EXPLORING ELEMENTARY GRADERS' INTERCULTURAL ATTITUDES THROUGH A

GUIDED READING APPROACH

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Facultad de Humanidades – Departamento de Lenguas

Master's in Foreign Language Teaching

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1. Información General	
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2. Descripción
Tesis de Maestría en Enseñanza de Lenguas Extranjeras que presenta un estudio de tipo cualitativo con enfoque en investigación acción, llevado a cabo en el marco de un estudio investigativo enfocado en el área de Lengua Inglesa. Busca principalmente explorar el impacto de la inclusión de la lectura guiada como una estrategia de comprensión de lectura que promueva actitudes interculturales en estudiantes de primaria en un colegio privado en el municipio de Tenjo, Colombia. La investigadora invita a una reflexión acerca de la necesidad de aprender lenguas extranjeras partiendo de las interacciones interculturales propias del idioma, viéndolo no como un fin, sino como un medio para resolver problemáticas comunicativas y de interacción presentes en la exploración de una lengua que no es la propia.

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4. Contenidos

El siguiente proyecto de investigación está dividido en 6 capítulos, así:

Capítulo 1: Presenta la introducción, la situación problemática, la pregunta de investigación, la justificación, el objetivo general, los objetivos específicos y finalmente, el capítulo presenta la justificación de la investigación.

Capítulo 2: Presenta un resumen de las investigaciones realizadas a nivel internacional, nacional y local, relacionadas con el objetivo de investigación del presente trabajo. Se aborda el marco teórico, como guía y soporte para la planeación y ejecución de la presente investigación acción. Así mismo, el marco teórico está presentado jerárquicamente desde los aportes y discusiones dadas por diferentes autores. Los conceptos allí trabajados comprenden; cultura, interculturalidad, actitudes interculturales, lectura, comprensión de lectura, lectura guiada, materiales, libros ilustrados.

Capítulo 3: Detalla el diseño metodológico, presenta el diseño instruccional, la propuesta pedagógica éste incluye el paradigma, tipo y enfoque investigativo. Igualmente, explica el contexto y los participantes que hicieron parte de la presente investigación. Allí también se detalla el procedimiento y las técnicas con los instrumentos usados para la recolección de datos.

Capítulo 4: Describe la intervención pedagógica, el diseño instruccional y la propuesta pedagógica llevada a cabo detallando la propuesta didáctica dividida en tres fases clave antes, durante y después del ejercicio de lectura. Además, se explican los estadios de la secuencia didáctica seguidos a lo largo de la intervención. La propuesta describe y explica paso a paso cada una de las etapas llevadas durante todo el proceso investigativo.

Capítulo 5: Muestra el proceso llevado a cabo para el análisis de datos desde la conceptualización teórica propuesta por Krueger, (1998) bajo una tendencia de análisis interpretativa/descriptiva. Detalla el proceso de ejecución y cada uno de los pasos para analizar la información y su interpretación. Igualmente contiene las categorías resultantes de dicho proceso y los hallazgos de la investigación, contrastados desde los constructos teóricos, los datos arrojados por la información recolectada y la voz del investigador.

Capítulo 6: Incluye las conclusiones del estudio, sus implicaciones pedagógicas en el campo de la educación, de la didáctica de la enseñanza de lenguas extranjeras, para la población participante y el investigador. Finalmente, se hace énfasis en las limitaciones de la investigación y algunas sugerencias para ejercicios investigativos posteriores.

5. **Metodología**
Esta investigación se ubica en un paradigma socio crítico, de tipo cualitativo y enfoque de investigación acción, implicó el desarrollo de ciclos de planeación, actuación, observación y reflexión. Previo al establecimiento del problema se diseñaron e implementaron instrumentos de diagnóstico que permitieron su delimitación y posterior diseño. Durante la implementación de la intervención pedagógica, se realizó la recolección de los datos a través de instrumentos previamente diseñados y validados: diarios de campo, encuestas y artefactos de los participantes. El posterior proceso de análisis de los datos obtenidos permitió determinar los hallazgos de la investigación.

6. **Conclusiones**
The conclusions resulting from this research, in regard to the general objective set which consisted of determining the influence that guided reading as an approach, has on elementary students' intercultural attitudes and reading skill let us to conclude: **In relation to Intercultural attitudes.** -The research confirms that the teaching of a foreign culture in an EFL context should be focused on improving cultural awareness, appreciation, and understanding of other cultures. -Mostly important are the application of activities that motivate students to put themselves in a position to reflect as they are not interacting in the target language environments, in that way, they could be introduced and they can explore easily the foreign culture. -Learners can also develop their intercultural attitudes through personal experiences. Tomlinson and Masuhara (2004) argue that cultural awareness is gained through experiencing the culture, either directly through visiting a culture or indirectly through, for example, literature. - As providing input such vocabulary, backgrounds, characters, settings, plots, sequence among others, it would be easier for the students to discuss about the family values and by the way improve motivational levels. - By observing cultural behaviors through different materials learners can become aware of the behavioral patterns that are different from their own. - It is necessary to implement an instrument that allow teachers to know more about student's suggestions regarding the materials and activities that are included in the class.

