 1896 in Cuernavaca, Morelos. Orozco started his professional formation at the Escuela Nacional Preparatoria of the capital, and at the Academia de Bellas Artes de San Carlos and thus to continue his studies at the Escuela de Santa Anita.

Siqueiros lived during the middle of the Mexican revolution period where participated together with another Mexican muralist, Jose Clemente Orozco. When the Mexican revolution ended, from 1922 to 1929 he travelled for Europe, principally France, Italy and Spain where he decided to be against the modern tendencies of the Old world and being a defensor of pre-colombian Art as a source of inspiration.

Moreover, he thought that art and political views were intertwined and most of his murals reflected his political views. Besides, Siqueiros believed strongly that art should be public, educational and ideological. His murals and other portraits and paintings mostly depict the Mexican Revolution of 1910 and the oppression of the working classes in Mexico. His paintings are stories of the human struggle to overcome authoritarian capitalist rule and he painted everyday people involved in this struggle. One of his famous murals of revolutionary heroes is at Chapultepec Park in Mexico City.

2.11 Strategies for using Mexican Art

In Language teaching, the way in which the language is taught inside of the classroom has an important impact into the students' language learning. Today, the strategies used by language teachers are essential to help students to learn the language in a significant way. According to Brown (1994) strategies are the “the specific methods of approaching a problem or task, modes of operation of achieving a particular end, planned designs for controlling and manipulating certain information. Also, he says that this term can be varied in an intraindividually due to each one of us, has a particular way to solve a problem and also having the choices to them in sequence for a given problem. However, Diaz (2008) on his book *Strategies for Teaching English Learners* uses the term strategy as “idea that a learner can employ to increase learning”. It is important that teachers know how to apply language teaching strategies in order to promote their students' learning.

In addition, the teaching of Spanish has increased over the years and of course the way in which it is taught has had an impact into the language teaching field. The strategies will be focused on those ones that will help teachers to teach Mexican art using some mural paintings in the class.

CHAPTER III

METHODOLOGY

In this Chapter the methodology used to carry out this investigation is described, along with the description of the setting, the subjects, the research methodology, the instrument, the data collection and analysis. First of all, this research has as a purpose to investigate if Mexican art is considered important and used into the Spanish language teaching, principally Mexican mural paintings as a resource to teach Spanish as a second or foreign language. Besides, as part of this research was essential to explore how much ELT students know about Mexican art in order to propose some mural painting activities that help students of the *Español para extranjeros* area to use them in their teaching practice as a guide to teach Mexican culture. Some Mexican paintings that will be used for this investigation are by Diego Rivera, Jose Clemente Orozco and David Alfaro Siqueiros.

In addition, even though the *Pintores Mexicanos* subject is included in the program of this area; it has not had the importance as it should have because it is not included into the first five subjects to get a diploma. It is necessary to integrate this subject because it will help students to know about their own culture, as well as having an effective language teaching training, especially for those students who want a future specialization of Spanish language teaching. Besides, the activities and the strategies designed for this research will be as a guide to teachers of Spanish to help how to teach Spanish and Mexican mural in a significant way inside of the class. This research will be for those ELT students who are attended the course of *Español para Extranjeros* and for teachers of Spanish who want to integrate Mexican culture into their classroom using mural paintings as a resource.

3.1 Setting

The place for this investigation is at Facultad de Lenguas, BUAP (Benémerita Universidad Autónoma de Puebla) that is located in Puebla, Mexico. It has two different majors, ELT (English language teaching) and FLT (French language teaching), but, both count with the

same educational program. In addition, students have the opportunity to take optional seminars as an aid for their professional formation in language teaching. The space are some professional language areas such as *Español para extranjeros and Traducción* which are included by a group of subjects that helps students to complement their formation into the language teaching field. They are more taken for ELT students due to they can have a basic training and also to get a diploma after of taking some obligatory subjects related to each area.

3.2 Subjects

The subjects selected to carry out this investigation were those who are in the English language teaching (ELT) and French language teaching (FLT) major, which are taking the *Español para extranjeros* subjects in order to get a diploma. The background information about the participants was the followings: the number of participants was 31, 12 males and 19 females, which 27 students are in ELT major and just 4 in FLT major; also, they from 4° to 10° term; they are between 20 to 29 years old.

3.3 Research Methodology

The research methodologies that will be taken into account are the quantitative method and the qualitative methods. Creswell (2003) says that the first method gets certain features and it is mainly focused on applying surveys with closed questions and the researches have to analyze the information in an objective form. Here, it is possible to measure the information employing strategies such as experiments and surveys, besides, surveys present closed question, because these have to yield statistic data. On the other hand, researchers who use the qualitative method make claims based on subjective conclusion at the moment of analyzing the data and the instruments used such as interviews, text and image data. Researchers who elect mix-method use strategies or instruments such as traditional surveys (quantitative), observations and interviews (qualitative data). They are going to be used because it is expected to get all the relevant information to answer the research questions of this investigation. In addition, for this investigation was necessary to take into account both

methods because it will know specific information (quantitative) and the students' opinions (qualitative) which help to know what they think in a deep way and thus to support this investigation.

3.4 Instruments

In this research project, it was decided to administer a *questionnaire* formed by open and closed questions. According to Cohen, Manion and Morrison (2000), questionnaires are useful tools for collecting information because can provide data that can be source of quantitative analysis (for example to determine frequencies). Similarly, Nunan (1996) argues that questionnaires “enable the researcher to collect data in field settings and the data themselves are more amenable to quantification than discourse data such as free-form notes, participant observers' journals, the transcripts of oral language” (p. 143).

The number of questionnaires applied to carry out this investigation was 31, which was divided into 6 open and 4 closed questions. Personally, I decided to use open questions because it was important to know in a wide and deep way about the students' opinions about how much they know about Mexican art for the teaching of Spanish as a second or foreign language. The closed questions were used with the objective to know about specific information to support this piece of research. In addition, the questionnaire was designed in Spanish because it was the easy way in which students feel comfortable to express their opinions, as well as it is a Spanish area.

3.5 Data Collection and Analysis

After collecting all the data, the information of the questionnaires is analyzed. It is necessary to write down the general information about the students, starting with the genre, age and the year of enrollment in the major. Then, I analyzed each answer carefully. The closed questions were categorized based on each option given to the students in order to show the number of percentage of each option selected by the participant and in this way to provide concise and clear information. Moreover, the opened questions were analyzed and categorized based on the students' opinions; the categorization was classified based on similar opinions that students had in each question. To show the results, it was necessary to make use of graphs, charts, bar charts and pie charts using Microsoft Excel in order to support the research questions of this investigation.

3.6 Development of Activities

In order to design the Mexican mural activities for this investigation, it took into account the level B1 of the common European Framework to design the cultural activities, which help students to learn and practice the language and culture using murals as a resource to teach Spanish as a second or foreign language. The book used was *Acento Español (Curso de Español para extranjeros, B1)*; Only, the index was found from the internet to see what themes are seen at this level in order to design the Mexican mural painting activities and in this way to establish the objectives of the activities of each mural proposed in this research (See on References). Each mural activity had three different objectives (communicative content, grammar and cultural or intercultural content), which will help to have a clear overview about what teachers are going to teach into the Spanish language classroom. Furthermore, the activities presented in each Mexican mural painting have a sequence of activities in order to introduce to the students about Mexican art; the sequence of activities that are going to have are the followings: warm-up, presentation, practice, production and evaluation. Besides, these activities are going to be presented as a lesson plan in which can be use it as a guide into the Spanish language classroom. This lesson plan is divided into 6 parts: activity, material, set up, language strategy, procedure and the time because it is a clear way in which ELT/FLT students can use it. It is important to mention that the strategies presented in this investigation were considered to design the Mexican mural activities (See on Appendix A).

3.6.1 Reasons of Mexican Mural Paintings Selected

3.6.1.1 Diego Rivera

THE TLATELOLCO MARKET

Rivera's painting was chosen because he has become in a well-known painter around the world. Through his paintings, Rivera shows his love for Mexican culture. The Tlatelolco market is a painting which can be very significant and helpful for students' learning of Spanish because letting students know about Mexican life style, the different works that women used to do in the past.

THE PIÑATA

This mural was chosen because it may be let students know more about Mexican Culture and also to learn and practice the Spanish language. Diego Rivera wanted to show through this mural the love for the Mexican traditions. The piñata is used as a Mexican tradition by many Mexican people that it is used in different events and traditions. Besides, it is important to promote the Mexican culture to the students and make them know why the traditions have a huge cultural impact to our lives and as Mexicans.

3.6.1.2 José Clemente Orozco

THE MAGUEY

This mural was selected because it is a well-known Mexican plant that has had a great cultural value in Mexico and all over the world. The maguey is characterized for its different ways of uses, for example there is a famous drink in Mexico called “Pulque” that is made by this incredible plant. The consumption of this drink was used in ceremonies and rituals. The maguey is a clear representation of Mexican culture that can be really interesting for students’ learning as well as significant because there are a lot of cultural things about this plant that can be taught and learned in the Spanish language classroom.

3.6.1.3 David Alfaro Siqueiros

TORMENT AND APOTHEOSIS OF CUAUHTÉMOC

This mural painting was selected for its cultural representation of the conquest Mexico. It is important that students know about the conquest because through of it shows how Spanish soldiers were in search of treasure. This scene from the past was viewed as a reminder of the violent period. The Mexican Revolution allowed Mexico to break free from this past. Also, the murals which are dedicated to Cuauhtémoc represent the impact of the Mexico colonization. In this mural Spanish soldiers torture the Mexican tribal leader for information on the location of the treasure they seek in the great Tenochtitlan. The Mexican motherland, symbolized by the blood-stained female figure, stretches her arms protectively over his still figure.

