

THE PROCESS OF RECOGNITION OF OTHER CULTURES THROUGH THE USE OF MUSIC IN ENGLISH FROM DIFFERENT COUNTRIES IN AN EFL CLASS

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Abstract

Music plays a relevant role in culture and it reflects emotions, thoughts, ideas, behaviors, customs, and beliefs in a society. Music in an EFL classroom is a great opportunity to explore other cultures since through video songs in English, students can do a process of recognition between their realities and the different realities of others in terms of geography, clothing, religion, beliefs, history, and customs. When the students can relate the process of learning the English Language with its cultural element, they can feel more motivated in their academic process, because they assumed the importance of learning English as a real communicative tool. That is how music in English assumes a cultural transmission role in the classroom. This reflection article evidenced how to use music in English from a cultural perspective. Commonly teachers use music in the Classes as an instrument to learn vocabulary or grammar structure, but not as an opportunity to feel familiar with the reality of other cultures, such as Africa or Asia. To include English music from different countries is a new mental view of the world that we can give them via music, so they will be prepared to explore the world with a more open cultural perspective.

Keywords: Culture, Recognition, Music in English, ELT

Resumen:

La música juega un papel relevante en la cultura porque refleja emociones, pensamientos, ideas, comportamientos, costumbres y creencias en una sociedad. La música en

un aula inglés es una gran oportunidad para explorar otras culturas, ya que a través de este elemento, los estudiantes pueden hacer un proceso de reconocimiento entre sus realidades y las diferentes realidades de los demás en términos de religión, geografía, forma de vestir, bailes populares, el color de piel, accesorios tradicionales, etc. Cuando los estudiantes pueden relacionar el proceso de aprender inglés con su elemento cultural, pueden sentirse más motivados en su proceso académico, porque asumieron la importancia de aprender inglés como una herramienta de comunicación real. Así es como la música juega un papel de transmisión cultural en el aula, a través de experiencias musicales que orienta el docente basándose en el contenido cultural de las canciones. En el presente artículo de reflexión se evidencia cómo usar la música en inglés desde una perspectiva cultural. Comúnmente, los maestros han utilizado la música como un instrumento para enseñar vocabulario o estructura gramaticales, pero no como una oportunidad para familiarizarse con la realidad de otras culturas como África y Asia. Incluir música en inglés de diferentes países es una perspectiva del mundo que le podemos brindar a los estudiantes a través de la música, entonces ellos estarán preparados para explorar el mundo con una visión cultural más abierta.

Palabras claves: Cultura, Reconocimiento, Música en inglés.

Introduction

Language enriches lives in many ways: it can play a big role in how we and others perceive the world and it has the power to shape people and culture. In addition, it allows us to recognize and approach other cultures “at global level”. Furthermore, through music as a

cultural expression people can explore and manifest different perceptions of life, share multiple experiences and emotions, as well as know themselves and others. The concept of music is supported by DeNora (cited by Clarke 2015-2000) as “Viewed from the perspective of how music is used to regulate and constitute the self, ‘solitary and individualistic’ practices may be reviewed as part of a fundamentally social process of self-structuration, the constitution, and maintenance of self” (page 11). Music has a significant role in the construction of perceptions and thoughts in young people in relation to others and cultural representations. Additionally, music in English Language Teaching (Hereinafter, ELT) can encourage and motivate recognition of other cultures around the world from a pedagogical dimension.

In virtue of the above, Dillon (2007) stated that “music-making has the power to connect people in non-verbal ways. It has the potential to convey something of ‘others’ through embodied understandings and unify people in shared time and space” (p.7). Hence, through music, students might recognize other cultures, languages, religion, and more importantly, transform self-perceptions about others. It is relevant to point out that the process of recognition is essential in the way of construction our identity and other’s identity, as Ricoeur stated (2005) the main purpose of the human beings’ behaviors is the act of being appreciated and recognized by others and in the same way, others expect us to recognize them, their culture, emotions, feelings, and actions.

