

Running head: CULTURAL INFLUENCE IN EFL LEARNING IN SEVENTH GRADERS

Cultural Influence in EFL Learning in Seventh Graders at Colegio la Inmaculada-
Chia

Thesis presented by

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Bachelor in English as a Foreign Language

Vicerrectoría de Universidad Abierta y a Distancia (VUAD)

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A research proposal presented in partial fulfillment of the requirements for the
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Mg. Martha Bonilla, Thesis Advisor

Juror

Juror

Dedication

I dedicated this thesis to God, who has guided my steps to throughout my process of formation.

To my community called ObraMisionera de Jesús y María and my family, since their support has been the motor to reach this achievement in my life.

To my teachers that have shared with me their knowledge, especially to the teacher Martha Bonilla, my thesis director, who has accompanied me in the development of this thesis.

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Abstract

This study is an Action research project that was carried out with seventh graders at Colegio La Inmaculada. The objective of the project was to demonstrate how cultural activities in the classroom influence the learning process of English as a foreign language in the seventh graders at Colegio La Inmaculada. In the development of the research study I designed a didactic unit, based on cultural aspects.

Along the development of the research it was possible to clarify the concept of Culture and its influence in the learning process of EFL, taking into account this to develop different activities in the classroom where students' interests and context are the base to develop a didactic unit and analyze its results.

The didactic unit is composed by five lesson plans: 1. Beautiful vacation places in Colombia. 2. Beautiful places in the United States, Mexico, Panamá, and Italy. 3. Native Speaker: Interaction in the classroom. 4. Knowing culture through the meal: United States, Mexico, Panamá and Italy and Colombia. 5. Famous people around the world.

According to this, the data was gathered through observations, surveys, interviews and videos. The project shows effectiveness in the activities because they promoted the curiosity of students to know about other cultures, students were motivated to participate in the sessions especially with the native speaker. Additionally, with the present project students are cultural aware of their own cultural aspects and at the same time it promoted the respect for other live stiles.

Introduction

This research study shows the process to integrate cultural aspect in the English classroom and also, the outcomes carried out by the implementation of didactic Unit in Seventh grade at Colegio la Inmaculada- Chia. This process allows the identification of Culture as a base concept, and promotes the analysis of its pedagogical implications in the EFL classroom.

Hesar, Konca, & Zarfsaz define culture as "an important survival strategy, which is transmitted from one generation to another through the process of enculturation, a kind of road map that serves as meaning creation device that directs and shapes our behavior"(2012). It means culture is a knowledge acquired in the first community as family in a natural process, in which sons grow equally their knowledge increase depending of the interactions provided.

Brown argues that, "whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting".(2007). Taking into culture is an element present in all activities people do every day, it is important to take this natural knowledge to improve in the English classroom.

In this way and to reinforce the use of culture in English classroom Cortazzi says that it is important to highlight culture to learn other language "Learning is born in social interaction on the basis (partly at least) of cultural norms, values and expectations which derive from the learners' immediate community or for society"(1996). Then, cultural activities' development in the

English class promote in the Students of Seventh grade more confident to express their ideas when they know about the topic. Moreover, these kinds of activities encourage them the curiosity to improve their knowledge about their own culture and the one of other countries.

Taking into account these definitions about culture and the learning of language through the culture, this research study shows outcomes achieved based on the implementation of a Didactic Unit based on cultural aspects implemented in the English class. This didactic unit was divided into five lesson plans: Beautiful places in Colombia. Beautiful places in foreign context. Know the culture by the first hand: Native speaker. Know the culture by meal: Recipe. And the Famous people around the world. The data was gatherer by instruments like: class observations (notes), surveys, interviews and video recordings.

The analysis of data proposed by Strauss and Corbin (1990), was carried out through the Open coding process in which data is broken down by three steps as: Select concepts of the data, Axial coding or linking data, memos of reflection about linking data and Selective coding or categories as more abstract concept.

The data analysis of each category presented pedagogical implications as follow: The teacher plays an important role at the moment to motivate the students and also, to create the environment according to the target topic, thus, students are aware of the language when they know the culture. These aspects reinforce the idea of the importance of Culture in the EFL learning process.

Justification

Cummins (1984) says that language is a social construction that people create in the specific context and reality where they live; individuals construct knowledge, their experiences and the activities they have to do whether they like it or not, this becomes as a way to use and interact in a second language with sense. For that reason, it is necessary to contextualize the EFL classroom, to create a proper environment where students can move from merely academic language to the social and cultural language. This means, students can establish relations, talk about their hobbies, their favorite sports, video games, news, movies songs, as a way to acquire a second language in a natural process.

In fact, those reasons are important to support the development of this research to highlight the importance of integrating some culture aspects in the classroom throughout different activities people do around the world, taking into consideration famous people, heritage places, costumes as food, clothes, and holidays, among others. In this type of activities students face different tasks where they have the opportunity to improve their learning process of EFL, to show more confident and to be aware to do the proposed activities in English in the target context

The didactic unit represented a challenge for students, teacher and me as a researcher, taking into account as soon as I teach, at the same I learn and reinforce my knowledge of English. During the implementation of cultural activities, I could observe, analyze and reflect about the difficulties and successful situations in the classroom.

This research study development at the Cologio La Inmaculada shows the importance of implement cultural elements in the English classroom, taking into account, the students show more confident and awareness in the process of learning and use a foreign language. Although the English teacher has been implementing some cultural aspects in the English classes, nevertheless, this research will has influence in contextualize the culture in the English curriculum.

Problem Statement

This research project emerged in the anthropology of language class. In that class I was asked to do an assignment about how much students knew about their culture.

To start with that task, I chose a group of students randomly; the chosen group was the sixth grade at la Inmaculada School in Chía and the activity aimed to inquiry into two issues. The first one was about the knowledge that students had about cultural aspects of their hometowns and the second the students' insights about the process of learning English in a foreign context. In that moment, and for that homework, it was necessary to define culture so I followed the explanation given by Nidia (1954) who says that culture is "the set of behaviors as habits, customs and traditions" (p. 28). For that work that was the concept of culture that I had.

In other words, the intention was to have a wide understanding about the students' knowledge about culture and how it is reflected in their towns and inquire in the insights when they learn English in a foreign context. The first step was to carry out a survey, from which it emerged that most of the students were

from the town of Sopó. Small towns 39 kilometers north of Bogotá the capital city of Colombia .Apart from this finding, to my own surprise, most of the students were unaware of many cultural aspects about Sopó. For example: the students did not know what Sopó meant In the same survey, and to my own surprise I also found that most of the students displayed dislike towards English learning and they did not see the need to learning the language.

After analyzing the survey, I proceeded to design an activity where students had to consult everything related to their hometown cultural and economic activities. These activities consisted on collecting information about the cultural and economic aspects of their town and then present this information in an oral presentation in front all their classmates. The students not only talked about their hometown but they shared the information in English. In that moment, I understood that learning English was a useful tool to establish an effective communication, taking into account the contextualization and meaningful experiences for the learners. This fact immediately generated in me a deep interest for further research on this topic, after collecting information and sharing it, the students showed different attitude to keep learning English.

From that experience, I wonder about the relation and influence between culture, learning, and the use of a language in a foreign context. So, I consulted more about the concept of culture taking into account Culture can be difficult to be defined. It is a wide term that implies several aspects. Furthermore, it varies depending on experiences and interactions happening within community like actions, ways of thinking, being and acting. Then, this could become a habit or

customs in this place; culture is a heritage transmitted through generation from parents to sons as will be shown based on the point of view of different authors.

In this way, Hesar, Konca, & Zarfsaz define culture as "an important survival strategy, which is transmitted from one generation to another through the process of enculturation, a kind of road map that serves as meaning creation device that directs and shapes our behavior"(2012). In this regard, these authors consider culture as a process of enculturation taking into account people acquired this knowledge of traditions, beliefs; costumes through their parents, who teach their children according to their knowledge about those aspects before named, as an impositions because they taught and adopted some rules and costumes while children grow, especially in their houses and Schools.

After knowing some definitions of culture, I made a survey from 22 students of Seventh grade in which some answers were: 99% considered important to learn English as well as, they understood which are cultural activities and the need to employ them in the English class as a benefit for them.

It is important to clarify that this investigation was conducted at the first time through an English teacher's narratives at Colegio La Inmaculada, in which, she implemented cultural aspects in her classes. That process stopped because the English teacher resigned. Even though, it was a meaningful experience to me as a researcher, taking into account those narratives contribute to understand more about meaning of culture and the ways to implement it in the English class.

Research Question

How cultural activities influence the process of learning English as a foreign language of in the classroom of seventh graders at Colegio La Inmaculada?

Objective

- To describe the influence of cultural activities in Seventh graders as a process of learning and use English in the EFL classroom at Colegio La Inmaculada.
- To analyze the impact of didactic unit based in cultural activities implemented in Seventh graders.

Literature Review

Culture is a wide concept in which play an important role many aspects related to the human, such as the way to think, to be, to act, the relations and also the use of language in a specific context. In fact, culture is transmitted from generation to generation, in a process in which families impose this knowledge to their sons as an acculturation in which, values and language are set up while girls and boys grow as a cyclical process.

Pourmahmoud, Yavuz&Zarfsaz (2012) says “the language and culture are closely intertwined and if there is no culture, no language. Therefore a language class is not conceived without the participation of the cultural elements of the target language” (Pourmahmoud, Yavuz&Zarfsaz, 2012). In relation with these authors, culture is a necessary element to take into account to learn another language in a foreign context. Moreover, if the students have the classroom environment according to the target culture, they can understand and deep much better the meaning of all things carried out there

In this sense, it is relevant for this research to explain how culture has been included in the classes and projects and activities designed according to the English program at Colegio La Inmaculada. Then, the studies presented in the next paragraphs talk about the importance to integrate culture in the EFL classroom as a motivating strategy that gives students the opportunity of learning a foreign language based on the characteristics of the context; they could learn being aware about the meaning.

Cortazzi (1996) argues the important to highlight culture to learn other language “Learning is born in social interaction on the basis (partly at least) of cultural norms, values and expectations which derive from the learners’ immediate community or for society a large”.

He says, in the process of learning a language is crucial to know the students’ motivation to do that. It means, the success of learning language depend of the students’ beliefs generated in their social context, in which not all students have the same point of view to see the utility to learn. In this way, information of families’ costumes as (all of them take the lunch on the table or each one take the lunch wherever wants) are examples in which if teachers employ these information, culture is recognize and it is an important issue in foreign classroom.