CHAPTER IV

RESULTS

In this chapter the findings related to this research project are presented and explained. All the information obtained from the instrument will be explained in a clearly way to support the aims and the research questions of this investigation. To remain the purposes of this investigation were to investigate how important ELT/FLT students consider art Mexican art and also to explore how many of them know about Mexican art as a resource to teach Spanish as a second or foreign language as it was mentioned in Chapter 1. Besides, at the moment of knowing and analyze the results gathered will be design some Mexican mural paintings in order to ELT/FLT students can used them as a guide to teach Spanish.

4.1 Background of ELT/FLT Students

First of all, it is essential to make emphasis that the *Español para extranjeros* area is taking for those ELT/FLT students who are interested in having an extra-training about Spanish language teaching and also to get a diploma of the area as part of their professional formation. Moreover, it was necessary to explore if ELT/FLT students are really interested in Spanish language teaching and to know about their opinions where they would like to teach it. For that reason, it took into account the first and second question from the questionnaire in order to know the background of students. Firstable, the students were asked where they would like to teach Spanish, but, for this question it was necessary to give them three options in order to know the students' interest about the field they like to teach it; they were *Foreign*, *Mexico* and *Both*. The following circle chart shows clearly the percentages of students who opted for each one of the option. (**Figure 4.1**)

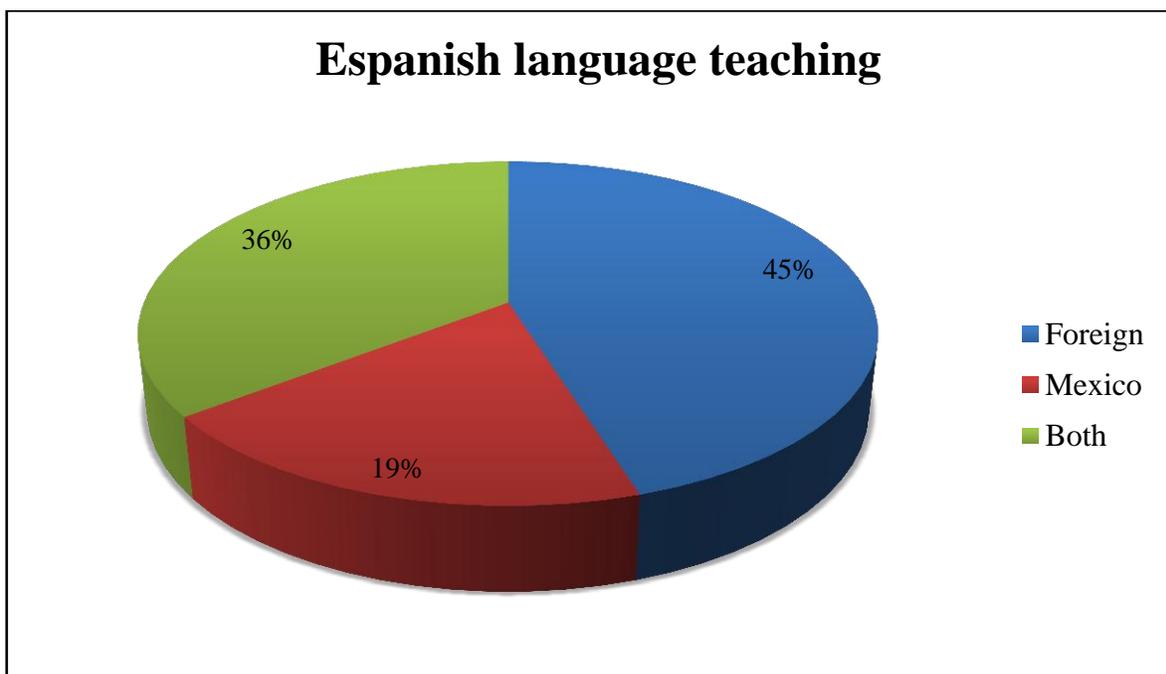


Figure 4.1 ELT/FLT student’s opinions about Spanish language teaching.

The graph above is divided into three parts which shows the percentage of students who are really interested in teaching Spanish. In this section is shown that 45% of ELT/FLT students are most interested in teaching Spanish in foreign countries because they would like to travel abroad because some of them have not travelled and would like to live new experiences; the 19 % of the participants chose to teach in Mexico because it more effective and interesting being in a context where the language is spoken and the place where their future students can interact with the culture directly. Meanwhile, the 36% of students opted for teaching Spanish abroad and in Mexico because both places the Spanish language teaching is more demanded among students who want to learn Spanish. In addition, in order to know more specific about each option, it was essential to ask why of the choice.

Furthermore, the opinions of *why* the 45% of students are interested in teaching Spanish as a foreign language as the following; based on the results, it is said that most ELT/FLT students are interested and motivated in *knowing new cultures, languages and places* in which they can have the opportunity to travel abroad and the experience that they would like to have as future language teachers in order to provide a better language

teaching practice. Moreover, the second opinion that was mentioned most was to *teach/promote our language & culture* because it is known that Spanish is the second language most spoken by millions of people around the world for different economic, social, cultural, political and academic reasons. It is important that students not only learn the language but also they can appreciate Mexican culture since a significant way towards their learning and thus increases their language learning. Mexico has been a place which counts with cultural riches that make it unique in its kind. Besides, students mentioned that teaching Spanish as a foreign language can bring *better opportunities of work* and *better salaries* abroad because teaching Spanish abroad is well paid due to the importance that it has worldwide and for the reasons mentioned before. Apart from students have the opportunity to travel abroad, they also *get professional and personal experiences* that help them to thrive as human beings as well as language teachers. Also, only one participant showed to get interested in getting a Master degree at the same time of teaching Spanish because it infers that he wants to take advantage of being abroad and make increase their professional formation.

The 19 % of students who opted for the teaching Spanish in Mexico option showed an interesting perspective in teaching it in a place where it is spoken. According to the students' opinions, they said that they prefer to *learn and teach Spanish as a second language*, the reason is because it is better to be exposed to the real context where the language is spoken as well as to motivate and increase their future students' learning in an interesting, significant and effective way. Meanwhile, other students mentioned that as native speakers and future Spanish teachers, they have *lack of cultural knowledge* because they said that it is important that they first learn about their own culture and thus to provide a better language teaching to their future students. It is vital to take conscious in this opinion because at this moment in which they are taking the area do not take the important that Mexican culture as it should have into Spanish language teaching field, it is not expected that students offer a good teaching to the students. Furthermore, teaching Spanish in Mexico have several good advantages to the language teaching because it I known that *Mexico counts with huge cultural riches* that can enrich students' learning, but at the same time *increase the Spanish language teaching* in Mexico.

However, the 36% of students who opted for the option of teaching Spanish as a second and foreign language (**both**) did not show a wide difference between the students' opinions who chose only teaching it abroad. The students mentioned that teaching Spanish in Mexico and in Foreign countries can get them *better opportunities in language teaching & language learning about their own culture and new ones*. They think that not only it is teaching language and culture, but also it involves knowing about students' culture. Similarly, the students mentioned that teaching Spanish as a foreign or second language will help them to *gain professional and personal experiences* which it becomes a challenge for every student who want to specialize in this field; 3 participants also pointed out that teaching in two different contexts make them to *know other cultures, languages and places* as it was mentioned before, but at the same time it will allow them to *teach and promote the culture & language* because they consider that it is really important that their future students learn in the best way our language and culture in order to make effective their language learning.

On the other hand, the second question used to know the background of ELT/FLT students showed what subjects related to the *Español para extranjeros* area are taking most and also to explore if Mexican culture has been an important subject to the students' professional formation into this area. According to the results gathered from the questionnaires helped me to know that the 100% of the participants are currently taken subjects of this area, but there is an exception with the teaching and learning of culture. The following bar chart (**Figure 4.2**) shows clear evidence that culture is not consider for ELT/FLT students as part of their professional formation in Spanish language teaching.