English is the most spoken around the world as second or foreign language, its importance is given by its role in economic, academic, international trade and social aspects, but it is also important to recognize that behind a language there is history and culture that represents an entire society, and music as a cultural representation might work as a tool for recognizing not only British or American Culture but other cultures, given that music can enrich lives in different ways and that in many parts of the world people are adopting English for the

music industry, for example Kenya, Nigeria, South Africa, India and Japan just to give some examples. As a result, English music permits to recognize other cultures through its lyrics, sounds, singers' backgrounds, image, culture, therefore English emerges as the real and natural language. It allows us to show other realities, to give the students the opportunity to explore distinct cultural, social, and emotional manifestations as well as to travel around and explore the world in a yellow submarine as Paul McCartney and John Lennon wrote, and sang by the Beatles, saying, "*So we sailed on to the sun till we found the sea of green and we lived beneath the waves in our yellow submarine*" (1969, 0:25- 0:40s).

As was mentioned before, the use of music in English in an ELF classroom to hearten recognition for other cultures contributes to the meaningful learning process, since students can describe, reflect, express what they feel and think, in order to create a cultural understanding. In the same way, they will have the opportunity to recognize other cultures as is argued by Dillon (2007), Music allows children to be curious, creative, and as a significant aspect, it permits to recognize other cultural expressions through words.

Like all the aforementioned, this research strives to answer this main question: How to promote the process of recognition for other cultures through the use of music in English from different countries in EFL classes?

We considered, it is important and necessary to reflect on how music in English from different countries can be an interesting tool in an EFL classroom for the recognition of other cultures. We identify that the implementation of music in English is used to promote linguistics aspects such as learning vocabulary, grammar, pronunciation, syntax among others, but not for the purpose of entailing the cultural and social reality that is in each song. According to guide 22 (MEN, 2006),

Communicative competence cannot work in isolation because it implies a flexible knowledge doing, which is updated in specific contexts and which supposes the ability to use the knowledge about the language in various situations, both inside and outside school life. For this reason, the proposal also encompasses the development of skills and knowledge that are related to the ethical, aesthetic, social, and cultural dimensions of the language being learned (p.12).

As displayed in the previous quote, the purpose of the language programs is to help learners obtain communicative competence but to develop this competence students need to become aware of social, cultural, and ethical components that pervade a language. Furthermore, the teacher's job is to find a way to provide students with the best alternative to explore these components.

In the virtue of the above, music is seen as a more instrumental tool than a significant and relevant feature that has a community, because music is in every corner of the world as a cultural representation of human beings. As a consequence, music is essential in celebrations such as naming, marriage, death passage and any other social event. Equally, in religious expressions, rites, and all these aspects music is relevant as a cultural manifestation.

Music has a meaningful learning opportunity for students, since through the music they may recognize other cultural representations in which people could transmit feelings, emotions, identify physical aspects in people around the world, dressing and dancing styles. The interaction with music in English from different countries permits students to comprehend the vast cultural richness that exists all over the world. For EFL teachers, this reflection article is an interesting opportunity and invitation to consider English music not only as an instrument to teach vocabulary, grammatical structures or syntax, but a cultural tool to promote a critical point of view in relation to the different realities that exist in other cultures. Second, to encourage

awareness of cultural individuality, since teachers must not judge but promote cultural diversity, to create an opportunity to recognize others as different in cultural manifestations but equals in dignity. Furthermore, to make students and teachers conscious of the cultural differences independently of the cultural manifestation.

Additionally, the contribution of this project for the Foreign language Field is to recognize that languages bring us closer to different cultural realities promoting the respect to cultural diversity as in Colombia the English Language has always been presented as an opportunity to have a better job, economical income or a better academic qualification, “Being bilingual expands the opportunities to be more competent and competitive, for students to function in the student and working world” (Guia 22, 2006, Preface). Rarely, the language learning process is seen or promoted as an opportunity to recognize ourselves and other languages and cultural manifestation values.