In addition, he says “What matters is not only what happens in the classroom but how participants interpret events and what they expect to happen” Cortazzi (1996). It means, through this kind of activities in which culture is close, students could have meaning and the achievement for class could be done. In this way, this project wants to recognize in foreign classroom the student’s previous knowledge before to employ foreign knowledge. Here, some examples, in which teachers use some cultural aspects closed to the students to add to the English curriculum as Zuluaga&López (2009), gathers in his research project developed in a rural primary school. This investigation was done by teachers in training and their advisor teachers at Caldas University. It is focused to find ways for the educational community to be conscious about the importance to return to their cultural roots as a community of coffee.

In this way, the researchers had to make some changes in the English curriculum to add important aspects related to the coffee culture taking into account the coffee's process as: the plantation, growing, description of coffee plant, transportation and even they think in food people eat in those places as a way students identify their own costumes. In addition, this kind of activities was added to the English contents giving to the students' meaningful learning according to the authors of this article.

This study highlights the coffee process as an identification cultural aspect from the Caldas city. This procedure is adapted in the English syllabus to implement in English class in a primary public school in which the students had to write down in their notebooks step by step what happens with the coffee plant since it is planted, the growth, the appearance and changes of the coffee bean as well as the grinding process. This study shows an example to incorporate important things that identify the place around the School, and expresses how the context influences the classes and their content to be meaningful for the students.

On the other hand, the research study by Tylor (2007) shows some points of view about the intercultural competence in which it was considered as a simple interaction between two cultures with a static knowledge, then; they learnt some behaviors from other culture as an adaptation or to improve their differences. Nevertheless, this concept of intercultural competence is changed throughout the experience done by students of Colombo Americano University. They faced near practices with a community or subculture, this process implied the interaction between language, customs and behaviors where each students create new

concepts based on their own culture and the new one. In this sense, they construct new experiences, concepts and understandings about a new context.

The goal is to advance in the learning English process through the interaction of those cultures being conscious about their use of language and in their behavior according to the target language. In this way, it reports experiences and outcomes from those students as a cultural adaptation focusing in the interaction in a culture selected. The results showed the students had better cultural adaptation created through the relations and interactions to construct new identities without forgetting or change their cultural traditions and the importance of promoting a correct language use in the ESL classroom.

Thus, this investigation becomes a useful resource taking into account how teachers made language and culture interact based on the dreams proposed by the students, and their intentions of traveling and know around the world.

For that reason to interact with other students through mass media could be appropriate resources they could learn English and use it naturally. According to this project Fandiño (2014), exposes different theoretical points of view about culture and also the ways to teach English by knowledge of culture. It is placed in the study that the incorporation of culture begins when people interweaves their thoughts with the language (Fandiño, 2014). Then, the project state the interest and knowledge of the eight graders previously to define of cultural activities to develop in English, will be the beginning to their learning process of EFL.(p.81).

In this way, culture is more than thinking in costumes, holydays, beliefs, values and other traditions, it is to achieve, to think and understand about the

world around and the context of people, the ways to reflect the use of language according to the context in a respectful interaction to open the brain for new knowledge and the same time affecting the use of language. Finally, it presents five strategies that English teachers could implement in their classes to help students to interact successfully with other people with different cultures as a way the students could be involved in a wide knowledge of world English.

Another investigation is presented by Castro, (2007), about some theoretical reflections surrounding the implementation of some cultural aspect in EFL classroom (Castro, 2007, p. 200). In fact, in this study the researcher took the curriculum as a material to analyze and also, to find solutions to solve difficulties, complexities expressing by English teacher at time to implement culture in their English classes. So, it presents the important students learn another language through cultural activities as a way they can aware about their learning, mixing the knowledge of culture and learning another language without forget their own. Besides, this study brings a huge theoretical support where authors like Krashen, (1995); McLaughlin, (1988); Hinkel (1999), Robinson (1988), and Seelye (1984) support the idea of considering culture as the base to obtain a successful language management.

Besides, Riaño (2013), shared a study carried out in Bogotá with young people between 14 to 17 years old, specifically with one hundred students with the main objective to understand the social implications of expressions used for them in their daily conversation as a way to construct and change the popular culture. That, taking into account their belonging to a social group in which, they

use the same aptitudes and thoughts in front of the world, the behavior laws, values, as a particular point of view to see the society and the world to construct their proper identity, (Riaño, 2013, p. 221).

The most relevant aspect presented in this project is how people who used the language in a natural way, based on cultural activities, start to adopt those young expressions in their formal conversations, acquiring a proper use of language. Then, this investigation confirms how the relation between the uses of language and culture promotes a better apprehension of different language skills, and how “urban tribes” could be a meaningful resource to incorporate on the Institutional curriculum and to implement in the process of EFL.

To summarize, it is relevant to conclude that culture and language cannot be separated. As Sapir’s (1966) defines in the development of the didactic unit cited by Rodríguez (2000) and Arana (2013), “culture is every action of the human activity. Therefore it is what a society does and thinks” (p.5), in other words, his will link the student’s thoughts and likes, to the learning of the EFL. Then, the strategy of the didactic unit is to follow students’ interests to encourage them, and promote the proper use of language based on the culture and students’ context.

Research Design

The research design is immersed in the descriptive tradition. Its means that this research aims to produce qualitative and quantitative accounts of classroom processes and emphasizes the need to understand phenomena in their cultural and

social context analyze the situations and factors related to teaching culture in the English classroom. (Ellis 2012 p.42)

In this way, the teacher - researcher collected data as a way to design the cultural didactic unit. Then, after analyze data and report how meaningful are the cultural activities in the didactic unit to answer the question how cultural activities in the classroom influence the process of learning English as a foreign language of Eighth graders at Colegio La Inmaculada?

On the other hand, this research in its nature, aims at understanding specific aspect of teaching and at providing information that can be used it to shape a theory follow this descriptive tradition; the researcher used the action research design. Thus, in this investigation my role is research teacher, following Action Research as Griffee's (2012) "The term action research was adoptive to describe a small scale-investigation undertaken by a class teacher" and in other part, Patton cited by Griffee defines "action research as aiming as solving specific problems within a program, organization or community" (p. 109).

In fact, this work is carrying out at Colegio La Inmaculada with students of Eighth grade as period of time to implement a Theme based didactic unit based in cultural activities and by taking into account the English syllabus at Colegio la Inmaculada and also, basic standards of MEN.

Griffee considers (2012 "Action Research Design is fundamentally a way of reflecting by systematically collected data on your everyday practice and analyzing it in order to come to some decisions about what your feature practice should be". (p. 109).

According to Ellis (2012) the first step has to identify the issue or problematic situation, the second step makes emphasis on obtaining information relevant to the problem. The third step focus on trying out the solution (implementation). The fifth step has to collect data to investigate whether the solution is effective (monitoring) and the sixth step make emphasis in revising the action plan and proceeding through steps (4) and (5).

<i>Summary of Action Research Study</i>			
<i>Context</i>	<i>Problems/ or Problematic Situations</i>	<i>Solutions</i>	<i>Monitoring</i>
<i>A five- week course group of Seventh grade learners , Colegio la Inmaculada- Chía</i>	<p>1. Realize about Cultural aspect in a second language learning (<i>Most of the students were unaware of many cultural aspects about Sopó</i>).</p> <p>2. Problem related with like and need to learn a second language. (<i>Most of the students manifested dislike towards English learning. - Students do not see the need to learn a second language.</i>)</p>	<p>1. <i>A based in cultural didactic unit design. Divided into five lesson plan as: Beautiful places in Colombia. Beautiful places in other countries. Know the culture by first hand: Native speaker. Know the culture by meal: Recipe and Famous people around the world.</i></p>	<p>Each lesson plan had evaluation according with the evidences, the next lesson plan had changes to be much better.</p> <p>Students talk about information's consulted, using English to communicate it</p> <p>The activity with the native speaker was successful taking into account, it was a real communication.</p>
Action Research Steps <i>Action Research requires teachers to examine problems in their own teaching, identifying possible solutions</i>		<i>In each lesson plan implemented I analyze the vocabulary, expressions and actions student did to show the message. The information collected was important at the moment to organize the next lesson</i>	

<p><i>and evaluate their effectiveness. It is cyclical, it recognizes the importance of continuous research. (Ellis 2012)</i></p>	<p><i>plan.</i></p>
<p><i>1.) Identifying an issue. (The initial awareness)</i></p>	<p><i>The student's weren't aware about their hometown culture and the other cultures.</i></p> <p><i>For some students, the English subject is difficult to understand.</i></p>
<p><i>2.) Obtaining relevant information about the problem. (Fact finding-) Exploration</i></p>	<p><i>The researcher obtained information about the problem from two sources. The first source was when in the anthropology course I asked to myself how much students of the sixth grade at Colegio Inmaculada School in Chía Inmaculada School in Chía know about their culture. From that experience, I began to wonder about the relationship and influence of culture on learning and use of a language in a foreign context). And second, I applied a preliminary questionnaire to examine the students' culture perception. (Appendix A)</i></p>
<p><i>4.) Working out a possible solution. (The action plan, Create a plan)</i></p>	<p><i>From that experience, I began to wonder about the relationship and influence of culture on learning and use of a language in a foreign context. So, I consulted more about the concept of culture to complement the study, for example, Hesar, Konca, & Zarfsaz define culture as "an important survival strategy, which is transmitted from one generation to another through the process of enculturation, a kind of road map that serves as meaning creation device that directs and shapes our behavior"(2012). In this regard, these authors consider culture as a process of enculturation taking into account people acquired this knowledge of traditions, beliefs; costumes through their parents, who teach their children according to their knowledge about those aspects before named, as an impositions because they taught and adopted some rules and costumes while children grow, especially in their houses and Schools.</i></p>
<p><i>5.) Do the plan - Implementation</i></p>	<p><i>The didactic unit was implemented in the last year in first term.</i></p> <p><i>The data was collected by surveys, interviews and video recording.</i></p> <p><i>The analysis of data was conducted by process as: Open coding, axial coding and selected coding. After that</i></p>