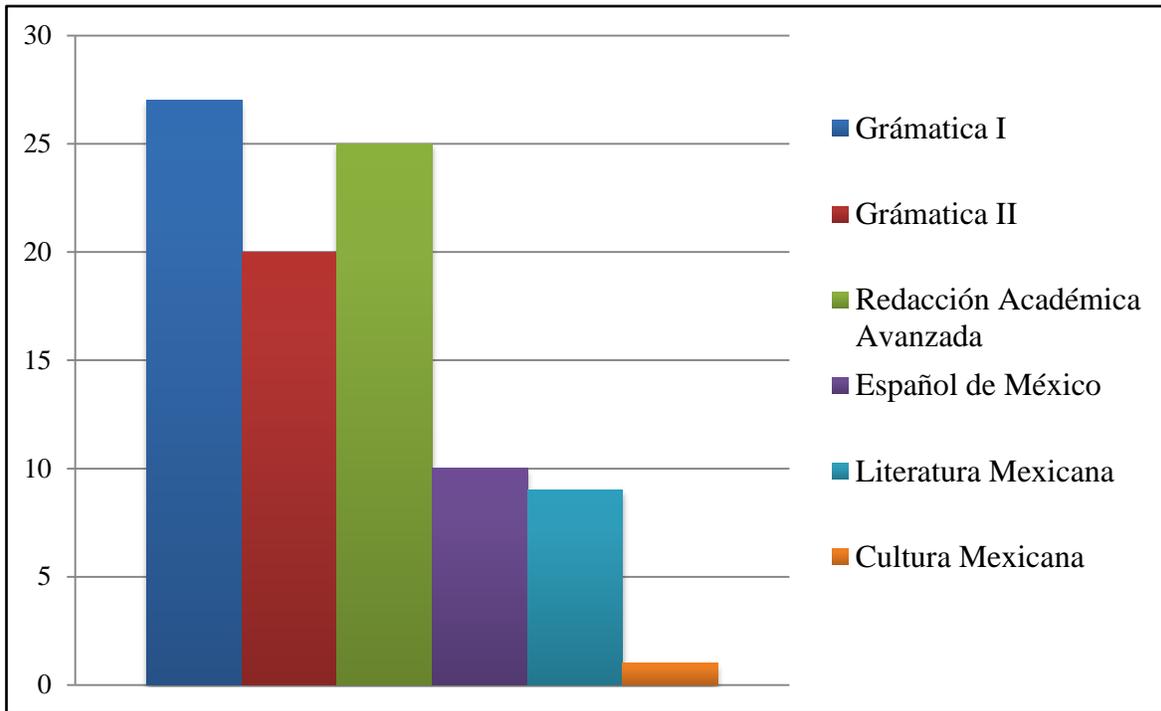


Figure 4.2 Subjects taking by ELT/FLT students into the Spanish area

The graph above shows the most common subjects taken by the participants and it is clear to say that most of the students take the five obligatory subjects established on the educational program related to the *Español para extranjeros* area. As it can see, 27 out of 31 students are taking *Gramática I* as well as 20 students are taking *Gramática II*. *Redacción académica avanzada* also showed to have demanded for ELT/FLT students. However, taking these subjects do not guarantee that students are ready to practise into the Spanish language teaching. Furthermore, when a language is taught, not only involves learning grammatical rules and perhaps being good at in the four language skills (speaking, listening, reading and writing). Learning a language does not involve learning and teaching grammar rules as it has been seen with the traditional methods, in which culture is not integrated into the language classes and only grammar is seen the main medium of teaching. As future language teachers of Spanish is necessary to learn and know about our culture in order to provide in a future better and effective language practice in which the students learn Spanish in a rich way. According to Politzer (1959) mentioned in chapter 2, culture has to be included into the language teaching practice not because teachers want to do it, but they have to integrate it. Also, he says that if culture does not take place at the

same time in the language teaching practice, it is being taught meaningless symbols in which students attach wrong meanings and it is essential to take into account that culture is the core of the language teaching. The bar chart shows that almost all the 31 participants have not taken the Mexican culture, when it is vital for the language learning and teaching, but students find it boring because they think that it implies reading all the time, when the truth is to have the opportunity to know and appreciate their own culture in many interesting and significant ways to the professional formation. Moreover, even the *Literatura Mexicana* subject is not the main point of this investigation, it includes cultural topics that will allow the students to learn more about Mexican culture. In addition, the results helped this investigation to demonstrate that, even the subject of *Pintores mexicanos* included in the program of the area, it has not been taken by any of the students due to this subject has not been offered which allows students to have the opportunity to learn more about their culture and thus it helps them to have a better professional formation of Spanish. As future language teachers of Spanish it is necessary to learn not only about linguistics but also learn about our own culture which will help us to teach Spanish in an effective and significant way.

4.2 What are those ELT/FLT students' opinions about the teaching of culture into the Spanish Language class?

The information explained before had the objective to make you know about the background of ELT students in the Español para extranjeros area. This section will present some information gathered from the 3 to 5 questions that will be helpful to support the research questions of this investigation. In this case, it was necessary to ask what ELT students think about integrating culture into Spanish language class. As it has already been mentioned in Chapter 2, when a language is taught or learned, culture fulfills an important function in the language learning and teaching that should not be omitted by language teachers. According to the results, it is shown that 17 out of 31 students said that *Culture enriches language learning* because it makes them to improve their language development and increase their own learning in a significant way and also to know about other cultures which help them to familiarize with the culture and language that they are

learning. Moreover, 11 students pointed out that *culture & language are inseparable to the language teaching and learning*. When a language is taught not only students learn grammatical structures or how to pronounce in the right way, but also they enrich their knowledge knowing about its own culture and in this way students get motivated to learn more about the language. As it mentioned in chapter 2, language and culture are everywhere that cannot be separated from each other. It is impossible to learn a language if culture is not integrated into the language teaching and learning. Besides, only 4 students said that it is important the *increase of their own cultural knowledge* because as students and future language teachers, it is not enough to learn grammar rules or having a good development of language skills (speaking, listening, reading and writing) but also, culture takes an important role into the students' language learning and teaching because it will allow them to provide with an effective language teaching practice and at the same time increase their learning. On the other hand, only 1 student mentioned that when culture is integrated into the language classes it allows them to *know more about other cultures* which help them to perceive the world in a different way. As it has showed, culture plays an essential role for language learning and teaching that it should not be omitted by teachers due to it is the core of the language.

In addition, to get more information about culture, it was necessary to asks ELT/FLT students about what themes they think are more interesting to teach Mexican culture in order to make their future students learn language and culture at the same time. The following chart shows clearly what topics are appropriate to teach Mexican culture according to the results gathered.

THEMES	NUMBER OF STUDENTS	PERCENTAGE
History	14	45%
Customs/ Traditions	14	
Literature	11	36%
Music	5	16%
Sayings	5	
Food	4	13%
Modismos	4	

Art	4	
Pre-Hispanic places	3	9%
Religion	3	
Indigenismo	2	6%
Celebrations	2	
Behaviors/Attitudes	2	
Folklore	2	
Tabus	2	
Tourism	1	3%
Cinema	1	
Lucha libre	1	
Linguistics/ Regional variations	1	
Idioms	1	
Dialects	1	
Jerga popular	1	
Costumes	1	
Albur	1	

Figure 4.3 Themes to teach Mexican culture

The bar chart above (figure 4.4) shows clearly the themes that students find more significant for Spanish language teaching. 45% of students said that *History* is one of the main themes that their future students can learn and can find interesting because it is essential to make them know about political, social and economic events that had impact to the Mexican culture and it allows students learn better the language. Besides, another theme that was mentioned most was *Literature* which 36% students choose it for having a high impact into the language learning and teaching because not only students appreciate poems, books, etc. even the language in a rich way. *Customs/traditions* also it was mentioned most because it is interesting to know, learn and show to the students how traditions of particular places are in order to they increase their cultural knowledge in an effective way and be familiarized with the context. However, even these themes is part of Mexican culture, *art*

was not mentioned as it was expected because it inferred that students find it difficult or not interesting for the language and learning. Art is not a simple theme, but also it is a cultural resource that is worth implementing into the Spanish class because they can be used in many different ways to teach Mexican culture since an interesting way to the students.

As it has been shown, it was important to know what themes ELT students considered more appropriate to teach Mexican culture into the Spanish language class. Moreover, it is essential to know what kind of didactic material can be used to integrate the themes mentioned before into the language class. When it is wanted to teach a certain cultural theme to the students, it is vital that language teacher know what kind of materials can be used to teach Spanish and at the same time integrating culture. Teachers need to find appropriate themes and didactic materials that can catch the students' attention and get motivated to learn Spanish in a significant and stimulating way. The next chart (Figure 4.4) shows different didactic materials that language teachers can use to teach culture.

DIDACTIC MATERIAL	# Ss	%	DIDACTIC MATERIAL	# Ss	%
Videos	12	38%	Photography	2	
Books (general topics)	9	29%	Movies	2	
Songs	5	16%	Tales	2	
Pictures	5		Flash cards	2	
Audios	4	12%	Poems	1	3%
Murals	3	9%	Handicraft	1	
Texts	3		Plays	1	
Cultural readings	3		Cultural web sites	1	
Board games	3		Physical/on line newspaper	1	
Typical instruments	2	6%	Customes	1	
Maps	2		Magazines	1	
Food	2		Biographies	1	
			<u>*Cultural visits</u>		

Academic materials (computers, overhead projector, etc.)	2	Note: Even they are not a didactic material, the students considered it important to the teaching of Spanish & culture.	4	12%
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Figure 4.4 Didactic materials to teach Mexican culture

As it can see on the chart (Figure 4.4), *Videos, Books, Pictures* and *songs* were mentioned most because today, they have been more frequently used in language classes for their great facility of use. In contrast, they do not guarantee that students have already learned culture in an interactive and significant way. Moreover, all the didactic materials mentioned before are helpful when they are used in the appropriate way inside of the classroom, and thus they allow to the students to learn better Spanish and its own culture. It is important that as language teachers or future ones know how to integrate Mexican culture using these materials and also the appropriate themes for each one of them. On the other hand, based on the results gathered in this section, *Murals* were not considered important because probably students do not know anything about it and also how effective it can be to the language teaching and culture. Furthermore, it is essential to make ELT/FLT students know that Mexican murals are an excellent representation of Mexican culture as well as it can be used them in many different ways to increase students' cultural knowledge in a significant way but at the same time practicing the language itself inside of the Spanish language class. Being part of the *Español para extranjeros* area, it is necessary that students who want to specialize in this field know about Mexican art as essential part of the Mexican culture and in this way they can provide in a future a better language teaching practice. In addition, it is important to explore how much ELT/FLT students who are attending this area, know about Mexican art, and thus presenting clear evidence that will support the research questions of this investigation.

4.3 How important do ELT/FLT students consider Mexican Art for the teaching of Spanish as a second or foreign language?

In order to support this research question, it was necessary to provide enough information using specifically the results gathered from the questionnaire from 6 to 9 questions. This

section will show clear and concise evidence about how much ELT/FLT students know about their own culture, principally Mexican art as well as how important it is considered as a resource to teach Spanish as a second or foreign language. As future language teachers of Spanish, it is essential to get cultural knowledge at the moment in which Spanish is learned in order to increase our own learning and thus to provide an effective language teaching to the students. In addition, the following circle chart (Figure 4.5) shows students' opinions about if Mexican art is considered important as a resource into the Spanish language teaching.