In this context, the objective of this reflection article is how to promote the process of recognition for other cultures through the use of music in English in EFL classes. We searched for different studies that have a connection with our research. As a result, we selected three studies which are described below.

The first study was carried out by Clarke, Denora, and Vuoskosk (2015). This study brings together critical reviews of a considerable body of research and scholarship, across disciplines as neuroscience, psychology, sociology and anthropology of music, and cultural musicology. They presented evidence for music’s power to promote empathy and socio-cultural understanding through powerful affective, cognitive and social factors. Exploring ways to connect and make sense of this disparate evidence. This qualitative research had 61 participants aged 18 to 45. The data was collected on a computer, using customized inquisitive software following ethical considerations. Two results were given. On the one hand, this study reflected

that listening to music without any explicit semantic content (like comprehensible lyrics) can evoke empathy and affiliation in listeners. In addition, the participants were more susceptible to musical manipulation. On the other hand, the participants were pretty moody, sensitive, and engaged in reflective empathy (Intercultural approach).

The second study identified was carried out by Lee and Chua Lin (2015). It took place in the US and Taiwan which main purpose was to examine the impact of music activities on English learning for children at age four, likewise evaluating the use of music activities to promote English ability of understanding and expression for children at age four, related to the effectiveness activities of music curriculum on enhancing foreign language development. In this study, there were conceptual elements like the impact of music, English as a Foreign language, young children, music power, informal language, memory and listen-and-repeat singing method with a long list of examples in real contexts. This quantitative analysis measures validity based on assessment scales used in the observation forms and interviews to classroom teachers and parents. The results of the research provided support for the effectiveness of music activities in enhancing young children's English ability. It was clear to researchers, educators, and parents that music is a crucial tool for enabling the language learning process and will give children a boost in language development. In addition, music can be used to remove language barriers.

The last study is about Bilingual Education in Colombia: Towards a Recognition of Languages, Cultures, and Identities, developed by Mejia (2006). This project aimed at promoting linguistic and cultural inclusion related to a recognition of the multilingual nature in Colombia. In addition, it provides equal conditions in people in relation to the exposure with the languages, including Spanish and indigenous languages. The Research Object was how bilingualism in internationally prestigious languages (particularly Spanish-English bilingualism) have been privileged. This is seen as providing access to a highly `visible`,

socially-accepted form of bilingualism, leading to the possibility of employment in the global marketplace. In contrast, bilingualism in minority Amerindian or Creole languages has been generally undervalued and associated with an `invisible` form of bilingualism related to underdevelopment, poverty, and backwardness (Mejía, 2006). This was a study developed through the integration of different experiences collected in schools in cities such as Cali, Medellin, and Bogota. The reports were given by students and teachers inside the schools, through interviews, participatory activities and writing personal experiences. This article was a compilation of theoretical arguments about the topic of Bilingual Education in Colombia, towards recognition of languages, cultures, and identities, in combination with strong personal arguments based on personal experiences and perceptions.

On the other hand, the findings were unusual, since the discussion was centered on the relationship of bilingual education and the construction of a more tolerant society in Colombia. It was argued that restricting the notion of `bilingualism` to Spanish/English bilingualism leads to a distorted view of the complex interrelationships between languages, cultures, and identities in the Colombian context. The author suggested the importance of oriented innovative directions in the bilingual education programs for language students, with the purpose of promoted a really recognition process, and the importance of identifying the linguistic and cultural diversity in each part of the word, in each specific community. .

In conclusion, these three research projects gave us the opportunity to know more about what music is from a pedagogical perspective, the importance of recognition of other cultures and the impact of music activities in EFL classes. These studies allowed us to broaden our view regarding the main purpose of our project, and the importance of music to encourage the recognition of other cultures, as well as these works, propose a clear way for both local and international education research experiences.