	<p><i>process, the outcomes were four categories as: Culture: The students are aware the language, knowing the culture.</i></p> <p><i>Motivation: Students confident deepening on the milieu.</i></p> <p><i>Teaching: Teacher provides cultural activities so students can carry out role plays or have real interaction with native speaker.</i></p> <p><i>Communication: Communication become real when real situation</i></p>
<p><i>6.)Collecting data to investigate whether the solution is effective (monitoring and evaluate)</i></p>	<p><i>To answer the main question in the research project in which I found four categories established taking into account the analysis of data in deep. The information was collected through the implementation of didactic unit, divided it in five-lesson plan based in some cultural aspects, carried out at Colegio La Inmaculada with the students of Seventh grade in which used some instruments such:</i></p> <ol style="list-style-type: none"><i>1. Surveys implemented in the beginning of the project to know student´s interest and needs to organize the didactic unit and at the end of the didactic implementation to know as an evaluation to improve it.</i><i>2. Student´s artifacts: Organization organizing scripts to do role-plays with information consulted about some cultural aspects as a strategy. Making sentences</i><i>3. Classroom observation carries out by video recording in which I taken the student performance and their appreciations and comments according to the activities.</i><i>4. Oral interviews in which students showed their thoughts and opinions about cultural strategies implemented in English classroom.</i> <p><i>Teacher has reflected notes in the way the lesson plan was implemented, development and the experiences from students as a way to reinforce or</i></p>

	<p><i>change it in the next.</i></p> <p><i>Stages to analyze data</i></p> <p><i>The process of analyze of data gathered in across the implementation of didactic unit conducted through the implementation of three steps as a grounded theory proposed by Strauss and Corbin (1990) as “step 1. Open coding, step. 2. Axial coding. And the step 3. Selective coding”.</i></p> <ol style="list-style-type: none"> <i>1. Writing transcription of video-recordings of culture activities developed in the English class.</i> <i>2. Written transcriptions of teacher’s reflective journal</i> <i>3. Formulating categories emerged from the data gathered and the main theory settled in this study.</i> <i>4. Analyzing categories to answer the main question</i>
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Table 1- Action Research Steps

Instructional Design

The Pedagogical Proposal: Content based instruction

Content-based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire rather than around a linguistic or other type of syllabus .Richards and Rodgers (2004).

CBI grounds on the following two central principles:

- People learn a second language more successfully when they use the language as a means of acquiring information rather than as an end in itself.
- Content Based instruction better reflects learners' need for learning a second language.

Theory of Learning

This research project seeks for describing and identifying Content Based Instruction (CBI) techniques or activities to promote the development of learning strategies for fostering culture. According to Richards and Rodgers (2004), Jarvinen (2010), and Coyle (2010), CBI is an approach for target language learning in which it is organized with all forms of instruction around the integration of content and the target language. A CBI curriculum is taught through the medium of the target language, which students use as a means of acquiring content. Richards and Rodgers (2004), state that the content is flexible in the CBI curriculum; however, Coyle (2010) states that a CBI curriculum is more flexible

from its context than from the discipline. It means that a CBI curriculum is content flexible when the teacher selects the themes in the content to be taught.

CBI is context flexible when the teacher takes into account a wide range of context in which the content is to be taught. A CBI curriculum designed from the content flexibility is arranged around the core thematic syllabus Jarvinen, (2010). Richards and Rodgers give this core thematic syllabus the name of module-themes. The characteristics of these module-themes point to the teacher and the models. The teacher chooses text of a suitable difficulty level for the students and adjusts course requirements to accommodate the students' language capacities.

The models or cores thematic do not substitute the mainstream content of the classes but focus on learning strategies, concepts, tasks, and skills that are needed in subject areas in the mainstream curriculum. In the case of this particular intervention, these models are grouped around topics related to culture. Then, materials in CBI have to keep the necessary amount of authenticity as possible, keeping in mind the concept of authenticity proposed by Richards and Rogers (2001). "...the materials are the kinds of materials used in native language instruction" or "... materials that were not originally produced for language teaching purposes" (p, 215).

On the other hand, students on CBI are seen as autonomous agents because they understand their own learning process. Students are highly connected with the design of the modules and the selection of activities and topics as it is said by Richards and Rogers (2001) "Learners themselves may be sources of content and joint participants in the selection of topics and activities" (p, 213).

In addition they are expected to be active interpreters of input, willing to tolerate uncertainty along the path of learning, willing to explore alternative learning strategies and willing to seek multiple interpretations of oral and written texts. In summary the role of the learners in the CBI approach makes the students become more active subjects in their learning process.

The needs of students play an important part on CBI, so teachers are requested to fill their needs by choosing and adapting authentic material. In concordance to what it is said by Richards and Rogers (2001) "They are asked to view their teaching in a new way, from the perspective of truly contextualizing their lessons by using content as the point of departure" (p, 214) It goes back again to the primary, it is important to say that the teacher must be the knowledge of the topic, besides, he or she must be able to encourage the students in order to elicit the knowledge from the students. Other significant task that teacher does in a class is selecting the adequate materials to for use in class; the teacher needs to analyze the necessities of the students. Point of CBI in which the focused of teaching is the content more that form. According to Jarvinen (2010) the role of the teacher is an important factor in the classroom due to the direction of the classes carried out to the success of the lesson.

Coyle (2010) points "The goal is language using as well as language learning" (p, 33). This makes reference to what the position of language on CBI in which language is seem from two perspectives: form and meaning, in which form refers to the grammar structures and meaning refers to the use of language as a tools for communication. In concordance to that Sauvignon (2002) points that

CBI must give emphasis to the importance to use the language on an interactive setting that allows the development of communicative skills, more than focusing on grammatical aspects.

The challenge for CBI lies on the fact that learners have to use a vehicular language that probably they do not manage as well as a first one, so will students are needed to use some specific grammar structures from the language it is necessary to build a relation between the content and the language required, Coyle (2010) Point as example “If a younger learner needs to use the past tense to describe and experiment in science, and if the past tense has not been learned in a formal grammar class, then the content class will need to provide access to the appropriate use of the tense on that context” It is to teach the language without disconnecting it never from the content, the examples of sentences must be related to the same specific themes and it is expected that then student will have the opportunity to explore the language on other different context on their language classes.

Theme Based

Theme-based teaching (also called theme-based instruction) is an approach to language teaching in which the whole course is structured around certain themes or topics (Brinton, 2001; Brinton, Snow, & Wesche, 2003). It is one of the approaches belonging to content-based instruction (CBI) in which the emphasis is done on exposing students to a “highly contextualized” second language environment by using a subject matter as the content of language learning Wesche & Skehan, 2002, (p. 220).

Theme-based instruction is different to other traditional language instructions because in here the language structures/items to be covered in a syllabus are determined by the theme or topic (Brinton, Snow, & Wesche, 2003).

Theme-based teaching is taken from general primary education to the teaching of English as a foreign language due to it provides learners with motivating and meaningful uses of the language, based more on meaning than on form (Cameron, 2001). An important advantage of theme-based teaching applied on language learning suggested by Cameron (2001), are the fact that new vocabulary is learned on an easier way and contextualized way.

Many teachers plan their classroom programs around themes, integrating curriculum areas into a single unit of study. Therefore, these units could vary in length depending on the resources available and whether or not the study is extended by the students' enthusiasm and interest. The theme may be chosen by the teacher or in collaboration with the students, or may develop from the interests of one or two students whose enthusiasm spreads to all their classmates. However, the teacher remains responsible for ensuring that skills are practiced, but the subject matter and activities may be directed by the students.

Although many teachers plan their theme based units themselves or with other teachers, there are advantages when theme studies are developed by teachers and students together. The students bring innovative ideas, resources and strategies and become committed to the learning process that is driven by their own interests. Learning becomes more meaningful when learners choose their

methods and topics of study; the model of lifelong learning is brought into the school setting. Interpersonal relationships between teachers and students are improved when authority is put aside, and teachers become collaborators rather than lecturers.

Planning theme-based teaching

1. Finding a theme

A theme can come from the student's current interests, from topics being studied in other classes, from a story, or from a local or international festival or event. (Vale and Feunteun1995). The same author presents a list of possible themes shows something of the range of sources

- Spiders and mini-creatures
- Circus
- Potatoes/vegetables
- Islands

Students can be given a stake in the process from the start by asking them to suggest themes according with their needs and wishes to know and learn.

2. Planning content

Two basic planning tools for theme-based teaching are brainstorming and webs. Both techniques allow the connection of ideas in non-linear ways, reflecting the learning process that we are aiming to produce. Brainstorming is a

mental process that starts with one idea and then sparks off others through random and spontaneous links. A ‘web’ is a way of writing down ideas and connections without forcing them into linear form as in a list or in text. The main idea or topic is putting in the center of the paper or board, and connecting ideas written around it, with lines showing connecting. A theme can be considered as including: People + objects + actions + process + typical events + places.

It does not mean to be a definitive list of questions, but an indication of what general areas of culture might contain significant information for the students to answer their questions. Here, it is important to highlight that the various aspects of culture do not have the same relative importance to people in different groups, but in dialog among students and teacher, it is possible to select the theme to develop.

3. Planning language learning activities

Having identified sub-themes and guiding questions by taking a ‘content perspective’ on the theme, planning now has to bring a ‘language-learning perspective’ to it, so that planning moves from content to FL classroom activities, with discourse types and aspects of language use guiding the construction of language learning tasks with clear goals and stages.

4. Learning language through theme-based teaching

- The language learning potential of theme-based teaching

- Learning vocabulary
- Language learning through ‘communicative stretching’
- Learning discourse skills
- Motivation to precision in language use
- Outcomes and products from theme-based learning

5. Conclusion

Theme-based teaching is considered as a good approach in teaching language for young learners because it offers exciting possibilities to the pupils and the teachers. There is a real potential for effective language learning to take place, because the pupils and teachers open up the language classroom by bringing in the world outside and linking into children’s real interests and enthusiasms.



UNDERSTANDING THE WORLD

Picture 1. Kids & culture

FROM THE ENGLISH CLASSROOM

1. Introduction

The Didactic unit was designed by taking into account the PEI at Colegio La Inmaculada and the English Program designed for the seventh grade. It is important to mention that the researcher of the present study was not the English teacher in the seventh grade. However the researcher designed all the lesson in the Didactic Unit and when it was required to develop the lessons, both the English teacher and the researcher were in the classroom with the students.

For the design of the Didactic Unit, the researcher proposed Content Based Instruction. This because the approach allows people learn a second language more successfully when they use the language as a means of acquiring information rather than a as an end in itself and because Content Based instruction better reflects learners' need for learning a second language. Thus the researcher organized the didactic unit by taking in mind some important aspects for this project as the students of the seventh grade at Colegio La Inmaculada and Sopó, the town where most of the students live

The didactic unit has five lessons, and it was applied in the seventh grade during the first semester of 2016. The topics in this didactic unit related to cultural aspects such as: touristic places in Colombia and in other countries, typical things, food, and famous people.

This process let me as a teacher- researcher carry out constant evaluation. In each evaluation I not only evaluated the student's process but also, I evaluated

the development and the effectiveness of the unit and so this showed me the way to continue to the next lesson.