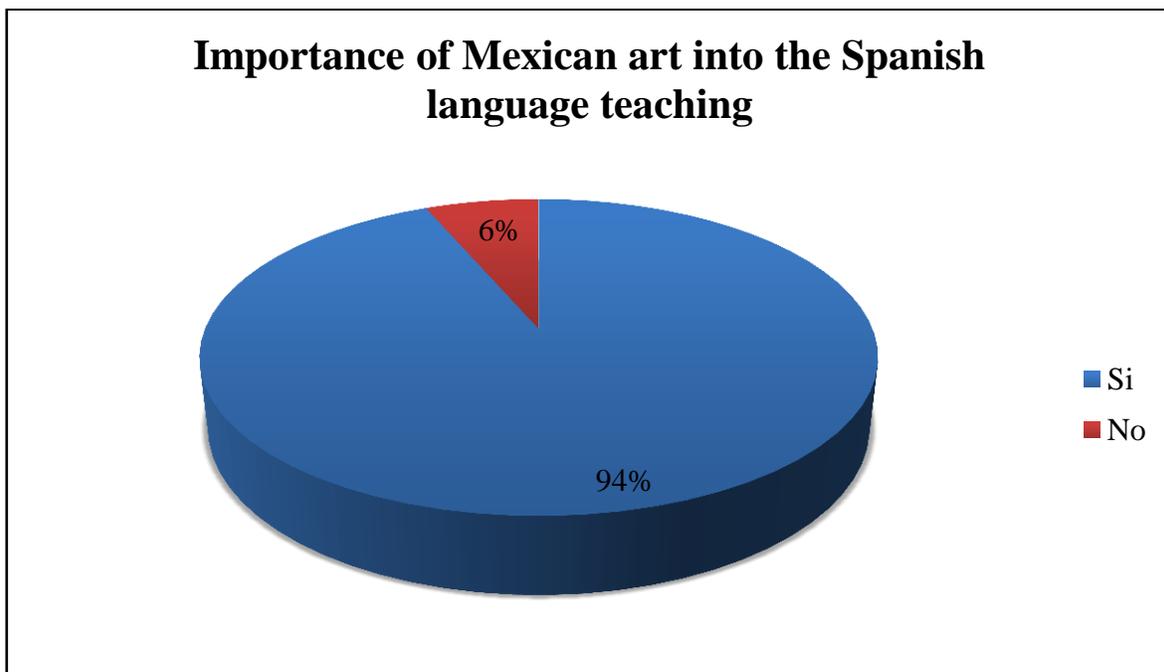


Figure 4.5 Importance of Mexican art as a resource to teach Spanish.

As it is shown in the figure 4.5, the 94% shows that Mexican art was considered important as a resource to teach Spanish even though the 6% of them were not considered it essential for the language teaching of this field. Furthermore, to know more about it, it was necessary to ask them, WHY they considered it important or not. The results showed that 94% of the participants who considered it important said that; Mexican art *is a fundamental resource to the language teaching and learning of Spanish*. This opinion was mentioned most because when it pretends to learn and to teach Spanish, the cultural resources became in an essential element into the language teaching. Besides, another important opinion they said was that it helps them to *identify themselves for their own culture, language and*

country. It is necessary that as future language teachers of this field, students of the Español para extranjeros area show their own appreciation about their country in all the senses to the future foreign students in order to transmit them a good vision of Mexican culture and thus they get motivated to learn more about it. Moreover, other students said that Mexican art *is part of our own culture* that can be omitted at the moment of teaching Spanish. Other ones said that this resource *is a principal tool which can be taught and learned in an interesting and fun way*. When a language is taught or learned, it is necessary that language teachers look for strategies that help them to use cultural resources in an interesting and significant way. When Mexican art is integrated into the Spanish class, it allows students to *have and know different perceptions of people, places, culture, etc.* as well as making students *know about their own culture*. The opinions highlighted in this part show significant evidence about the importance that Mexican art has as a resource to teach Spanish. However, the 6% of students who did not consider it important said two controversial opinions; the first one was that there is a lack of cultural knowledge that cannot be transmitted without learning it before. The second opinion was that Mexican art is necessary for the language learning but not for the language teaching. It is essential to point out that when someone studies to become a language teacher, the knowledge acquired during his professional formation will help in an effective way their future language practice. Besides, it infers that 6% of students prefer teaching languages in a traditional way rather than a significant, interesting and interactive way.

Furthermore, to know more about the cultural knowledge of ELT/FLT students, it was relevant to ask specific questions that help to explore if they really know about Mexican art so, they can use it in their Spanish language teaching practice. Mexican art has been a rich cultural resource that could be significant for students' learning. As future teachers of Spanish, it is vital to know about our own culture in order to provide a better language teaching in which it includes teaching a language and culture in an interactive way.

So far, the results explained before has helped to prove that ELT students do not know about their own culture, mainly Mexican art. According to the results gathered for the question number 7, the 29% of students said that *they do not know anything about Mexican art* even being in a Spanish area where has the objective to prepare students to become

future teachers of Spanish. It is extremely important that students who is preparing to teach Spanish know about their own culture, not because it is obligatory to know it or teach it, but it is essential to have cultural knowledge that enrich personally their language learning and teaching and it helps them to provide a better language teaching practice. Besides, the 32% only *know few about Mexican art such as painters and sculptors in broad outline*. Similarly, the 23% of ELT/FLT students only mentioned *some cultural resources* such as painting and sculpture in broad outline, too. The 6% said that *it exists a great diversity of Mexican art*; another 6% said that *it has been well recognized around the world* and the 3% said that *Mexican art is expressive and picturesque*. So far, it can say that ELT/FLT students do not know enough about Mexican art even they answered the question in general terms. It did not matter if they mentioned cultural resources or paintings, etc. it is clear that they have lack knowledge about Mexican art. It is vital that future teachers of Spanish know more about their own culture because how it pretends to teach a language if culture is not integrated into the language teaching. Culture and language plays an important role into the language teaching as well as language learning. If language teachers did not know about culture, their professional practice would become ineffective for students' learning and for their practice. Language itself should not be the principal medium of teaching or learning a language, but it is necessary to find the appropriate ways to learn & teach that a language becomes more interesting to do it.

In addition, ELT students have not shown a good cultural knowledge so far. To explore more about it, the eighth question was to make students mention three Mexican muralists in which they demonstrate what they have said about these last two questions. The following bar chart (Figure 4.6) shows what Mexican muralist that ELT/FLT students mentioned.

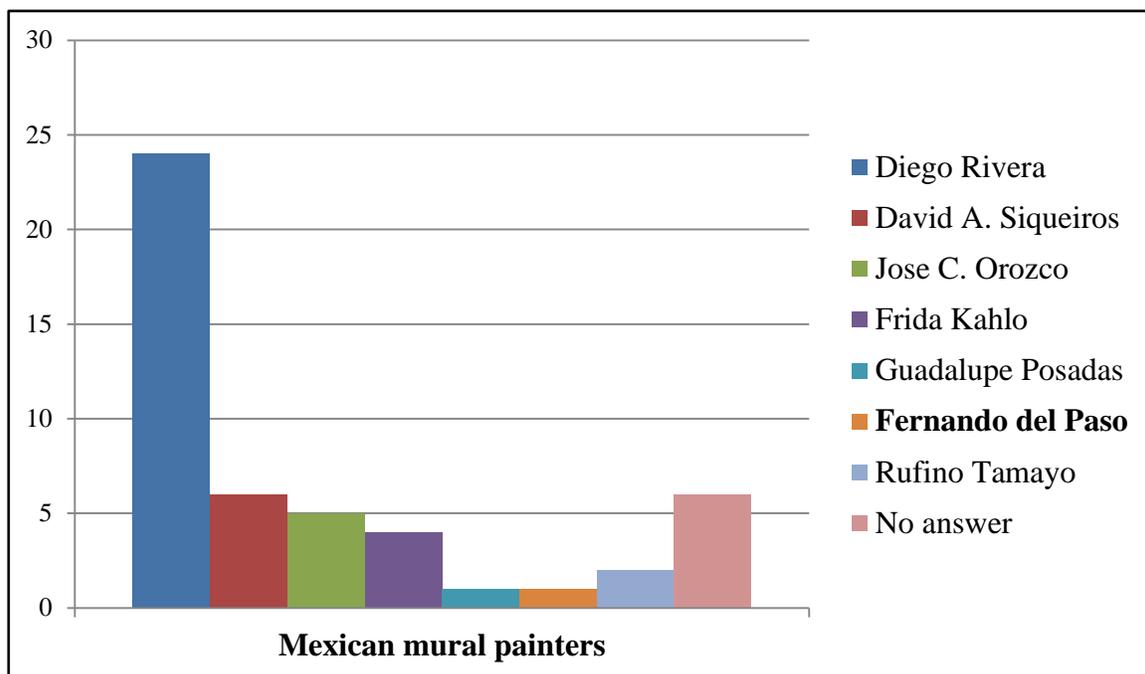


Figure 4.6 Mexican muralists

It is necessary to clarify that almost all the participants did not mention the three muralists established on the question, they only mentioned at least one or two muralists and as a result it does not demonstrate a good cultural knowledge by them. As the chart above shows Diego Rivera was the most mentioned by 24 out of 31 students; it is clear that students recognize him as a well-known Mexican muralist around the world and of course he should not be forgotten by students. *Siqueiros* and *Orozco* were mentioned also for few students. As it has been mentioned in chapter 2, their paintings had a great impact to the Mexican culture since a political, economic, cultural and social influence. However, *Kahlo*, *Posadas* and *Tamayo* are not muralists; they were mentioned by students because there is the possibility that students only know them as being related to Mexican Art. Besides, Fernando del Paso was mentioned by the participants, even though he is a Mexican writer and not a muralist. Also, it is clear to say that the 6 students that did not answer this question do not know anything about Mexican muralists. The chart shows clear evidence that all students do not know about Mexican art as it has been proved through the results explained before, but the matter is that how ELT/FLT students pretend to teach Spanish if they do not really know about their own culture. The *Español para extranjeros* area has not demonstrated a good impact into the ELT/FLT students' learning because Mexican culture

has not been an essential course that students need to take in order to be more prepared to teach Spanish as a second or foreign language. It is necessary that students care about their personal formation as teachers of this field, think in what way they would like to teach Spanish inside of the classroom, and care about students' learning in order to they can get interested in learning more about their culture, and thus in a future they can teach Spanish in an interactive, interesting and effective way.