After this short contextualization of the study, we proceed in this article with two major sections. In the coming section we approach the main concepts where we describe the three concepts that are considered determinant in this reflection article (music, culture and recognition), concepts that are discussed in the theory and authors that had previous experiences about this study. The final section, it is a reflection of the study where our research topic is presented from an analytical and interpretative perspective, with sufficient theoretical arguments to justify our personal ideas. Final conclusions are given about how to improve the process of recognition of other cultures through the use of music in English in an EFL classroom.

CONCEPTUAL REFERENCES

Considering the purpose of our reflection article which makes students aware concerning the recognition of others' cultures through music in English, it is essential to define and approach some relevant concepts such as music, recognition, and culture.

Music

Over the years the use of music as a tool to teach a second language has been the focus regarding vocabulary, grammar, or listening comprehension as mentioned above, but the main purpose of our project is to point out music as a cultural expression, that allows students the recognition of other communities. The implementation of diverse music manifestations in English permits the awareness of other cultures and social contexts. Through this tool, students may have the opportunity to approach a multicultural world. The concept of music is addressed from a cultural expression as is stated that,

Music-making has the potential to facilitate social and personal transformation, it is an important insight, as is the acknowledgement of the embodied nature music of learning, the pervasiveness of music across cultures and the potential to harness music

experiences to affect changes in values and attitudes across culture as well as inside them (Dillon, 2007, p.6).

Music might have cross-cultural borders much more now in times of social networks, as well as it permits us to comprehend and respect others' thoughts and different perceptions about lives and beliefs. Music is art, thoughts, expressions, feelings, and life.

In light of the above, music is a significant, powerful, and meaningful tool implemented in an English classroom that can promote and encourage the recognition of others' cultures in other countries. On the other hand, considering Blacking (1995) music is more than just sounds, it concerns humans' emotions and experiences in a community. The role of music in this project engages cultural understanding through songs in English, not only as a linguistic resource but as a musical art that allows the recognition of other societies through the diversity of English that exists around us. That allows the interaction between societies, as Blacking's asserted (1995), "music cannot be transmitted or have meaning without associations between people" (p.9).

Music has the power to create, change, or modify perceptions, thoughts, or beliefs about other cultural manifestations. It is not just sound as Blacking (1995) argues, it is a form of communication, it is the way a society can evoke emotions, fears, or beliefs.

Recognition

The first writer that defined and described the concept of recognition in a single study was Paul Ricoeur (2005). He addressed the concept of recognition from two main aspects, Identity and distinguishing. With the intention of grasping the concept of identity, Ricoeur (2005) explained: "in order to identify it is necessary to distinguish and it is in distinguishing that we identify" (p.25). Identify is the action of recognizing yourself and recognizing the

others, within your individuality, that is to say, despite our differences we can be recognized within our physical, social, cultural identity, insofar as I relate to others and others relate to me, respecting our differences and building each other from social relationships.

Ricoeur (2005) defined the concept of distinguishing as when the subject recognizes that he or she is different from others: in thoughts, language, beliefs, culture; all those components create a subject. To be different from others allows us to discover other ways to think, believe, and love, creating a new opportunity to analyze reality, my reality, and others reality. Distinguishing is putting each other in contrast to others, setting comparisons and differences.

The concept of recognition in this reflection is addressed from a cultural point of view through the use of music, which means, music as a cultural transmission element in the EFL classrooms. Therefore, recognition according to Ricoeur (Cited by Rebok, 2015),

The path of recognition has three levels: describe an arc that goes from the identification that tries to reach the truth of a thing, in general, going through the recognition of itself as capable of acting and being responsible, to mutual recognition in the reciprocity of relationships with the others. At each of these levels, the three registers of the identity, alterity, and the dialectic of recognition/ignorance (p. 89).

Then, with the implementation of music as an instrument of recognition of other cultures, as recognition of others' identity, it allows the kids to be conscious about the cultural diversities, as well as it allows recognizing themselves as a part of a community and how the reality of the world is a set of many different cultural manifestations, contrasting their music, setting comparisons and differences when listening to different tunes to theirs.