2. Objectives

General Objective

- The students will be able to interact meaningfully in oral and written way in English as a foreign language by approaching some cultural aspect of target language and mother tongue
- To get familiar with the cultural understanding of the target and mother language inside and outside the classroom.

Specific objectives

- To identify and look for information regarding the most beautiful places in Colombia to go on vacations
- To talk about touristic places they can visit: Mexico, Panamá, United States and Italy
-

3. Contents

Taking into account, students like to travel and know other countries and do different activities when travel, the students proposed the following content:

- Tourist places in Colombia
- Tourist places in other countries: The United States, Mexico, Panamá and Italy.
- Foreign person from Trinidad and Tobago.
- Typical food in Colombia and other countries: Colombian Typical recipes
Colombia and Typical Food in The United States, Mexico, Panamá and Italy.

Procedural Content

The different topics were developed through the following steps:

- Asking about places they visited or they like to visit in Colombia
- Design a video about some touristic places in Colombia and in other countries
- Writing and talking about their experiences lived in some touristic places in Colombia
- Asking about places they visited or they like to visit in other countries
- Talking about their experiences lived in some touristic places in other countries

Attitudinal Content

- Showing good attitude towards opinion and points of view by classmates inside and outside the classroom.
- More conscious of the Colombian's culture wealth and the other countries' cultural wealth.
- Using the values as a respectful relationship with their partners and the information consulting from other countries.

Classroom language

- I start the class with “Hello everybody” and I waiting the greeting for students.
Then, I write the date, the objective and the topic to development for today taking into account the important to use English most of the time during the class, even, when they ask me something in Spanish, I will repeat the question in English or invite them as “try to do it in English, please.

Before that, I am going to explain the procedure in which they have to “pay attention and look at me please” while I explain them the steps”. After that, they have “to divide in two, three or four groups according to the activity they do. When the activity needs to consult, I tell them “if you need your devices: computer, tablet or cell phone, you can use them.

In all activities I invited the students to ask me when they don't understand something, allowing the interaction between their questions and my help. In the class with nature Speaker, the students previously must be to consult about Trinidad y Tobago and they have to do at least five questions to use in class. At the end of the class, I told them: “girls and boys don't forget your duties for tomorrow. Moreover, I motivate them with expressions such as: ¡good look! Great¡ Congratulation...! Yes, you can do it¡! Come on¡ and something like that, to create a good environment students could be feel well.

- **Cross curricula issue**

For the procedure presented in this Didactic Unit, it want to reinforce the knowledge of own culture to value and be more conscious to recognize cultural richness in other countries as a way students interact and in deep in that in a respectful way. For that reason and taking into account to promote more conscious cultural knowledge, this didactic unit will pretend, to drive the students toward knowledge to other cultures, cities and towns using English language as mediation.

4. ACTIVITIES

The activities that I describe in each lesson plan related to the objectives and contents showed in the beginning of the Didactic Unit. In these lesson plans, you will be see steps such as starting class- motivation, previous knowledge, development, reinforcement and connection (Depending the students' need to deep)

LESSON PLAN 1

Topic: Beautiful places in Colombia to go on vacations.

Date: May 05 2016

Activity: talking about past vacation

	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> ✓ To identify Colombia has many beautiful places to visit. ✓ To learn vocabulary about touristic places such as: Carmen de Apicalá and other places. ✓ To write a short paragraph about the tourist place in Colombia visited for them. ✓ To show information through the role-play.
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Picture 2- Seventh grades group

Starting the class

Warming up and previous knowledge:

The aim for these activities is to introduce in the topic in which they are working, through their experiences. I asked them about past familiar vacation in Colombia, in which they enjoyed. I used questions such as; Have you ever visit a

touristic place in Colombia? What place did you visit? Do you remember special things in that place? What kind of things did call your attention and why? Etc.

Time to spend: 15 minutes.

Central Activity

I invite the students to organize per groups in which they have to talk about places and the special things to do on t vacation. Then, they will have organized the information to do a TV commercial, in which they are Colombian's ambassadors to promote the places to visit.

Time to spend: 20 minutes.

Closing activity: reinforcement and connection.

After that, they organized the TV commercial using tourist's information of Colombia. Per group each one must be talk about the place chose. Finally, I will ask them some questions about information showed.

Time to spend: 25 minutes.

Activity: Visual Literacy. Teaching Culture through a TV commercial

Strategies.

I use in this class the TV commercial because majority of the students call their attention to participate in a TV program and also, taking into account television is a media using for them every day, added, when they play the principal character, the activity dress special motivation for them

Skills

I reinforce the skills writing and speaking. Writing because through the short paragraphs, they can reinforce too the grammatical part as well as, they can improve steps by steps the coherence to organize their ideas. In case of speaking skill, the objective for those activities is to promote in the students to communicate their knowledge in target language.

Activities for fostering culture

Taking into account the students almost always show interest to know things for foreign context, I wanted to start this didactic unit promoting in the students to come back your eyes toward Colombia as a wonderful place with particular characteristics. (See Appendix A- video transcription)

Description of the activity

According to the warming up in which I described the way to open the class, I began with some questions about their past activities on vacation in which they had to use the past simple, according to the explanation made for the English teacher days before. Here it is necessary to explain that all activities developed in this Didactic Unit were organized in coordination with the English teacher and according to the English syllabus at Colegio La Inmaculada. After, the students gave the answers about places they visited in Colombia, I asked them to organize per group and the same place visited.

Also, they have to make a TV commercial in which I gave them a photocopy with instructions and an example to do that. Each group had to show this place as the best to visit using their creativity and also, they have only twenty minutes to do the script and the organization of the TV commercial in which each one had an important role as a team.

For that, they had to consult more and selected the most relevant information to display in no more than ten minutes. During the activity, the students asked me whatever questions they had according to the activity. After each group finished the script, I checked it. Finally, each group showed us their TV commercial, taking into account that the most important thing for that activity is to know more about that place and be able to talk about that place.

Evaluation and Reflections on Lesson plan 1

When I started to make the didactic unit I employed more time thinking about what kind of tools could be better to employ to develop each activity as a way the students could be motivate to do those planned activities and also, they will be able to achieve the expected goal for each one.

For the first activity about touristic places in Colombia, I decided to use the TV commercial, taking into account in TV, that tool is using to sell products, prototypes... and it generated expectations to do the better the TV commercial in which they could invite more people to visit that place so, it was a motivation to do that activity. Moreover, I could observe that the majority of the students had an

active participation in which they worked together to do the best group. However, in some group the students showed as spectators because they felt nervous or unsafe to talk even though, other students encouraged them to do something. In this case, it is necessary to analyze a situation in which some students show unsafe and anxious at moment to use other language. It could be for bad experiences in English class in which they felt fear to make mistakes or to take for others as an unintelligent or fool people.

For those possible situations, I think, this kind of activity is important to highlight in which all the students have a central role and in which the teacher must have permanent monitoring to do that, taking into account some students showed those negative feelings participating but less.

Moreover, this activity helped the students to deep and recognize the tourist places in Colombia and in some cases the wish to know and visit them also, the students highlight the roots of Colombia's wealth in comparison with others countries. I consider the time was short and only one group made their performance delaying the other groups for the next class.

LESSON PLAN 2

Topic: Beautiful places in other countries: The United States, Mexico, Panamá and Italy.

Date: May 12-2016

Activity: Technological devices: Computer, tablet and cell phone to serve the culture.

 	<p>Objectives</p> <ul style="list-style-type: none">✓ To identify some touristic places in other countries such as Mexico, Panamá, The United States and Italy.✓ To learn vocabulary about touristic places✓ To understand the information presented in short videos about touristic places to employ in a short description.✓ To Show a respectful attitude towards other countries and its people
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Picture 3- Seven grades working together

Starting the class

Warming up and previous knowledge: I will show them a video about tourist places in other countries.

Time to spend: 15 minutes.

Grouping: the students will select the place in which the majority of them were and also, to talk about the most important characteristics

Central activity

I invite the students to make in group a brainstorming in order to organize a role place in which, they show the country with some representative characteristics: touristic places, food, holydays...etc. For this activity, they can use devices such as computer, tablet or cellphone to obtain more information about the country. Also, I gave them a bag with some expressions in past to include one or some of them in the dialogue as a role-play, in which they had to create a script with a specific past situation or they imagine in one touristic place in those countries named above.

Time to spend: 20 minutes.

Skills: writing and speaking.

Resources: clues expressions in past. Information by devices and a bag with common sentences in past to use in a role-play: The last year. The last

summer... Three months ago. When I traveled with my family... When I was ten years... etc.

Closing activity: reinforcement and connection

After, the students organized the role-play, using information about selected foreign touristic place. Each group must be talk about the place chosen as a team in which each one has an important duty as a part the work. Finally, per group they have to tell us at least one difference between Colombia's touristic places and the foreign touristic place chosen for the group. Although the most important thing is to communicate the knowledge of foreign culture nevertheless, it is necessary to reinforce grammatical part such as, the use of When, where. Verbs in past and the auxiliary did. (See Appendix C)

Time to spend: 25 minutes.

Grouping: The group will organize the dialogue and show the role-play in front of the class.

Description the Activity in detail

This activity emerge after the students know and showed more about touristic places in Colombia as a way the students encouraged and compare the value own culture as well with foreign and to respect other, I began to explain activity two to the students in which, they have to think in past vacation carried out in a foreign context. It is necessary to make emphasis that grammar is not the most important thing for this project; nevertheless, it is always necessary to know it, as a way to employ the language in a good way.

For that, one class before that, the English teacher explained them and made some activities so the students will be sure to use grammar. Come back to the activity, I showed them a very short video about some touristic places around the world as Berlin, Barcelona, Tokio, Amsterdan, the Netherlands, Rome, Stambul, Tokyo, London and New York, in which I showed the most important characteristics for each city. After that, I asked them if someone had been traveled to those countries. The majority of them told me “no”. Some students only knew Barcelona, Rome and New York. Then, I gave to the students some expressions in past such as: “last year, three months ago... in which They had to use those expressions to organized sentences in which, they had to add the information about foreign touristic places visited .

Then, per group, they had to choose the most visited touristic place for them in which they could use their devices as computer, tables or cell phone to find the information to make a role-play in which, each student had a role to do as a team. ut, the performance was impossible to carry out in that class because the time was over. For that, I gave them clear instructions to do the performance in the next class.

Evaluation and Reflections on Lesson plan 2

In that activity, the students were expecting taking into account they already consulted about touristic places in Colombia and for that, they knew the way to develop it but I surprised, when I could see, the majority of students did not review their presentation. Taken into account that situation, I told them about

the important to be responsible and they very quickly organized their performance and when someone of group had difficulties to pronoun some words or to express something, other helped him or her as a collaborate work.