Moreover, to know more about the Mexican muralist that students mentioned in the previous question, it was vital to ask them to describe or mention one mural from each one of them (question 9 from the questionnaire). Unfortunately, students did not show a wide of cultural works from these Mexican muralists. The results demonstrated that the 73% of ELT/FLT students did not answer this question because they do not know anything about Mexican art. However, the 27% only mentioned works by Diego Rivera.

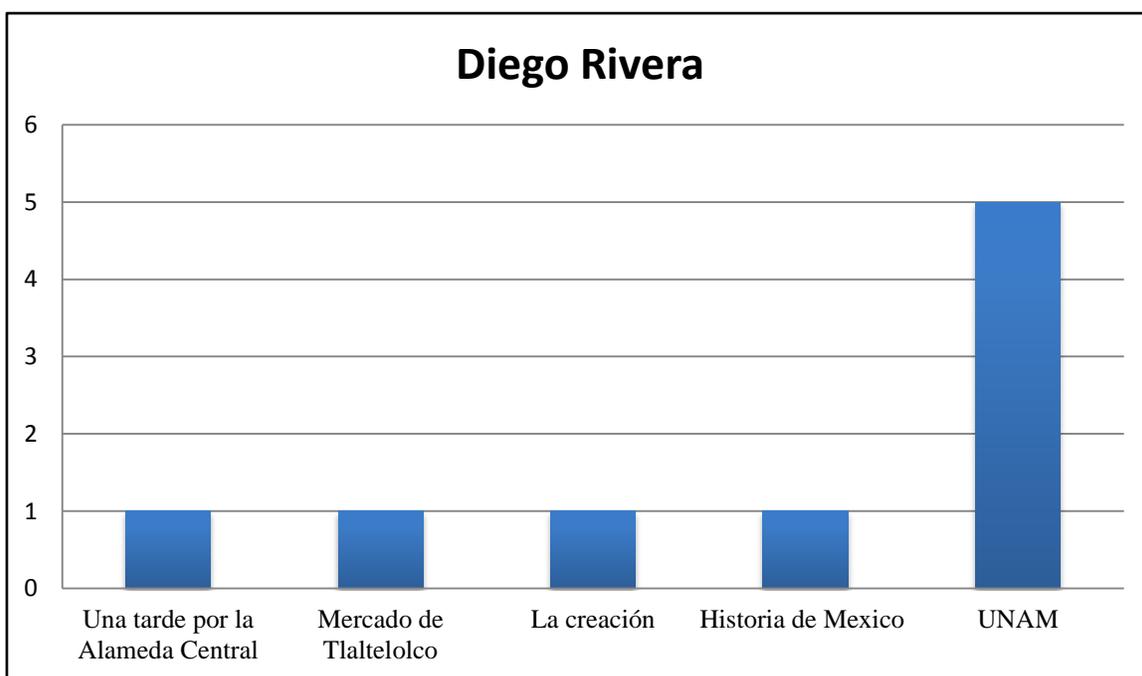


Figure 4.7 Mexican murals

The bar chart above shows what Mexican works ELT/FLT students know about the Mexican muralists they mentioned previously. As it can observe, it did not get a wide variety of cultural, and it is clear that students do not anything about Mexican art; the 27% of students mentioned in general, the mural that is located at the National Autonomous University of Mexico (UNAM), in Mexico City. However, it is important to emphasize that

all the 5 students who mentioned it, never said the name of the mural, but only the location of it. Besides, at this university exists many murals by different muralist that it is difficult to know what the specific mural they refer is; also, one of the well-known Mexican murals at this university is located at the Biblioteca Central Universitaria, which was made by Juan O’Gorman. This mural is divided into four points: North, South, East and West which represent different themes of Mexican culture on each one of its sides; perhaps, there is a probability in which they are referring to this mural.

4.4 The integration of *Pintores Mexicanos* subject into the five obligatory subjects of the *Español para Extranjeros* area.

All the information gathered to support the research questions of this investigation have been explained in a clear and concise way to this investigation. Furthermore, as it was mentioned in chapter 1, the *Español para extranjeros* area there have been a group of subjects that students need to take in order to have a basic professional formation and thus to get a diploma into this field. There are some subjects such as *Cultura Mexicana* and *Pintores Mexicanos* that students have not taken into account as part of their professional formation. Some of the reasons that this occurs is that participants are not interesting in take them; they are only focus in taking the obligatory subjects to get the diploma and do not take the rest of the subjects of this; they are often offered in each term academic in which students can take them in different schedules. In addition, it was relevant to explore if ELT/FLT students think that *Pintores Mexicanos* subject should be integrated into the five obligatory subjects in order to have a better cultural learning as well as to have a great professional formation in this area. In the following circle chart (Figure 4.8) shows the percentage of ELT/FLT students who think that the *Pintores Mexicanos* subject should be integrated into the obligatory subjects of the *Español para extranjeros* area.

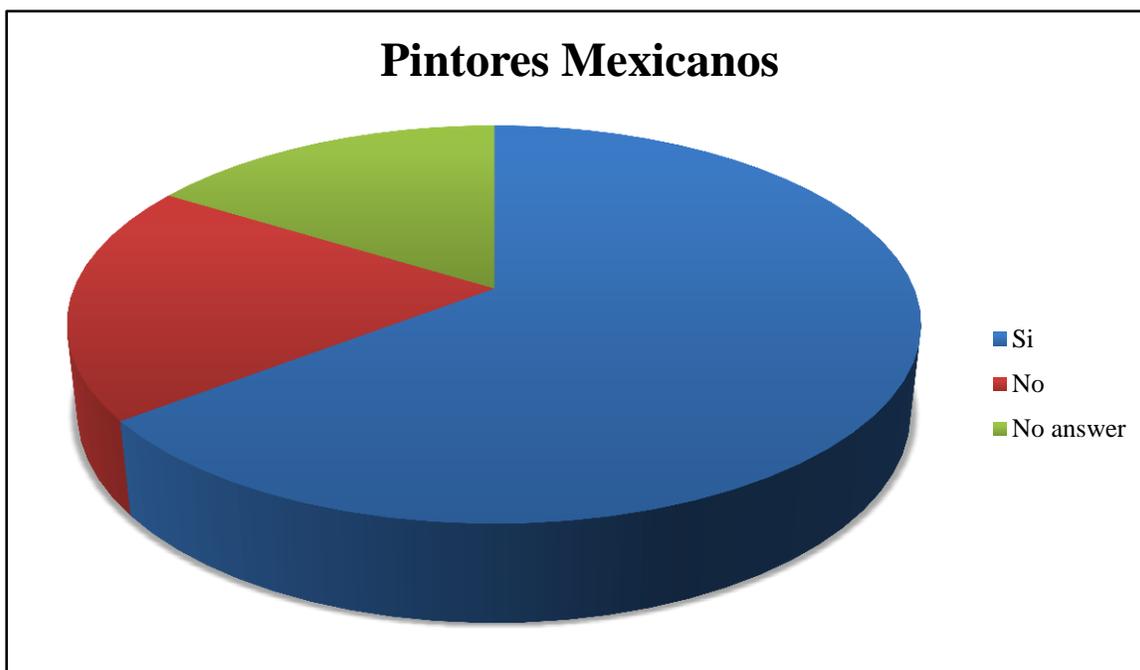


Figure 4.8 Pintores Mexicanos into the Spanish area

The chart above shows sufficient evidence that the 65% of students considered this subject important to take it as part of their formation into the Spanish language teaching field as well as it is part of their own culture. Learning about their culture will allow them to increase their cultural knowledge, but at the same time to help them to improve their future language teaching practice. Also, the 9% did not consider it important for their professional formation for the teaching of Spanish as a second or foreign language, but the 16% of students did not answer this question. In addition, in order to know if this subject should be integrated or not, it was essential to ask them their opinions about their previous answer. The opinions of the 65% of students who said that Pintores Mexicanos subject should be integrated into the five obligatory subjects were the followings: 20 students said that they would like to know and learn more about Mexican art because *they do not anything about it*, and it would be interesting for his professional formation; 5 students mentioned that integrating the Pintores Mexicanos subject will *enrich the cultural knowledge of students since a personal and professional way*; 3 ELT/FLT students said that it is important to know firstly their own culture in order to learn new ones. When a language is learned, it also includes learning its culture. It is essential to know first our own culture to have a different perception of the world and have the opportunity to create new

perception about other cultures. Moreover, 2 students said that *it is necessary to learn about Mexican art if it is pretend to teach Spanish & Culture*. It is important to know about our own culture before teaching any language because culture ought to be part of the language teaching as the principal element to teach Spanish. On the other hand, the 19% of ELT/FLT students' opinions who said that this subject was not important for their professional formation were the followings: 4 students said that it was not necessary to know it and teach it because it was not necessary for the Spanish language teaching. It is clear that this students do not know how useful will be using a cultural resource that helps them to provide a better language practice in the classroom as well as to give the opportunity to their future students to know and learn more about Mexican culture. Using Mexican art as a resource to teach Spanish can provide a lot opportunities to teachers in which the language is learned and taught in an interesting, interactive and significant way inside of the classroom. When language & culture are taught and learned at the same time, the language teaching becomes more fruitful because as future teachers of Spanish must care about our students' learning.