Culture

The concept of culture is explained from a holistic perception that includes all the real elements that are implied. Giddens (cited by Abumere, 2014) explains that culture is a set of aspects that has a society or groups within a society. It include language, customs, cultural manifestations, family life, religious ceremonies, and music. The consequence of culture and society is related since culture plays an important role in perpetuating the values and norms of a society, it means that culture does not exist without the manifestation of societies (Abumere, 2014).

In a few words, culture is a set of values and social norms that integrates aspects as symbols, values, beliefs, norms and all these aspects describe what is cultural diversity in society. The concept of culture from Dillon (2007) as a place where ideas, habits converge, where this process is mediated by the relationship to others, and the relationship with the community. In the same way, the relationship of music in an English classroom is proposed to improve the perception about aspects such as music and culture from the school. This suggests that, the role of music in culture is significant and crucial since it permits us to express what a community is. Culture is an identity as a member of a “distinct culture” and the “otherness” so, the mediation process generated by music in cultural transmission is undeniable.

REFLECTION

In traditional English teaching in Colombia, music in English has always been seen in general from the Linguistic aspect. From our experiences as students we lived in that situation, where most of the time, teachers focused on grammar, vocabulary, reading comprehension, listening song tasks from England, United States or Australia, on the other hand, as pre-service teachers we have the tendency to do the same. Accordingly, we ignore significant aspects of a language different to linguistics, that is culture and that is evident in songs, as expressed by Wang (2011) “language is influenced and shaped by culture, it reflects culture” (p 223).

In light of the above, this situation has caused a distancing of other cultures distinct to American or British implicit, in fact, this issue could be called cultural unawareness. So, taking into account the cultural unawareness that exists here in Colombia and throughout the world because of the same ignorance and misunderstanding of the world culture, hence, what is culture? Throughout the ages, the word culture has had several definitions from different author's perceptions and beliefs, as stated by Taylor (1871) "culture or civilization taken in its wide ethnography sense, is that complex whole which includes knowledge, belief, art, moral, laws, custom, and any other capabilities and habits acquired by man as a member of society" (p.2). In a few words, people are culture, and culture is part of people.

It is a matter worthy of consideration, that studying a language is not merely in the linguistic dimension, because behind a language there is history, people, thoughts and beliefs, as we stated before, it is a sociolinguistic skill. Owing to, cultural learning empowers students to discover that there are multiple ways of viewing and constructing the world, which the student can learn from them and become a citizen of the world. In a like manner, to raise awareness of one's identity and the existence of others' identities, to enhance understanding of self and others and to create empathy through cultural recognition, as Isisag (2010) declared, "cultures identity refers to the sense we have of our own attitudes, values, beliefs, style of communication, and pattern of behaviors" (p. 256). Culture is language, and language is a defining feature of people.

In the virtue of the above, culture is people construction, in the way we express, speak, dance, believe, and manifest love are different from others, and in those differences, we must respect and share with others those meaningful characteristics without restrictions, independent of the race, skin, religion, custom, beliefs and language. Thus, the cultural understanding and the importance of recognition of others through the use of the most and significant representation of the culture that is music as Dillon (2007) claims "musical experiences can

help us know ourselves, communicate with others in wordless ways and contribute to our understanding of our place in our own distinctive culture” (p.4). Music is the universal language of the world.

Music activities in an EFL classroom to explore culture identities

Music is one of the most effective tools to involve learners in the socio-cultural manifestation of other countries and communities around the world, thereby, music is a great support to language learning in the process of cultural recognition, that is to say, to recognize my individuality and the others inside the society. (Koelsch 2015 cited by Liza Lee and Shu-Chuan) says “Music awakens in us all those social functions when we make it together. As humans, we are a social species and we could not have survived through evolution without cooperating or communicating if we had not exhibited social behavior with other individuals” (p.17).