Finally, they showed us the role-play but I could see a phenomenon in which one or two members of each group talked more than other could so, they could be safe now to do their performance. For those situations shown by students, I made several questions the students' awards taking into account that those activities developed with me didn't have score. Moreover, although they didn't prepare the role-play, they made the performance and work together as a collaborative work.

On the other hand, they reached the goal because the most important thing was to communicate the information about that place visited in a foreign context, not to use very well the grammar. After that, I could see more security now to show us their performance and they could made comparisons between some touristic foreign places with some touristic places in Colombia, recognizing the wealth in our country.

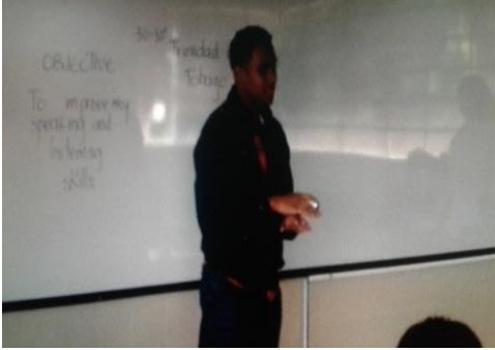
I think this kind of activity the students enjoy it so, it is necessary to highlight that the students enjoy activities when they had an active participation, I mean, when they had to consult o make something to show, especially when that information is about something they like, they know or they want to know. I considered that activity encouraged them to use English language to show information as well as, they improve your knowledge with the information found.

LESSON PLAN 3

Topic: Foreign Speaker: Trinidad and Tobago

Date: May 19-2016

Activity: knowing culture by the first hand

	Objectives
 	<ul style="list-style-type: none"> ✓ To look for information about Trinidad and Tobago ✓ To interact with the speaker in a spontaneous conversation through by asking questions about Trinidad and Tobago. ✓ To acquired more knowledge about Trinidad and Tobago and the cultural aspects as food, music and customs ✓ To Show a respectful attitude towards other cultures and people's thoughts and believes.

Picture 4- Native speaker tutor talking to the seventh graders

Starting the class

Warming up and previous knowledge:

Dynamic: The boat.

In this dynamic, the students have to divide in five students per group. Each group receives two newspaper sheets. They are in a boat (newspaper) and the boat is on the sea. They must not step on the floor. The winners are who work in a team in which nobody step on the floor, while the director of activity takes away their newspaper until they have smallest paper

Time to spend: 15 minutes.

Grouping: I give some rules or parameters to take into account in the interaction with the speaker of Trinidad and Tobago. I check the students' questions and also, give them five minutes to review the question they did before that

Skills: Listen and reading

Resources: Dynamic and questions

Central activity

The English teacher will introduce the native speaker of Trinidad and Tobago and asks the students to pay attention for him. Jevon is co-worker with the English teacher in Pedagogic University in Bogotá. He studies Spanish with international relations in Trinidad and Tobago. He is an exchange student. Javon will make a short explanation about him and he will invite the students to make whatever questions about Trinidad and Tobago. The students are going to ask him

questions about typical food, Music, the ways to dress, the coin, population, representative things in this island such as flower, condor in Colombia, as well as he will explain them about pictures in the shield and flag... etc

Time to spend: 40 minutes.

Skills: listen and speaking

Resources: Information about Trinidad and Tobago, questions by students and human.

Closing activity: reinforcement and connection.

After the students will finish asking Jevon, I will ask them about their impressions and difficulties they could have had in this activity, in which they interacted and talked with him, to take into account in the organization of the next lesson plan. As an evaluation for that activity, most of the students told me, that they had felt very well because, they had understood him all the time but, they told me too, that they had been some difficulties to organize questions in past.

In this way, for the next lesson, I will to reinforce the use of past simple in context, especially wh question.

Time to spend: 5 minutes.

Grouping: The evaluation is taking into account to reinforce the advantages and to reduce Weaknesses.

Skills: Speaking

Resources: Activity review.

Introduce the table

Here, I describe the activity in which a person called Peter, who is from Trinidad and Tobago have an interaction with student of Seventh grade in which he answer the student's questions about representative things in his country. (See Appendix D)

Describe activity in detail

This activity was possible with intervention of English teacher, who also works too at the Pedagogical University and in which has interchange students. Jevon Bernantrt is her co-worker and days ago, she asked him about the possibility to come the School as a way he will share and interact with students of high School about Trinidad and Tobago's information. He accepted and they assigned the date. The students previously had to consult about Trinidad and Tobago and also, they had to do at least three questions to ask him. The activity was development in a good atmosphere in which, the students asked him about the music, typical dish, representative flower as the Colombia has the Orchid, the currency, and the meaning of colors of the flag, the limits of Trinidad and Tobago... in which he explained the meaning in each case. When Jevon talked to give the answer, He always made his intervention as a slowly way to the students could be understand much better.

Evaluation and Reflections on Leson plan 3

That activity was very relevant and interesting in terms of culture, this taking into account the students interact in English all the time with the speaker by asking him many questions that let to keep a fluent conversation. Jevon was very important in this activity because he was friendly and patient in which if someone didn't find the way to organize the question or sentence, he helped he or she with other question such as "ok, did you want to say that? Or did you mean that? Depending to the student's answer, he continued to ask or give the answer depending to the question. Most of the students participated in this activity even, after that, most of the student came to him to asked more questions, sometimes in

English, sometime in Spanish taking into account Jevon is here, because he is studying Spanish. Some of the students made following comments after finish the activity

“uyvacanísimo, si viste cómo habla?”

“uy yo le entendía lo que decía”

“me gustaría viajar y conocer Trinidad y Tobago”

“hagamos un viaje”

I considered that this type of activity was significant to the students; taking into account, it allowed foster interaction without anxious in which the students did the questions and even they did more questions starting from Jevon's answers as a way to continue the conversation-information. In addition, it was a motivation in which they would like to know and travel to Trinidad and Tobago. I think it is important to take into account that Colombian people have a culture conception that the nature speaker know and use his or her language much better than the English teacher uses.

LESSON PLAN 4

Topic: Typical Food. The United States, Mexico, Panamá and Italy and Colombia.

Date: 26-05-2016

 <p>Activity: Recipe</p> 	<p>Objectives:</p> <ul style="list-style-type: none">✓ To consult and organize information about a typical Food of Colombia and foreign countries.✓ To describe the differences between meal in Colombia and in foreign countries✓ To Show a respectful attitude towards other countries and its people.✓ To use target language to show the steps to prepare the recipe from Colombia and foreign countries: United States, Mexico, Panamá and Italy.
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Picture 5- Seventh graders – Collaborative work

Starting the class

Warming up and previous knowledge:

Time to spend: 15 minutes.

Grouping: Students in-group start to organize the recipe according to the country and dish chosen. Each group was by six students

Skills: listen some foreign breakfast.

Resources: Audio, worksheet and information about recipe

Central activity

Students per group will start to organize the stand according to the dish and the country also, they must talk the ingredients needed, how many they need or how much also, the procedure to present the dish as well as the nutritional value.

Previously they prepare ingredients in their house. Here they only mix the ingredients. After each group show the recipe, they share their recipe with their classmates and the teacher.

Time to spend: 40 minutes.

Skills: writing and speaking.

Resources: Recipe: physical ingredients and images

Closing activity: reinforcement and connection.

This activity was impossible to finish because it needs more time. For that reason, they continue to show the recipes in the next class.

Time to spend: 5 minutes.

Grouping: students reinforced countable and uncountable: How many and how much and superlatives and demonstrative.

Skills: Speaking

Resources: Role play.

Introduce the table

In this table I describe the recipe from Mexico known as "Burritos Mexicanos". Some years ago, this meal was not known but, now with globalization is more common to eat this type of food. Even though, in that activity most of the students participated, nevertheless only three students talked about recipe. (See Appendix D)

Description the table in detail

After the students know more about general information about other countries in comparison with some own characteristic in Colombia, through the information consulted and showed, they wanted to deep in one important thing for all people as a food. In this way, they start to choose the country and the typical dish to represent in a role play, in which each one had to know about that, taking into account each had an important role as a team. After that, they had chosen the dish according to the country as Colombia, Mexico and The United States. The dishes showed by students were: Burritos Mexicans with fried red beans, grated cheese, serum cheese and shredded chicken. Hamburger with road meat, slides of tomatoes, slides of cheese, lettuce, sauces and bread as United States food and, wafers with cheese, jam, honey and arequipe as a Colombian food . They had to bring those ingredients for next class and explain for other classmates their recipe and give them a test. Moreover, they had to organize a power point presentation with information about where and how was food born.

Evaluation and Reflections on Leson plan 4

I think that activity was good, taking into account the students wanted to participate in the TV show called “master chef junior” in which ,cooking had become as an opportunity to participate in this television program in which cooking has become an important profession.

Moreover, cooking is one of the most representative thing of culture because depending on the type of food people consume are associated with the country, they are identify assume some specific characteristics. In this way Almerico (2014) in her journal article from the Trampa University, talks about food habits, taking into account the manners in which people use the food, the kind of food people prefer to eat, the process to do and even, the ways to serve and eat. (p.3). One example is the case of United States and the junk food but, It does not mean

each family has not keep unique ways to prepare meal and so the ways to eat different from other. Now, come back to the recipe, the students show enthusiasm to do this kind of activity.

They are encouraged to use the information to communicate the information, but when each group starts to explain about of the recipe, I could see that in some groups only one or two Spoken all the time and the other, just only pronounce a little sentences or do the recipe without saying.

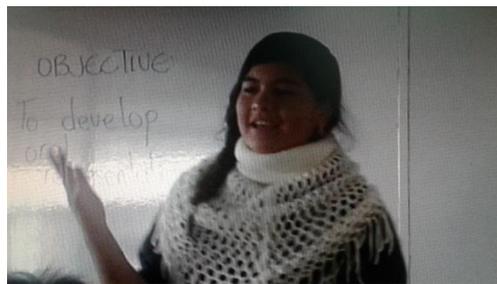
It was different in one group in which each one had active participation to do that and all of them told about the process to make recipe. Here, it is important to highlight the role-play as tool in which students feel more confident at time to show something.

LESSON PLAN 5

Topic: Famous people around the world

Date: 02.06-2017

Activity: Role play



Objectives

- ✓ To talk about stereotypes or famous people in Colombia and in foreign countries
- ✓ To make a performance in which including specific characteristic of this person.
- ✓ To respect the classmate's opinions and their points of view.