4.5 Conclusion

As a conclusion of this chapter, the results provided clear and concise evidence to support the research questions of this investigation. It was proved that the *Español para extranjeros* area has not showed to have an effective professional formation to ELT/FLT students to become teachers of Spanish. The subjects that have been offered into this area during each academic term have not been clear to say that students increased, knew more about their own culture as part of being in a Spanish area. It is vital that students have the opportunity to know about their own culture in order to they can have basis to support their language teaching practice. Besides, the program of this area needs to take into account the integration of those subjects that help them to know more about their own culture rather than the language itself. Personally, the courses that have been taken by ELT/FLT students, they have not been enough to teach Spanish as a second o foreign language or to say that they have learned in an appropriate way. The subjects that are more taken into this area do not guarantee that students are prepared to teach Spanish because this area is just a basic training into the Spanish language teaching. For these reasons, it is important the

integration of cultural subjects that enrich their knowledge, their future language practice, and at the same time to make them know the value of teaching culture inside of the classroom. Furthermore, it was also proved that it is extremely essential to integrate culture in any language teaching as the core of the language. According to the results gathered, all the ELT/FLT students consider important that Mexican culture inside of the language class. However, even though the students mentioned a wide of themes that can be taught in Spanish classes and a wide of didactic materials that can be used to teach Mexican culture, the *Art* was not relevant to the students as well as the *Murals* as a didactic material. Students showed that they are not interesting and they do not know anything about this useful resource that can be used in many significant ways to the future students' learning and thus they can increase their cultural knowledge. Also, the use of Mexican mural paintings inside of the classroom can provide a lot of opportunities to learn Spanish in an interactive, interesting and effective way. When Mexican culture is integrated into the language class activities, the students not only are learning grammar, vocabulary or practicing any of the language skills, but also they know & learn culture which helps them to increase their cultural knowledge, to have a different perception of the world, to value their own culture in order to improve in their language learning and thus to provide a better language teaching practice.

In addition, the results showed that ELT/FLT students considered important Mexican art as a resource to teach Spanish as a second or foreign language. However, students contrasted themselves at saying that it is important to know about their own culture because Mexican art is part of our culture and it should not be omitted in the language teaching and learning. According to the results gathered showed the contrast of students' opinions, it was because at the moment of asking them, what they know about Mexican art, about some Mexican mural painters and their works, most of students did not know anything about it, even some of them only mentioned it in broad outline. This does not prove that students have a good cultural knowledge in order to they can teach Spanish and culture in their language teaching practice. It is important to make emphasis in the professional formation that ELT/FLT students are acquiring into this field and being conscious that it is extremely essential to make students take cultural courses that enrich their knowledge, and in this way they can provide in a future a better language teaching to their students. Besides, the subject of *Pintores Mexicanos* need to be part into the five

obligatory subjects as well as *Cultura Mexicana* which help students of this area to know more about their own culture and enrich their language learning.

Moreover, the *Pintores Mexicanos* subjects can be an effective course in which ELT/FLT students know about their own culture. As it has mentioned before, this area need to focus on those subjects that really help students in their professional formation into this area, even though it is just a basic training into the Spanish language teaching. Besides, it is vital that students take courses which help their learning in and significant way and they makes them to value their culture. According to the results, most of students are interesting in knowing about Mexican painting because it is part of the culture, but even being in the area they have not taken it, they only contrasted themselves. Also, they need to be well prepared at the moment when they face a real Spanish language class and they have to teach language & culture. The integration of both in language class will become more significant for their students' learning because not only they are going to teach grammar, vocabulary, etc. but also, they will teach them using cultural themes and the appropriate didactic material that help their language class activities and thus they can provide a better language teaching.

According to all the information explained in this chapter, and the objectives of this investigation were designed some Mexican murals painting activities that students can use as a guide to teach Spanish as a second or foreign language. They have the choice to readapt or adapt these activities based on what they are going to use in their Spanish class. (See on Appendixes)

CHAPTER V

CONCLUSION

5.1 Conclusion

When Spanish is learned and taught as a second language, language and culture play an important role into the language learning and teaching process. It is necessary to emphasize that these two elements cannot be taught separately inside of the language classroom because if it occurs, students will learn wrong meanings in which they do not find the relationship that exists between language & culture. Furthermore, when Spanish is learned by students who are preparing to become future language teachers, it is clear to affirm that students will get the appropriate basic training in which students not only have the opportunity to learn more about their language, but also their own culture. Furthermore, in order to show the accomplishment of the aims of this investigation, it is necessary to mention again the research questions that were answered and presented in chapter IV. All of this is with the objective to summarize all the findings to support this investigation.

First of all, it was explored the interest that ELT/FLT students had related to the *Español para extranjeros* area, as well as to know about the group of subjects that are taken into this field and in this way, it could see the importance that cultural subjects have into the students' language learning and teaching. The results showed that all the participants of both majors (ELT/FLT) are interested in teaching Spanish as a second or foreign language, even some of them find interesting in teaching it in both fields. The reasons that they mentioned were wide and interesting because they have the vision of the advantages that teaching Spanish has into their lives since a professional, economics, cultural and personal way. All of them mentioned a variety of motives about why they are interested in, such as knowing new cultures, places and languages, getting better opportunities of work as well as a good payment, getting professional and personal experiences and other reasons that were explained at the beginning of chapter 4. It can say that it exist interest by the students who are taking the *Español para extranjero* area.

Furthermore, keep making a deep analysis about students' background into this area, it was found that all of them were taking only the obligatory subjects established in the *Español para extranjero* program, Gramática I and II, Redacción académica avanzada, Literatura Mexicana, Español de México and Cultura Mexicana, even it is not included into the obligatory ones. Besides, one of the problematic points discussed in this investigation was about that all the participants who are into this area are not taken cultural subjects such as Pintores Mexicanos and Cultura Mexicana. It is important that students care about their own cultural knowledge if they want to teach Spanish as a second or foreign language. As it has been showed these subjects which integrates Mexican culture are not found interesting for their ELT/FLT students and also they are not promoted as it is expected into the *Español para extranjeros* program. If the cultural subjects were taken most into this area, they will show a great impact in students' knowledge and help them to strengthen their language learning in order to they can provide a better language teaching practice.

In addition, the results showed that ELT and FLT students considered extremely important to integrate culture into the Spanish language teaching. Many of them said that *culture enriches language learning* because it can provide them a significant language development, which help them to be a good language teacher inside of the classroom. Other students said that *culture and language are inseparable to the language teaching and learning* which it is the core of the language and it should not be omitted by language teachers. Also, when a language is learned and taught, grammatical rules, vocabulary and the improvement of the four language skills do not guarantee that it has learned it or taught it in a complete and significant way, but it is important to include culture as an essential element of the language learning and teaching.

Furthermore, to know more about culture into Spanish class, the participants were asked to mention wide themes that could be appropriate to teach Mexican culture as well as some didactic materials that they could use inside of the classroom. The participants mentioned wide themes such as History, Literature, Music, Sayings and Food among others including art, as well as mentioning the didactic materials that they would use to teach culture, but, there was not a high priority related to art. Few participants mentioned art as a theme and murals as didactic material; it could infer that students do not find it interesting

and significant for the teaching of Spanish because perhaps for them, there are more themes and materials that can be easier to present in class without spending much time in planning how to integrate them into the language class. For that reason, it is essential to make students aware that there are many cultural didactic materials that can be use them in their future language teaching practice and thus, they can provide to their students a better language learning.

Furthermore, the results gathered provided clear evidence about the cultural knowledge that ELT/FLT students have about Mexican art as well as how important they consider it as a resource to teach Spanish as a second or foreign language. The participants said that it is important and indispensable for the language teaching and learning; their reasons about why it is important is because it is a fundamental resource for the teaching and learning of Spanish, students identify themselves with their own language, culture and country, Mexican art is a principal tool which can be taught and learned in an interesting and fun way, it allows them to have different perceptions about people, places, culture, etc. as well as making students know about their own culture. So far, all of these students showed to have a different vision with regard to Mexican art as a resource, but few participants who said that it was not important for the teaching of Spanish, it was because they are not well prepared to teach Spanish due to they recently face a lack of cultural knowledge that cannot be taught it without learning it before.

In addition, the results presented in chapter IV exhibited that ELT/FLT students did not know about Mexican art. A good number of students said that they do not know anything about Mexican art meanwhile other students only mentioned few about art such as painters and sculptors, some cultural resources, it exists a great diversity of it and that Mexican art has been well recognized around the world, all of these opinions were mentioned in broad outline. Besides, to investigate more about the cultural knowledge to the students, it was important to know how many Mexican mural painters they know as well as their works. They only mentioned to know one or two Mexican muralists, being the most mentioned Diego Rivera, fewest students mentioned David Alfaro Siqueiros, Clemente Orozco and Frida Kahlo even though the last one is not a muralist. The results helped to state that ELT/FLT students do not have the cultural knowledge that it is expected

to teach Spanish, even mentioning the minor importance that it is given to the cultural subjects into the *Español para extranjeros* program.

Besides, the results helped to show that it is important to integrate cultural subjects into the five obligatory subjects into the Spanish area such as *Pintores Mexicanos*. The students' opinions about the integration of this subject were relevant because they reflected the necessities of students as future language teachers; for ELT/FLT students it is essential the integration of *Pintores Mexicanos* subject because they do not anything about it and they are interested in knowing and learning Mexican art as well as it will allow them to enrich the cultural knowledge of students since a professional and personal way. This subject can have an important impact into ELT/FLT students' learning because it will let them to know more about their own culture and it helps them to provide a better language teaching.

Moreover, the Mexican mural painting activities that are presented in this investigation were designed as a guide for teachers of Spanish, for future ones of this faculty or anyone who are interested in integrating it into the Spanish language class. The Mexican mural paintings used to design the activities were *The Tlaltelolco market* and *Piñata* by Diego Rivera, *The maguey* by Jose Clemente Orozco and *The torment and apotheosis of Cuauhtémoc* by David Alfaro Siqueiros. These activities were designed as lesson plans which contain a sequence of activities related to the mural paintings and the themes in at B1 level according to the Common European Language Framework. Furthermore, the themes presented in each cultural activity were taken and readapted using the index of the Acento Español (Curso para extranjeros, B1). Each activity is explained in a detailed way how it is going to use into the Spanish language class, but, it is important to make emphasis that the time established in each activity can vary from in the group of the students that one has. Also, the strategies suggested teaching Mexican art, using mural paintings as a resource were selected for their function that they have in the students' language learning.