As a matter of fact, music in an EFL classroom is a great tool to improve the language acquisition process, not only in terms of the four basic linguistic skills but also to promote the development of cultural apprehension, in that it is presented in an authentic and meaningful language, that can be connected with our emotions. Saricoban (cited by Liza Lee and Shu-Chuan, 2015) affirms that “Music contains authentic, an informal language that is natural to the ear. Songs offer precious resources that develop students’ abilities in listening, speaking, reading and writing” (p.14).

When people are learning a second language in a monolingual context, they commonly tend to be narrow-minded about others’ cultural realities around the world, appreciating only their culture as the only valid and most important than that of others. Colombia tends to be generally monocultural context with variations from region to region, as Andina and Coast. On top of that, Colombians are pretty regional, having their tradition on high value compared to

others, as Bilal Genc and Erdogan Bada (2005) affirmed “most of the L2 students around the world live in a monolingual and monocultural environment. Consequently, they become culture-bound individuals who tend to make premature and inappropriate value judgments about them as well as others’ cultural characteristics” (p.76). Think about this, learning a second language will make students aware of cultural differences. So, the role of teachers is very relevant, because they have to be a forefather of the value of intercultural diversity and how to accept the differences without judgment, but rather taking the time to explore this cultural diversity.

In a process of acquiring a new language, it is fundamental to contextualize all the cultural aspects that permeate the process of teaching and learning the language to learners, and for this exploration music in the English classroom is the perfect tool. Ortis, (2008, cited by Liza Lee & Shu-Chuan Lin) affirmed “Music is full of phrases and expressions that will prepare children for using genuine language” (p.15). Additionally, it is important for students to be aware that English is the most widely spoken language around the world, for this reason, it is the first instrument of cultural sharing. In general, students in the Colombian contexts think that English is only American, Australian or British, ignoring that there are other countries where English is the second language such as India, Kenya or Thailand. So, when the students are exposed to this reality, they will be prepared to explore the world with a more open cultural vision.

Music in English can help students learn a language, but in a more important aspect, it is a cultural manifestation that emerges from social reality, emotions, feelings, and human connections created from the real cultural context, pointing out people’s lives realities, allowing us to recognize these cultural realities from the wealth that we can find in the cultural differences. Our standpoint, when students know about others’ cultures, the relationship

between themselves, families and communities will be more meaningful and respectful. According to Clarke (2015),

music is a uniquely widespread, emotionally and physically engaging, social, participatory and fluidly communicative cultural achievement – a powerful (cultural) ecological niche that affords extraordinary possibilities for participants, and which both complements and in certain respects surpasses those other global cultural achievements in which human beings participate (language, religion, visual culture, craft) (p.22).

The language teaching experiences that we already had during our practicum, can support us that the biggest role of the English language teacher is to motivate the students to consider all the differences and similarities that permeated their own and others' culture, from a process of recognition of cultural reality surrounding them. This is possible with the use of music, with and clear pedagogical purpose in the English classroom, since music can evoke identity feelings with other socio-cultural manifestation, DeNora (2000, cited by Clarke) affirmed: "The ostensibly private sphere of music use is part and parcel of the cultural constitution of subjectivity, part of how individuals are involved in constituting themselves as social agents" (p.11).

Teachers can explore with their learners, from the vast cultural aspects of some countries that speak English as a communication tool, considering elements as geography, clothing, religion, beliefs, history, and customs. Further to this, when the learners are aware of all these cultural characteristics, they can assume language as a real communication tool, as well as, as an element that can truly influence their and others' lives, as stated by Cross & Morley (2008, cited by Clarke) "suggesting that a fundamental adaptive characteristic of music is its capacity to promote group cohesion and affiliation" (p.10). Then, music has the power to make people feel part of a society, and this relevant tool in an English classroom also has the power to engage

the students in an enjoyable way to learn about some different cultural topics, without feeling bored or exhausted in class thanks to its interactive nature.