Picture 6- Role play

Starting the class

Warming up and previous knowledge: In the last class the teacher asked to the students what famous people they admire and why? According to the students' answers, students will organize a group, in which each one has a responsibility to do.

Time to spend: 10 minutes.

Grouping: Each one must to consult the information as a team to do the writing from performance and the power point presentation.

Skills: writing

Resources: Questions and consult information.

Central activity

In group, students have to organize a story in which the famous person has the principal character. In this class, they will to organize the performance and added a power presentation with images about the most important characteristic of famous person. Each group organize the environment according to the principal aspect involved the famous.

Time to spend: 40 minutes.

Grouping

Skills: writing and speaking.

Resources: power presentation, and Characterization of celebrities

Closing activity: reinforcement and connection.

After students show us their celebrity, the teacher going to ask them about what did they feel in this activity, what they change for next activity, what happen with the use of grammar. If this objective was met.

Time to spend: 10 minutes.

Grouping: Reinforce team work as well as, adjectives

Skills: Speaking

Resources: Questions

Introduce the table

This activity was made for three students, two girls as Isabella Patarollo and Sara Ramírez and one boy called Sebastian Ochoa, who made a role play around the life of Marilyn Monroe since she was a child until her tragic dead. (See Appendix F)

Data Collection

Data gathering

To answer the main question in the research project in which I found four categories established taking into account the analysis of data in deep. The information was collective through the implementation of didactic unit, divided it in five-lesson plan based in some cultural aspects, carried out at Colegio La Inmaculada with the students of Seventh grade in which used some instruments such:

1. The survey implemented in the beginning of this project was important because I needed to know their reasons to learn English, in which hundred percent answered: to have a high score of national exam, ICFES, travel to English country and to have a better future job. I asked too, about how many hours of English they have, in which they answered me, five on the week. When I asked them about their knowledge about cultural activities, they were no sure about the answer but, they pointed out all options related to the culture such as: costumes, typical food, ways to dress, the use of language...etc.

Finally, I asked them about the ways, they consider could facilitate to learn English, and gave them some options: watch videos, learn about other culture, debates, and role about some aspects of culture. In this question one hundred percent answered that watch videos, especially videos of music were the best way to learn other language, followed of learns about other culture and to do role play with information consult. Taking into account the students answers, I started thinking about the ways to implement those kinds of activities in this research. That information was import to take into to organize the didactic unit. (See Appendix A- Diagnostic survey)

2. Student's artifacts. In all activities I gave the students material to use in each activity as photocopies with explanation about activity, piece of paper of vocabulary or expressions in past to make sentences, videos related to the activity, role play. In a role play, the teacher showed the students the topic to take into account, then, she presented a short video related to the topic, after that, she asked them some questions in which the teacher and students exchange information. Finally the teacher showed them tool to showed information in front of the class. (Appendix H- Photocopy about Tv Commercial.)

3. Classroom observation was carry out by videos recording in which I took to register the steps of those classes as explanations, the process to do the activities, the student performance, interviews about their appreciations and comments according to the activities. To used videos in this research was appropriated taken into account the information is always at time and also, I could

checking whatever I want and the information didn't changed. (Appendix B- Tv commercial. Appendix C- Role play... and next)

4. Oral interviews in which the students gave me their answers according to their experiences in each activity development in class. This tool was important because I could know their thoughts, experiences, and opinions, advices ... that I had to take in the next lesson plan, to improve it or to reinforce. (Appendix F- the Interview transcript)

5. Teacher had taken some notes in some classes in which she register the attitude, participation, development of activity as participation to do has reflected notes in the way the lesson plan was implemented, development and the experiences from students as a way to reinforce or change it in the next. (See Appendix H.)

Stages to analyze data

The process of analyze of data gathered in across the implementation of didactic unit conducted through the implementation of three steps as a grounded theory proposed by Strauss and Corbin (1990) as “step 1. Open coding, step. 2. Axial coding and, the step 3.Selective coding”. 4. Writing transcription of video-recordings of culture activities developed in the English class. 5. Written transcriptions of teacher's reflective journal.

Following those steps of grounded theory I started to transcript the videos with all characteristic showed in them. Then, this transcription was analyze taking into account the main objective and also, the research question in which I paid attention for all things occurred around the students such: their expectations attitudes, develop of each activity, their work... etc. Then, I started to find the concepts inside of the first analysis as an open coding to break down the data. After that, I organized a group of concepts according with their similarities and differences for each activity.

Then I put a more abstract concept to contain a group as an axial coding in which the abstracts concepts are: Culture, motivation, teaching and

communication. Follow that process, I made a reflection about linking concepts as a memo and finally I made a category. (See the chart: open coding to analyze data

p	Research	Categories
a	Question	

g

T

2 Research question & Objectives

In order to achieve the results and to get the conclusion of the main question and objective established in this research proposal, I analyzed the four categories obtained through the video recording taken in each lesson plan development in English class as well as, the students' interview and, survey. Moreover, the researcher has a reflected journal as a qualitative research process. These categories are important in this proposal because, they have great influence in the process of learning other language

<p>How cultural activities in the classroom influence the process of learning English as a foreign language of Seventh graders at Colegio La Inmaculada?</p>	<p>Teaching: real situations promote successful learning of English and culture.</p> <p>Culture The students are aware the language, knowing the culture</p> <p>Communication: Communication become real when real situation are performance.</p>
<p>Research Objectives</p>	
<p>Main Objective: To describe the influence of cultural activities in Eighth graders in the process of learning and use English in the EFL classroom at Colegio La Inmaculada.</p> <p>Specific Objective: To analyze the impact of didactic unit based in cultural activities implemented in Seventh graders.</p>	

Process to construct Analyze Data				
Activity	Open Coding Select concepts in the data.	Axial Coding or Linking Data.	Memos or reflection about linking concepts.	Selective coding or Categories.
Touristic places in Colombia And in foreign context	encourage , Recognize participation, work together objective Unsafe prevented Self esteem Teacher guide Important role, culture	Culture Recognize Meaningful knowledge work together preferences Deep, reflective Environment Admiration Self-reflection Closed reality Trust Award Confident	The students are more aware about culture, when the environment is real	The students are aware the language, knowing the culture
Knowing culture the first hand	Real context Confident interaction Trust environment participation knowledge	Teaching objective Teacher guide Instructions Needs environment.	Teachers play an important role to improve student knowledge about culture.	Teacher provides cultural activities so students can carry out role plays or have real interaction with native speakers.
Knowing the culture through the meal	Motivation Interest Relationship Communication Unsafe culture	Communication Interaction work together Interest Important role Collaborative work together Performance	Students are more confident when they have a real situation	Communication become real when real situation

Table 3 Data analysis data Strauss and Corbin (1990)

Discussion on the categories

- 1. Teaching: Teacher provides cultural activities so students can carry out role-play or have real interactions with native speakers.**

It means, teachers play an important role as a way to guide and provide the students some tools in which they feel well to use them to interact and show their knowledge. Lindsay and Knight (2006), say “teachers are responsible for a large

amount of what happens in the classroom -what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so on”. In this way, the tools used to develop the activities in each English class were role-play and the interaction with native speaker, whose role was to show the students a different country of Colombia, in which English is the native language. Here some students’ opinions about the implementation of those tools mentioned before: “Tu puedes aprender de un idioma extranjero, el Inglés de forma dinámica y divertida, no magistral, porque me aburre”. Other student “Las actividades fueron interesantes porque nos permitieron conocer las costumbres, de otros países, pero me gustaría que se profundizaran un poco más”.

About interaction with native speaker most of the students wanted to ask him about typical food, music famous people, and language ... (See chart in pag 46). I think that activity was successful and in it the students were inside the foreign culture and language by first hand.

2. **Culture: The students are aware the language knowing the culture.**

Brow (2007), argues “culture is a way of life. It is the context within which we exist, think, feel, and relate to others” “A language is a part of culture, and a culture is a part of language. Here the most closely activity in which the students emerge in other culture was when they interact with Javon because, this activity allow to the students knew information about that country by first hand also, to break barriers to use English without thinking if their English was good or no. the most important thing at the moment was to make question to obtained the Jevon’ answer. Moreover, all the time, the students compared own things, traditions ... with Trinidad’s things and costumes. Some expressions of the students after finish that class:

“uyvacanísimo, ¿si viste cómo habla?”

“uy yo le entendía lo que decía”

“me gustaría viajar y conocer Trinidad y Tobago”

“hagamos un viaje”.

On the other hand, even five lessons developed in the English class, had been based on some cultural aspect, it doesn't mean, that all activities achieved the expected goal about knowledge of culture and the use of target language in foreign context.

Conclusions & Pedagogical Implications

The analysis carried out along this research project intends to answer the question "1.How cultural activities makes EFL learning more recalling in Seventh graders at Colegio La Inmaculada? However, at the same time aims to reach the objectives stated at the beginning of the present research: To describe the influence of cultural activities in Seventh graders in the process of learning and use English in the EFL classroom at Colegio La Inmaculada and to design pedagogical instruction content based in cultural didactic unit.

To answer the question and taking into account that one of the characteristics of CBI instruction is to see student as active agents, the students at Colegio La Inmaculada during the CBI English classes, they have opportunity to propose cultural activities to employ in the English class. Those activities were chose taking into account their interest and allowing the students consult and organized their information and showed it for other using some tools, especially role-play because they felt more confident at time to do or tell something.

Through the development of the didactic Unit, students show an improvement of their cultural awareness taking as base the close relations that were proposed in class. In this sense, they expose their points of view in dialogues with Native speakers and other kinds of activities, being this relevant fact for their

EFL learning process. Thus, students were active participants in the class when they felt themselves an important part of the activity. In this research project there are some pedagogical implications to take into account into the English class as:

The teacher plays an important role at the moment to motivate the students and also, to create the environment according to the target topic.

- ✓ When students realize the objective of the lesson, they feel involved in the development of the activities and this causes meaningful participations by them.
- ✓ Motivation is very important to take into account in classroom, especially when the language is taught in a foreign context.
- ✓ The students are aware of the language when they know the culture.
- ✓ Although the activities to develop in the English class, had been based on some cultural aspect, it does not mean, that all activities achieve the expected goal about knowledge of culture and the use of target language in foreign context.
- ✓ Cultural activities are more successful when they are developed inside the context and also in the target language.
- ✓ This research reinforced the bilingual program at Colegio La Inmaculada taking into account this process seek to create a close relation between a bilingual environment in class and students' real context.