5.2 Limitations

The principal limitation that this investigation had to face was the number of the participants because they were not enough and the questionnaire only was answered by 30

ELT/FLT students who are taking the *Español para Extranjeros* area, also because the term has already finished and the students were being evaluated at the moment of applying the instrument.

5.3 Further Research

I suggest for further research, the application of the Mexican mural painting activities and strategies into Spanish language classroom in order to see how they work and in what ways these activities help students to learn Spanish and culture at the same time. In other words, how effective, ineffective and significant they could be for the students' language learning.

Another possible research, it is doing a deep investigation at the Language Faculty, Buap and see if ELT/FLT students are interested in taking the *Español para Extranjeros* area because they want to get a specialization into this field or just because it is part of the English language teaching program and just want to get the diploma of this area. I think that it will be an interesting topic because it can be explored the students' opinions related to this area.

5.4 Personal Reflection

Personally, I got interested in doing this investigation because I want to get a close professional specialization into the Spanish language teaching field. As a future language teacher, I have cared my own language learning in order to be a competent teacher who cares about the students' learning. However, to become a good teacher, it is necessary to get the appropriate formation even though, the Language Faculty provides a basic training into the Spanish teaching field. During my formation into the *Español para extranjeros* area, I had realized that I was practically learning grammatical structures, academic writing and learn about Mexican literature and Spanish of Mexico in broad outline rather than Mexican culture. It made me think about what it will happen if a close future my students ask me about my own culture and I do not have the knowledge to help them. That is a real problematic as a language teacher. For this reason, it is important that as a student and a future teacher know my own culture in order to increase my cultural knowledge and it helps me to be more competent into the Spanish field.

APENDIXES

Appendix A

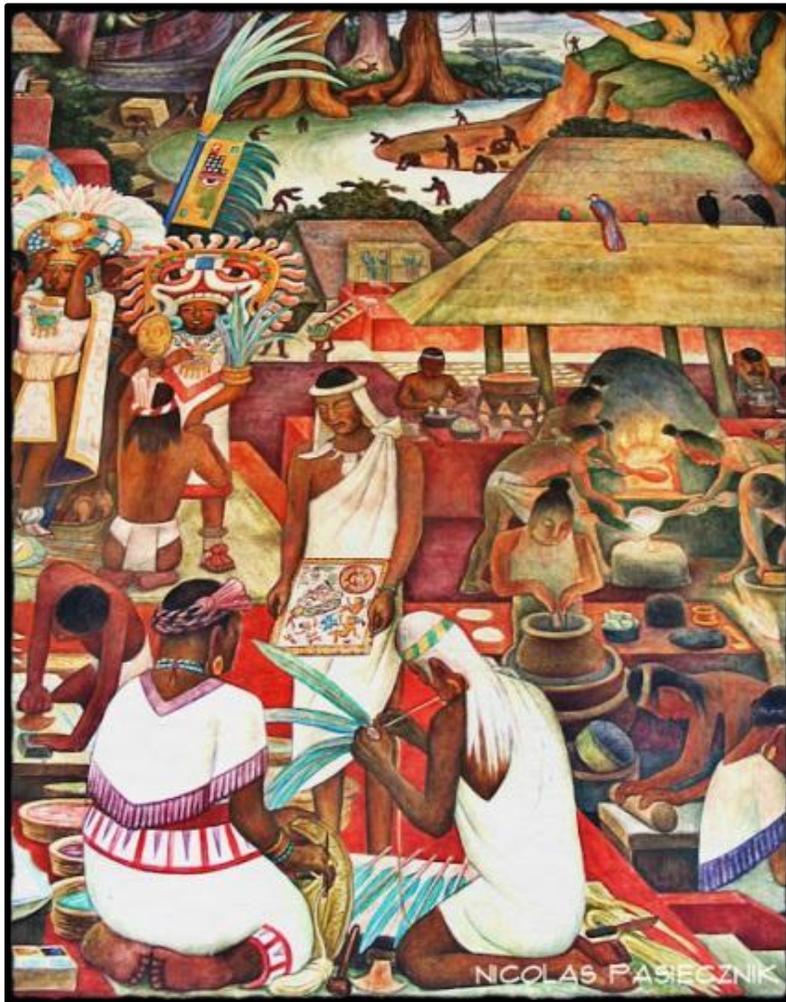
LANGUAGE TEACHING STRATEGIES

LANGUAGE SKILL	STRATEGIES	PURPOSES
Reading Strategies	<ul style="list-style-type: none"> • Scanning • Using background knowledge • Intensive reading 	<ul style="list-style-type: none"> • Looking quickly through a text in order to locate specific information. • Using what one already knows to understand new ideas. • Reading carefully for complete, detailed comprehension (e.g. main ideas, details, vocabulary).
Writing Strategies	<ul style="list-style-type: none"> • Taking notes • Writing Compositions 	<ul style="list-style-type: none"> • Writing down the important information in a text in your own words. • Writing down about any subject by your own.
Speaking Strategies	<ul style="list-style-type: none"> • Paraphrasing • Co-Operating 	<ul style="list-style-type: none"> • Expressing in a shorter, clearer, or different way what someone has said or write about any theme. • Sharing ideas and learning with other students.
Grammar Strategies	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Through reading, students can identify grammar structures, or reinforce them through several of exercises.

Appendix B

Mexican Mural Painting Activities

DIEGO RIVERA: THE TLALTELOLCO MARKET



- ***Communicative Content:*** Students will be able to talk about past habits as well as to describe them using the Pretérito imperfecto tense.
- ***Grammar:*** The grammar structure that students will reinforce and practice during the class is pretérito imperfecto in order to clarify them the use of this tense.
- ***Cultural and Intercultural content:*** Students will make comparisons between the life style of the past and the present in a cultural, economic and social way.

ACTIVITY	MATERIAL	SET UP	LANGUAGE STRATEGY	PROCEDURE	TIME
Warm-up	None	Whole Group	*Co-Operating strategy *Using background knowledge	Teacher asks to the students to mention a past event about social, cultural, historical and political in order to introduce them with the use of Pr�eterito Imperfecto.	5 minutes
Presentation	* A Diego Rivera Biography	Whole group	*Scanning *Using background knowledge	Teacher presents to the students the use of the Pret�rito Imperfecto tense and makes them practice it with some exercises. Then, teacher asks students if they already know something about Diego Rivera and his works. Then, teacher gives to their students the Rivera’s biography. After, Teacher asks students read it carefully and mark those sentences that are expressing the Pret�rito Imperfecto and asks them for the most important information about him with the objective of practicing the tense	15 minutes
Practice	* The Tlatelolco Market mural painting	Group work	Co-Operating Strategy Taking notes strategy	Teacher presents to the class, The Tlatelolco mural painting by Diego Rivera using the overhead projector in order that students can appreciate it. Then, teacher asks to the students to work in groups and looking at the mural paintings carefully. Teacher asks to the students What does the painting symbolize to them? What do they think the people were doing? And their reasons,	10 minutes

				<p>How do they think or imagine the life style was? in order that they can analyze the painting among their classmates and make use of the Pretérito Imperfecto tense.</p> <p>Note: Teacher tells to their students to take notes if it is necessary about what they are discussing among them.</p>
Production	* The Tlatelolco Market mural painting	Group work	Co-Operating Strategy	<p>First, teacher asks to each group to come in front of the class and try to explain to their classmates about what they discussed in their group about the painting. After, knowing the opinions and ideas of the students about the mural, teacher explains to the students in a deep way the Tlatelolco market painting in order to make students know what Rivera wanted to transmit with his painting.</p>
Evaluation	None	Individual	Writing a comparison	<p>Teachers asks to their students to work alone and try to writing down a comparison about the things the people do in the past and the present using the Pretérito Imperfecto tense to reinforce what was learned in the class.</p>

APPENDIX C

DIEGO RIVERA: LA PIÑATA



- **Communicative Content:** Students will be able to talk about their own traditions as well as knowing about Mexican traditions (wedding, familiar life, cultural events, etc.)
- **Grammar:** Students will reinforce and practice the uses of the Presente and Pretérito Imperfecto tense in order to students can accomplish the communicative objective. Besides, students will learn Imperativos and Conectores de secuencia in order to they can give instructions.
- **Cultural and Intercultural content:** Students will learn and know more about Mexican traditions in order to introduce them to the Mexican culture through the painting by Diego Rivera.