Furthermore, for young learners, music is really exciting, impressive, deep, and smooth. First, exploiting the musical resources as much as possible, with different interacting activities that promote children's participation such as drawing, singing, debates and different artistic performances to involve students and at the same time to learn about different topics in the classroom. They will really enjoy the brief moment with music from different countries.

As already mentioned above, music really could encourage and stimulate students in the class, due to, they can interact more with each other and recall previous experiences by making some comparison about what they saw in the videos and make a comparison between their social context, and others' way of dressing, hairstyles, dancing, accessories, characteristics of the places shown in the videos. This experience in an EFL classroom helps teachers build processes of cultural recognition.

Some strategies proposed by Lee & Lin (2015) that we consider really effective and meaningful in terms of exploring music activities in an EFL classroom, and to integrate the students in the listening moment, questions and some previous knowledge and experiences. Another alternative, it is music imitation exercises to explore the empathic, it refers to role play, considering their arguments, visions, and feelings, which can transmit the songs and be sure of what the listeners interpret.

We developed different techniques during the musical activities in the exercise promoting cultural recognition through video songs in English. First, we implemented frequent discussions among the participants, bearing in mind previous knowledge, feelings, and perceptions that students had about the song chosen for the class, for example, songs from an African singer. The discussion was promoted in terms of the content of the song, context,

cultural elements perceived, similarities, and differences. Also, the teacher provided feedback to the students to clarify aspects such as geography, history, cultural traditions.

During the music time activities we asked specific questions previously designed, and related to the video song, questions as to how they feel during the song, perceptions about the video and the singer, differences and similarities between our culture and the culture of the singer, her color of skin, her accessories, dressings, and the message of the songs. As a result, they could recognize the ethnic difference, and at the same time, they might express what they felt concerning cultural differences, and the importance to respect and love this cultural manifestation. Students really enjoyed the exercise and they loved these song activities because they were really active and motivated during the class. It was the first time they listened to music from Kenya, “beautifully human” by Naomi Wachira (July, 20th 2017). They were shocked to know that English is spoken in other countries, in countries where the culture is invisible to others. Youtube.

CONCLUSIONS

During this process we reflected on music in English as more than an opportunity to learn grammar, vocabulary, and phrases, but cultural awareness. Music in English is a special cultural component to point out cultural diversity that exists all over the world opening student’s minds and sensibility to respect diversity. In that sense, our job is to raise awareness of the importance and recognition of culture in an EFL classroom. The role of a teacher is to help learners to see relationships between their own and other cultures, this could help them acquire an interest and curiosity about others, furthermore, to respect that cultural differences that exist. To prepare them for interaction with people of other places, because with this recognition they can understand and accept people from other cultures as individuals with other distinctive

perspectives, values, and behaviors with the purpose of enriching their lives and perceptions of other cultures.

To be sure, one of the most important aspects expressed in this reflection article is the positive impact that could have the use of music in English from different countries in an EFL classroom. Not just, to focus on grammar and vocabulary, but rather to emphasize the process of language acquisition on topics that can really integrate the interest and motivation of students. If learners are conscious about the cultural manifestations that exist all over the world, they will feel more empowered with the real purpose of learning a language, making associations with their own cultural context and reality.

Nowadays, the teacher can conceive music as a powerful pedagogical tool, since music is a tool to express feelings, emotions, ways of dressing, folk dances, religion, and geography. Then, music videos could promote recognition of other cultures from an English classroom. At the same time, students will have the chance to appreciate, relish and love music in a context where no one can imagine that existed. The involvement in experiences with other cultures through music might facilitate the process of recognition of the reality of others in the world, and in the same context, the students could promote the respect for others' cultural identity.

Overall, from this experience, we discovered that cultural expressions are wide as the ocean and enigmatic as the forest. Therefore, our commitment in this process was to express, explain and show via music the importance of cultural recognition. To forge in students' minds the value of culture, respect, and love toward it, since in reality, learning a language, in fact, is inseparable from approaching the other as they are.

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