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Apendixes

Appendix A- DiagnosticSurvey

**Diagnóstico
Colegio La Inmaculada**

Objetivo: tener una aproximación acerca del conocimiento y uso que tienen los estudiantes de Séptimo grado de la lengua extranjera Inglés.

Nombre (s) Apellido (s): _____

Fecha: _____ **Ciudad** _____

Grado _____

Te invitamos a responder las siguientes preguntas con el fin de ayudarte en tu proceso de aprendizaje del inglés. Marca con una x donde corresponda.

1. ¿Te parece importante aprender inglés? SI NO ; por qué?
 -Mejor puntaje del ICFES
 -Viajar a otro país
 -Mejore oportunidades de trabajo en el futuro
 -Otra, cuál _____
2. ¿Crees que el aprendizaje del inglés es importante para tu SI
 NO Por
3. ¿Cuántas horas tienes clases de Inglés en tu colegio. 1 h. 3h
 5 h
4. ¿Tu Colegio cuenta con material didáctico como:
 -Flash cards, CD player, Biblioteca, plan lector.... etc Sí No
5. ¿Has tenido la oportunidad de viajar a otro país de habla Inglesa SI
 NO
6. ¿Sabes que son actividades culturales Sí No
7. ¿Consideras que las siguientes actividades podrían ayudar a tener un mejor uso del Idioma Inglés?: Elige las que consideres importantes.
 - Conocimiento de costumbres propias o de otros países: comidas, formas de vestir, dichos propios, características propias de las personas... etc. Sí No
 - Interacción con estudiantes de otros Colegios, especialmente que el idioma sea Inglés. Sí No
 - Actividades cotidianas tanto del mismo país, como de otros países. Sí No

Qué otra actividad te parece interesante incorporar en la clase de Inglés

8. En la clase de Inglés aprendes más cuando:

- a. Ves videos
 - b. Aprendes de otra cultura
 - c. Haces debates
 - d. Consultas sobre otra cultura y la escenificas
 - e. Otra opción, ¿cuál o cuáles podrían ser?
-

9. ¿Cuándo crees que aprendes más, cuando tu rol activo (te involucras en lo que se va a hacer, consultas, propones actividades.. etc.) Sí

No

10. rol pasivo (todo lo contrario del anterior, el profesor es el que propone y hace). Sí No

Appendix B -TV commercial.

Video transcript N° 1. TV Commercial as an ambassadors	
Lesson plan	N° 1
Institution	Colegio La Inmaculada
Grade	Seventh
Topic	Beautiful places in Colombia.
Date and time	May 05 2016. 1 hour
Researcher	Sister Yaneth Artunduaga Perez
Objective	
Students 1	Are you tired in your work? I invite you to Carmen of Apicalá
Sound	Uuuuuuh
Student 2	So... Hi! I'm Valentina and I'm going to present you the Carmen the Apicalá. Carmen is the most exciting place in Colombia. eeehhh here are a lot of pools and you can swimming there. eee you can

	find delicious food like
Students 3 and 4	!Fritanga! and guala
Student 2	Sound (laugh) okey
Student 5	Carmen de Apicalá? What´s that?
Student 2	Is the most exciting place of the world, You have to go there
Student 5	Seriously? AaahOkey I´m going to there
Student 2	See you Carmen the apicalá
Student 5	Ahhh I was there I like it. I don´t see nothing (noise)
Student 2	Eh eeh in Carmen the Apicalá he eh last month bi built a new monument so it´s a very interesting monument, you can see it in three in the central place so, I see you (I don´t understand the part following). She moves her hand and smiles. Bye
Student 5	Bye

Appendix C- Role-play transcription.

Video transcript N° 2	
Lesson plan	N° 2
Institution	Inmaculada School
Grade	Seventh
Topic	Turistic places in foreing context. Panamá
Date and time	May 12 - 2016. 1 hour
Researcher	Sister YanethArtunduaga Perez
Objective	To make a short conversation about touristic places in foreign context with the principal characteristics such as: food, clothes, music and the most representative person in this



	place.
Student 1	Hy guys! This is the fly to travel to Panamá. We are going to eeh fly and we are and we will be as a, a good fly
Student 1	Five hours later...
Sounds	Noises, Shootings
Student 1	We have craving, we have craving! No! no!
Sounds	Noises and shootings
Student 2	Oh graders, which your names?
Student 3	My name Is Karla.
Students 2	And yours?
Student 4	My name is Sebastian
Student 1	And yours?
Student 5	My name is Pepe
Student 2	I am, and and what did you do, what did you do on on Panama
Student 5	Last winner, winter
Sounds	Laughter and shouting
Student 1	Willmyflew! (no entiendo lo que dice)
Student 2	Oh no! And you?
Student 4	Ay, I visited Panama last year
Student 2	And you?
Student 3	I visited Panama last summer
Student 1	We have turbulence!
Sounds	We visited. I visited to Panama to be. I visited to Panama to be to a lot cypress

Appendix D

Video transcript N° 3	
Lesson plan	N° 3
Institution	Inmaculada School
Grade	Seventh
Topic	Native Speaker from Trinidad and Tobago
Date and time	May 19- 2016. 1 hour
Researcher	Sister Yaneth Artunduaga Pérez



Objective	To acquired more knowledge about Trinidad and Tobago through the nature speaker To improve their listen and speaking skills.
Native speaker	And chicken, that is cooked, carried and then put in a wrap.
Student 1	Do you know like other parts of Colombia, like eh...
Native Speaker	Ok, I have only been in Cundinamarca, so I stayed around Bogotá and then I went camping in Sopó and went to Guatavita and that's all
Student 2	Eh, what's the language you speak there?
Native Speaker	In Trinidad we speak English, but we also have a criolle, Do you know guys like in San Andrés that they have a cradle. We have one similar to that in Trinidad. Anyone else?
Student 3	What is the typical music in Trinidad?
NS	The typical music is Trinidad is called Soca... yes... This is the music that you usually hear fa a festival a carnival, is music for dancing so, it is a similar, so it is similar to, maybe, champeta, that is...
Student 2	Jejeje
Student 3	What is your work there?
NS	In Trinidad? In Trinidad I study at the University. I'm studying Spanish with international relations at the University.
Student 4	Eh, Do you play any instrument? Like
NS	Like playing instruments, no, unfortunately no, but it is funny because my entire family, they play instruments. They have a band and everything but I don't
Student 5	Eh, In your country there is a famous people or....
NS	Famous people, yes, the most famous person from Trinidad would be Michel Montano. He is a popular singer

Appendix E

Video transcript N° 4	
Lesson plan	N° 5
Institution	Inmaculada School
Grade	Seventh
Topic	Knowing culture through the meal. Burritos Mexicans
Date and time	May 26- 2016. 1 hour
Researcher	Sister Yaneth Artunduaga Perez
Objective	To talk about recipe from Colombia and from foreign context
Student 1	Today we are going present Mexico e eh ok. (shootings) Karla Mendoza, Valentina Moyano, Verónica Díaz, Ana María.
Student 2	Ok about Mexico eeh. Capital city Mexico
Student 1	1990
Student 2	1990 eeee she is an actor and in the Harry Potter in the seventh movies
Student 1	Movies “s”
Student 2	Eee She has a grammyeee for the best actual act
Student 1	Actress
Student 2	A movie
Student 1	Ok, let’s soon! Laughter. I... ok. I’m Emma Watson. Laughter and murmur.
Student 3	German in the movie no?
Student 1	Ok soooo. Laughter.
Student 2	Emma Watson?
Student 1	Yeah! It’s me. Laughter.
Student 2	Yeah. Ok. Let’s start
Student 1	I was to ask the second, in the second movie aaaa a little friend. Ok?
Student 2	Ok
Student 1	It’s not nervosa. Is nervous like aahh. Laughter. Eehya, that’s all. Claps.
Student 2	No more?

Student 1	No. that please. ok eeh
Student 2	More
Student 1	Ok. No (no entiendo ésta parte)
Student 2	Ok. I am going to call you
Student 1	Ok, bye
Student 2	No, no nowait, wait, wait
Student 1	Yes, yes
Student 2	Take the paper
Student 1	Yeah. Ok, that`s all.

Appendix F- Interview transcript

Interview transcript N° 1. Thinking about cultural influences in Learning process

Research Project	Cultural influences in EFL learning process in Seventh grade at Colegio La Inmaculada.
Institution	Colegio La Inmaculada
Grade	Seventh
Topic	Thinking about cultural influences in learning process
Date and time	May 26 2016. 1 hour
Researcher	Sister Yaneth Artunduaga Perez
Objective	To know about the students' opinions about the influences of cultural activities in the learning process.
Teacher	Bueno nos encontramos con Ana María, Ella es estudiante también de grado Séptimo y le vamos ha hacer algunas preguntas. Eeh buenos días Ana María
Ana Maria Teacher	Buenos díaas (sonríe y mueve las manos) Bueno, eeh Ana María, eehuhmm uh tu queee tu que opinión tienes frente a las actividades que estamos eh implementando en la clase de Inglés en cuanto conocimiento de otros lugares eeeh en el cual usamos eeh el idioma extranjero, para ti es importante, no es importante y digamos que en que te ayuda
Ana María	Pues la verdad es muy importante (mueve la cabeza para afirmar) sii, porque aprender otro idioma es fundamental para nosotros porque tal vez vayamos a otro lugar como dice la hermanita, no solo conocer Colombia sino otros lugares yyy no sepamos bien el idioma, entonces es mejor saber y pues conocerlo eeh, en otros temas diferentes lugares además de Colombia es muuy chévere porque oseatu te enfocas en otras culturas, en ootras religiones, en otras en lo importante de ese lugar, sus culturas y eso yy pues ---

con el idioma es muy chévere o muy interesante aprenderlo ya que nos servirá en un futuroo y nos servirá para aprender muchas más cosas.

Appendiz G- photocopy: Explanation about Tvcomercial

...together

Tourist TV commercial

Materials

- colored pencils
- glue
- markers
- scissors
- cardstock
- map
- stapler

Instructions

1. In groups, choose a tourist place in the world. Find information about that place.
2. Make a story board for your commercial. It can last from 15 to 60 seconds.
3. Read the commercial and check the time it lasts.

Present your TV commercial to the class.

This is Machu Picchu, the most exciting place in the world.

Come to visit it. It is not polluted. You can climb the highest set of stairs in the world.