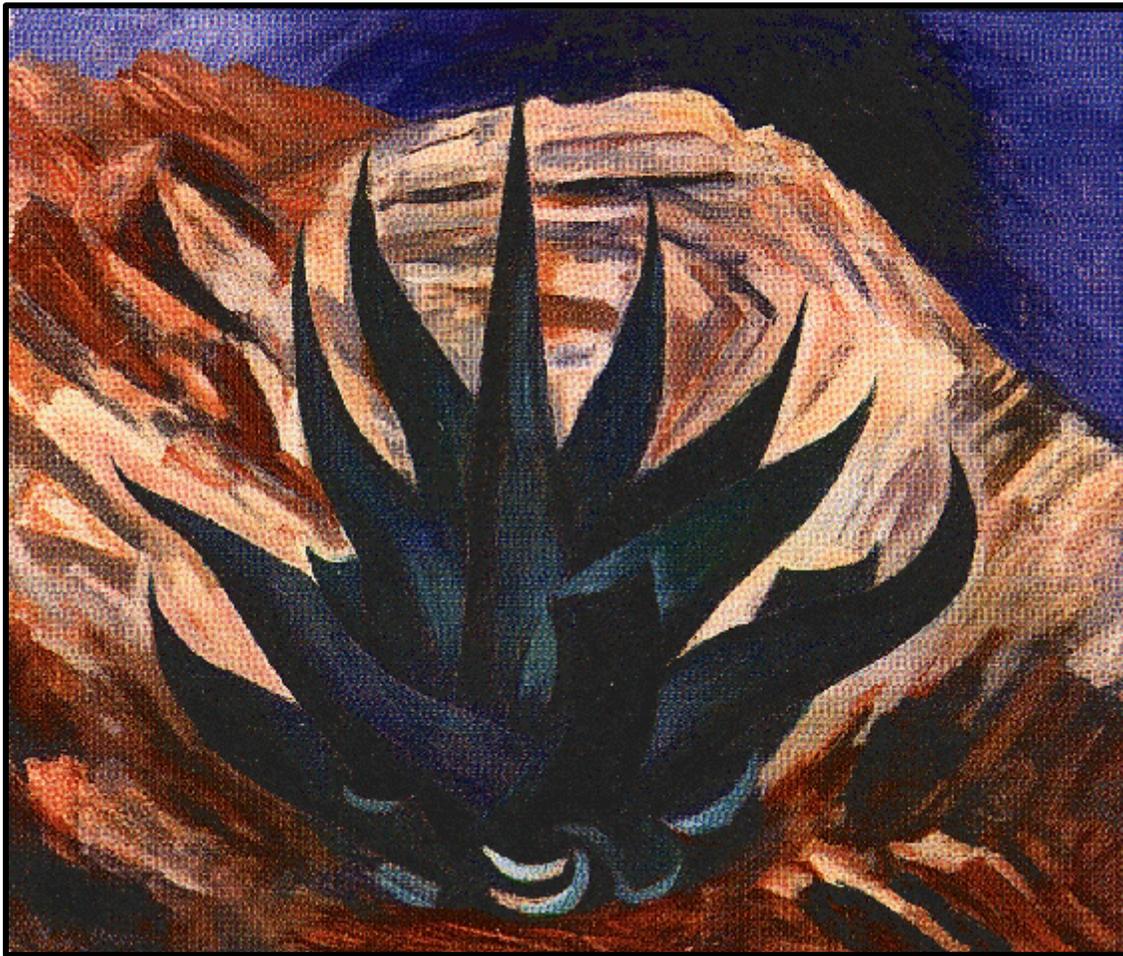
ACTIVITY	MATERIAL	SET UP	LANGUAGE STRATEGY	PROCEDURE	TIME
Warm-up	A small ball	Whole group	Co-Operating Strategy	Teacher asks students to make a big circle in the middle of the classroom and tells that they are going to play Hot Potato, they have to pass the ball among them while teacher counts when the teachers stops counting, the student who is holding it has mention any typical tradition where he/she lives.	5 minutes
Presentation	A Rivera's biography worksheet	Whole group	Scanning Reading	Teacher presents to their students the contrast between Presente and Pretérito Imperfecto tense. After that, teacher presents the biography of Diego Rivera to make students know about his works during his life and important events that influenced his career as a muralist, but at the same time the students has to complete the worksheet using the Pretérito Imperfecto and Presente tenses. Then, teacher asks them to some students to read it aloud to check the answers and also for specific information.	10 minutes

Practice	* La Piñata mural painting	Group work	Co-operating strategy	Teacher makes use of the computer to present La piñata mural to the whole class. First, teacher starts asking students what they see in the mural and after of some comments by students teacher explains them what the mural means to the Mexican culture. After that, teacher tells to the students to work in groups, all the participants of each group has to mention with details about the tradition chosen by themselves and at the end each group has to choose just one and explain it to the whole class.	10 minutes
Production	*5 different typical traditions	Group work	Scanning strategy	Teacher asks to students to work with the same team and gives them different typical traditions sheets related to Mexican culture, a bond paper and markers in order to present their presentation to the whole group. Note: all them have to present specific information to help them a clear, concise and short presentation to the whole group.	15 Minutes
Extra-activity	*Balloons *Glue * Color papers *scissor *Color ribbons	Individually	None	T explains to the students the Imperativos and the conectores de secuencia to give instructions about how to make a piñata. Then, teacher gives to the	10 minutes

				students all the material to make the Piñata, and gives instructions using imperativos and conectores de secuencia to be practiced by students inside of the classroom.
Evaluation	None	Individual	Co- operating strategy	Teacher asks students to express their opinions about the traditions which were presented in the class and why of their choice. 5 minutes

APPENDIX D

JOSÉ CLEMENTE OROZCO: THE MAGUEY



- **Communicative Content:** Students will talk about cultural legends, myths and superstitions that they know or probably they have already heard using present simple & past simple passive as reinforcement.
- **Grammar:** The grammatical structures that students will reinforce in this lesson will be the present simple and past passive.
- **Cultural and Intercultural content:** The students will learn and know about students' urban legends, and also to know a Mexican legend related to maguey in order to makes students know about Mexican culture.

ACTIVITY	MATERIAL	SET UP	LANGUAGE STRATEGY	PROCEDURE	TIME
Warm-up	None	Whole group	Co- operating strategy	T asks students to think in a cultural legend, myth or superstition that they know in their country. Then, teacher asks to some of them to mention in a brief way to the whole class.	5 minutes
Presentation	None	Whole group	None	Teacher presents to the students the present simple & past passive in order that students can reinforce what they have already known about these tenses.	10 minutes
Practice	Orozco's biography	Individual	Scanning Reading	Teacher asks to the students if they know something about the Mexican muralist José Clemente Orozco. After, he gives to the students the Orozco's biography in order to make them know about his live and works as a muralist, but with the objective to practice the present simple & past passive. Then, teachers asks to the students to read carefully the biography and identify those sentences that are in present and past passive as well as for specific information of the painter	10 minutes
Production	*The Maguey mural painting * The Maguey legend worksheet	Whole group	Intensive reading	Teacher presents to the students The Maguey mural painting painted by Orozco in which represented an important Mexican plant that has had a great impact towards Mexican culture. Teacher explains to the students what it symbolizes to the Mexican culture and its different uses, but using the grammar mentioned	20 Minutes

				before. After that, teacher gives to each student a worksheet in which students will learn about a legend that exists in Mexico related to the Maguay in which they will practice the present and past passive as well as vocabulary.	
Evaluation	None	Whole group	Co-operating strategy	Teacher asks to students about the previous reading and checks the answers together in order to clarify any doubts about the grammar and also to accomplish the communicative and the cultural content.	5 minutes

APPENDIX E

DAVID ALFARO SIQUEIROS: TORMENT AND APOTHEOSIS OF CUAUHTÉMOC



- **Communicative Content:** Students will be able to express opinions and to express agreement and disagreements.
- **Grammar:** Students will learn and practice the Presente of the Subjuntivo mode in relationship to opinions.
- **Cultural and Intercultural content:** Students will be able to discuss about social problems of the world.

ACTIVITY	MATERIAL	SET UP	LANGUAGE STRATEGY	PROCEDURE	TIME
Warm-up	None	Whole group	Co-operating strategy	Teacher asks students to mention a social problem that is happening in the world and writes them on the board.	5 minutes
Presentation	*A Siqueiros's biography	Whole group	Taking notes	Teacher explains to the students the Presente del modo subjuntivo to the students in relationship to opinions in order that students learn how to express agreement or disagreement. After that, teacher presents to the students the Siqueiros's biography in order to make student know about his life and what his important paintings. Then, teacher presents to the students The torment and apotheosis of Cuauhtémoc mural using the overhead projector. T asks them to write down and analyze about what they see and feel, what they think it is showing the mural.	10 minutes
Practice	*The torment and apotheosis of Cuauhtémoc mural	Whole group	Co- operating strategy	After that, teacher explains to the students what the painter wanted to show through his mural and asks them to work in groups and discuss among them about a social or worldwide problem that probably is affecting to all of human beings. Also, teacher asks them to suggest a possible solution.	15 minutes

Production	None	Group work	Co- operating strategy	T asks students to share to the whole group about their problems and their possible solution. All of them should make use of the Presente del modo subjuntivo to express agreement and disagreement about their mates' work. Teacher must encourage the discussions among students.	15 minutes
Evaluation	None	Individual	Co- operating strategy	At last, teacher asks students to mention one social problem mentioned by their classmates is the most serious in order to evaluate if students are able to express agreement/disagreement.	5 minutes

ANNEXE A. Questionnaire

**MEXICAN ART AS A RESOURCE TO TEACH SPANISH AS A SECOND LANGUAGE AT
LANGUAGE FACULTY, BUAP**

El siguiente cuestionario tiene como objetivo explorar que tan importante los alumnos de la Lic. En Enseñanza del Inglés consideran al arte mexicano para la enseñanza del español como segunda o lengua extranjera.

Edad _____ *Mujer* _____ *Hombre* _____ *Cuatrimestre* _____

1. ¿Estarías interesado en dar clases de Español en...?

Extranjero _____ México _____

¿Por qué? _____

2. ¿Estas cursando el área de español para extranjeros? **Si** _____ **No** _____

¿Cuáles materias has tomado? _____

3. ¿Cuál es tu opinión acerca de integrar la cultura en la enseñanza del español o de cualquier lengua extranjera? _____

4. Menciona algunos temas que sean apropiados para enseñar cultura mexicana. _____

5. Menciona que materiales didácticos utilizarías para enseñar cultura mexicana. _____

6. ¿Consideras importante el arte mexicano como un recurso para la enseñanza del español como segunda lengua/lengua extranjera? **Si** _____ **No** _____

¿Por qué? _____

7. ¿Qué sabes de arte mexicano? _____

8. Nombra 3 muralistas mexicanos que conozcas. _____

9. Nombra un trabajo de cada uno o descríbelo. _____

10. ¿Crees que la materia de *Pintores mexicanos* debería integrarse dentro de las cinco materias obligatorias para obtener un mejor aprendizaje de la cultura y asimismo tener una buena formación en el área?

Si _____ **No** _____

¿Por qué? _____

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