Appendix H- Notes of journal

Beautiful places in Colombia

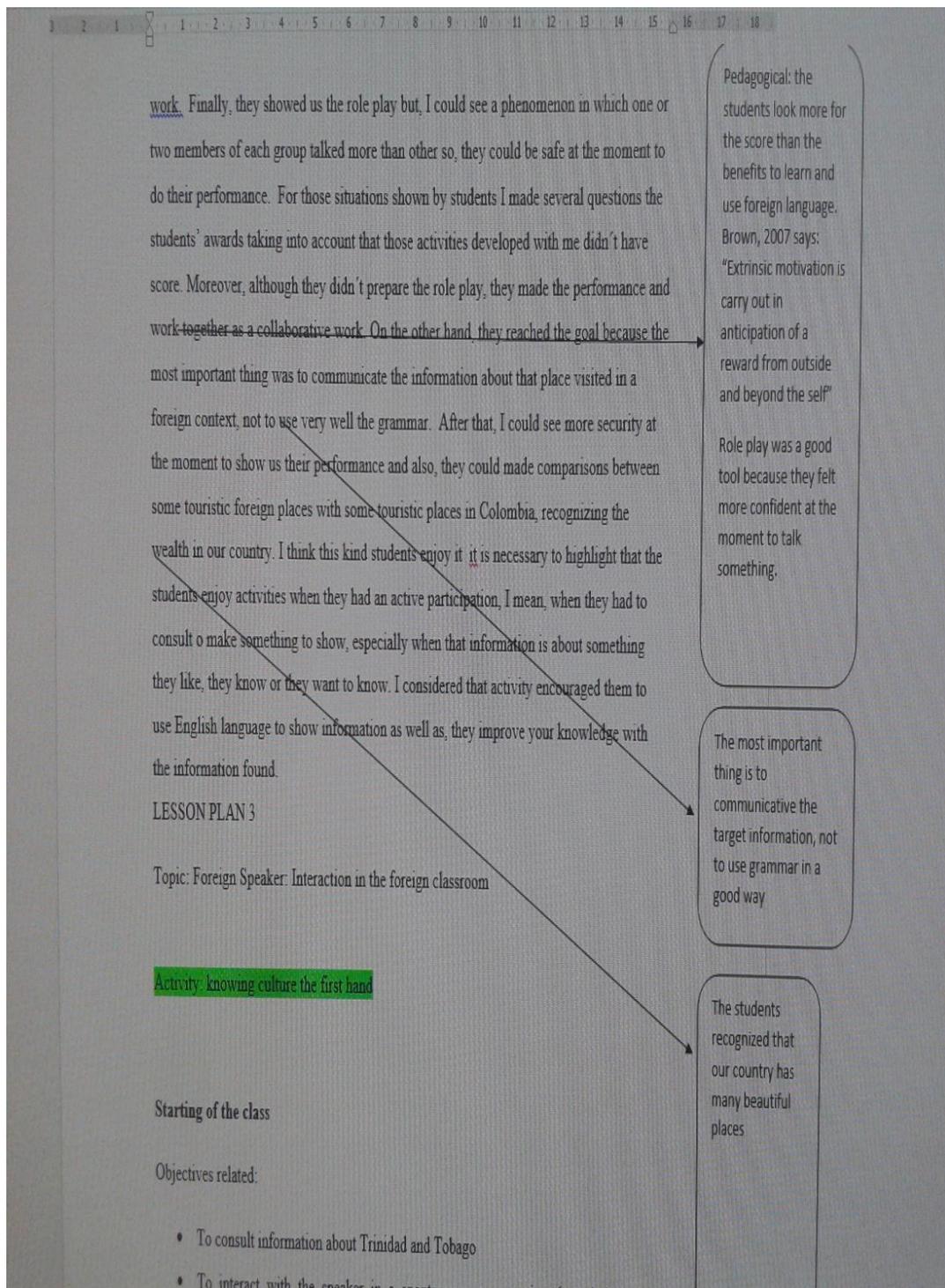
Puede observar la disposición para hacer las actividad. Cuando les pregunté qué herramienta querían utilizar para presentar la actividad, en donde ellos sentían como embajadores para invitar o persuadir a las personas a visitar dichos sitios o lugares, para ello utilizarán como herramienta la propaganda, según acordó.

Puede observar cómo entre ellos se colaboraban cuando alguno de los compañeros del grupo no sabía cómo se pronunciaba una palabra o me preguntaban a mí.

Me llamó la atención que la mayoría de los integrantes del grupo, al momento de hablar, solo pronunciaban pocas palabras o frases, solo dos o un estudiante era el que hablaba más, dando casi toda la información.

Esto me hace pensar que aunque la herramienta de la propaganda era llamativa y en cierta forma entusiasmo a los estudiantes a hacer la actividad. Sin embargo esto no quiere decir que los estudiantes utilicen más el idioma Inglés en la actividad de clase.

Appendix I- the process to organize categories.



work. Finally, they showed us the role play but, I could see a phenomenon in which one or two members of each group talked more than other so, they could be safe at the moment to do their performance. For those situations shown by students I made several questions the students' awards taking into account that those activities developed with me didn't have score. Moreover, although they didn't prepare the role play, they made the performance and work together as a collaborative work. On the other hand, they reached the goal because the most important thing was to communicate the information about that place visited in a foreign context, not to use very well the grammar. After that, I could see more security at the moment to show us their performance and also, they could made comparisons between some touristic foreign places with some touristic places in Colombia, recognizing the wealth in our country. I think this kind students enjoy it it is necessary to highlight that the students enjoy activities when they had an active participation, I mean, when they had to consult o make something to show, especially when that information is about something they like, they know or they want to know. I considered that activity encouraged them to use English language to show information as well as, they improve your knowledge with the information found.

LESSON PLAN 3

Topic: Foreign Speaker: Interaction in the foreign classroom

Activity: knowing culture the first hand

Starting of the class

Objectives related:

- To consult information about Trinidad and Tobago
- To interact with the speaker in a spontaneous conversation of the

Pedagogical: the students look more for the score than the benefits to learn and use foreign language. Brown, 2007 says: "Extrinsic motivation is carry out in anticipation of a reward from outside and beyond the self"

Role play was a good tool because they felt more confident at the moment to talk something.

The most important thing is to communicative the target information, not to use grammar in a good way

The students recognized that our country has many beautiful places

Appendix J- Plan de Asignatura – Seventh grade

PLAN DE ASIGNATURA 2016							
ÁREA:		HORIZONTE DEL ÁREA: El área de ciencias humanas busca mediante los diversos lenguajes					
ASIGNATURA: Inglés		HORIZONTE DE LA ASIGNATURA: Propiciar herramientas que le permitan al estudiante					
TEACHER: ALEJANDRO LARA			GRADE: 7th Grade	SECTION: Secondary	TERM: First term		
GENER.	TOPIC	SUBTOPICS	KEY CONCEPTS	ACHIEVEMENTS	ACHIEVEMENT INDICATORS	TEACHING RESOURCES	Nº de sesiones
daily actv	Round the clock	<i>Work day</i> What would it be your dream job? What do	Target Grammar: Present simple VS Present progressive Adverbs (manner, place, time, frequency)	1.To identify the differences between the present simple	1. The student accomplishes with the requirements fo the class	Daily routines listening activity http://www.youtube.com/watch?v=YwmIDHm3kOk ,	20
		<i>Having a good time</i> How would you define a hobby? Which are some strange hobbies? Why having a hobby is good for your health?	Target Vocabulary: Types of jobs Job qualities Job routines Daily routines Free- time activities Chores The time	2.To show and to have a good attitude towards the subject, to be interested in his/ her learning process into accomplish with the requirements for the class based on teamwork and personal perspectives.	The student participates in an active and respectful way in class.	listening worksheet (annex1) Lab English for grammar practice http://www.ego4u.com/en/cram-up/grammar/simpreprepro http://www.englishpage.com/verbpage/verbs1.htm , reading comprehension http://www.esolcourses.com/content/topics/hobbies/esl-	15



PLAN DE ASIGNATURA 2016

ÁREA:		HORIZONTE DEL ÁREA: El área de ciencias humanas busca mediante los diversos lenguajes					
ASIGNATURA: Inglés		HORIZONTE DE LA ASIGNATURA: Propiciar herramientas que le permitan al estudiante					
TEACHER: ALEJANDRO LARA			GRADE: 7th Grade	SECTION: Secondary	TERM: Second term		
GENERAL TOPICS	TOPICS	SUBTOPICS	KEY CONCEPTS	ACHIEVEMENTS	ACHIEVEMENT INDICATORS	TEACHING RESOURCES	Nº de sesiones
Family time	Take a break!	<i>I really had a good time!</i> Why is it necessary to spend time with your family? What is the most memorable holiday you have had with your family? What are the most important things to consider when planning family vacations?	Target Grammar: Verb to be in the past Past Simple There was/There were Could	1. To narrate and to describe events that happen in the	1. The student accomplishes with the requirements fo the class	Power point presentation about connectors of sequence. Worksheets about there was/there were, podcasts http://www.listenable.com/ , English labs, questionnaires, role play situations.	20
			Target Vocabulary: Past time expressions Traveling Touristic places Transport Connectors of sequence (first, after that, just then, next, finally).	2. To show and to have a good attitude towards the subject, to be interested in his/ her learning process into accomplish with the requirements for the class based on teamwork and personal perspectives.	The student participates in an active and respectful way in class.		15



ÁREA:		HORIZONTE DEL ÁREA: El área de ciencias humanas busca mediante los diversos lenguajes					
ASIGNATURA: Inglés		HORIZONTE DE LA ASIGNATURA: Propiciar herramientas que le permitan al estudiante					
TEACHER: ALEJANDRO LARA		GRADE: 7th Grade	SECTION: Secondary	TERM: Fourth term			
ERAL TO	TOPICS	SUBTOPICS	KEY CONCEPTS	ACHIEVEMENTS	ACHIEVEMENT INDICATORS	TEACHING RESOURCES	Nº de sesiones
its around	Enjoy your meal!	<i>Time to eat</i> What is healthy/unhealthy food? What do you	Target Grammar: Countable and uncountable nouns. Quantifiers Imperatives How much/How many A few/A little Target Vocabulary: Food/drinks Cultery Meals Units of measurement Quantity words Food Cooking terms Process words Cooking action words.	1. To ask and to give	1.The student accomplishes with	Restaurants reading (Interprise book), flashcards and videos about food and drinks https://www.youtube.com/watch?v=UaqISEs_uj0 , wordsearch about cultery and meals,role plays, power point presentation about quantifiers,shoppin g expressions.	20
		<i>Food around the world</i> What are the eating habits of people from other countries? What are the most peculiar dishes around the world?		2.To show and to have a good attitude towards the subject, to be interested in his/ her learning process into accomplish with the requirements for the class based on teamwork and personal perspectives.	The student participates in an active and respectful way in class.		15