- When exploring cultures through literature sources it is important to keep in mind teachers should not only be based on merely teaching the literary text, but this text should be studied through the use of appropriate teaching approaches, such as guided reading.

- Culture as a complex term to define requires to assume a theoretical view that makes less complex the assessment, necessary and mandatory in the school contexts, considering it not as an exact science but as a starting point to new positions or views of the world.

- Bearing in mind that those didactic sequences are carried out in a context of EFL teaching and learning, it is necessary to include in the development of the units not only an approximation to culture objective but also, some other focus on the improvement of language skills, in this specific case reading comprehension abilities.

-The fact of exploring foreign cultures doesn't imply necessarily that the intercultural interlocutor adopts or imitate native speakers' patterns. Instead of that, he or she should be aware about attitudes that engage their own personality to the foreigner's way of interacting.

- The importance of reevaluating both, teachers` daily practices in the community and in academic areas is clear. Since as a result of this teachers make possible a much more successful approach towards the otherness or teachers reinforce the existing gap of prejudice.

- The culture is in constant updating and struggling context dynamic as itself so that, it is a constant challenging task for teachers; who have to be reshaping or organizing new materials, approaches, activities, motivations etc.

-Foreign language teachers must avoid an ethnocentric view of the culture in order to interpret better and adopt ways of thinking that encourage reflections in classes.

- It is evident that foreign language teachers in EFL contexts require a professional development hat guides the cultural teaching procedures they carry on in their classes; since, while it is true that intercultural studies are not recent, they are unknown for many of us.

- The comparison between cultures can result in commonalities in both positive and negative aspects, and that doesn't mean they are not ok.

In relation to Guided reading

-Tracing a clear route for students to feel comfortable as well as sure about what they are doing is such an important motivational factor.

-The success of guided reading had less to do with student knowledge of skills and more to do with the teacher and students behaviors in classes.

-Through guided reading it is possible to foster self-monitoring abilities that help the teacher to decenter his unique position by giving students voice and promoting independent readers.

- When implementing Guided reading teachers should ensure that the materials chosen are aligned to students' needs including their expertise. However, teachers must include narratives that give students the chance to learn new vocabulary too. Neither so easy nor so difficult, but adjusted to their own context.

- For Guided Reading to be as effective as possible it is necessary to follow all the steps proposed by the approach as through them teachers prepare the students to be competent and active participants during reading.

- Guided reading is a complete approach that helps to work on intercultural issues through the application of a cognitive procedures guidance.

- The Guided Reading approach consider also lots of variables that are very important in a students' intercultural explorations such as: previous knowledge, vocabulary terms, discussions, comparing, contrasting, inferring, relating, observing, evaluating, make connections, questioning among others.

In relation to the material.

- Narratives such as picture story books demonstrate to be incredible sources as the elements combined in these are triggering facts for the student's comprehension exercise.

- When introducing intercultural topics literature is an ideal material as through narratives it is possible to the writer's cultural view.

- Literature is not only limited to merely one interpretation, due to its nature structure of the discourse and narratology in general, stories as material are perfectly aligned with the dynamism proper to cultures.

- Picture books, and literary text in general are effectively as they include some of the following elements: they are easy to read as they are brief compositions that usually deal with no more than one plot, stories are supported by images, are related to the students experiences either in setting or their characters descriptions.

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Abstract

This document reports the findings of a qualitative action research implementation, which mainly explores the impact of the inclusion of stories as a reading comprehension strategy to promote intercultural attitudes in a group of second-grade students within the context of a private school in Tenjo, Colombia.

Initially, the diagnosis revealed the children's cultural tendency to homogenize the Anglosaxon culture by placing it in the conception of USA. Consequently, this research suggests some material (picture story books) to introduce intercultural attitudes among, English as a Foreign Language (EFL), elementary school learners. The data collection instruments applied are composed of field notes, questionnaires and students' artifacts (posters). With the purpose that the analysis can be systematic, sequential and ordered the research will consider the steps proposed by Krueger, 1998 (as cited in Alvarez-Gayou, 2003).

Findings have shown that the use of narratives allows students being aware of foreign cultures around the world, promoting in them intercultural attitudes. Additionally, the artifacts (posters) have been motivational material for these kids, who established relations between the contents of the class and their near contexts (family, school, friends). Furthermore, the study revealed that the stereotypes in EFL learning have been the result of family, social and academic instruction that students received during the early stages of life. Finally, reading comprehension abilities such as comparing, contrasting, inferencing, visualizing, making connections and self-analysis have been developed through the guided reading activities.

Keywords: *Intercultural attitudes, picture story books, reading comprehension skill, guided reading approach.*

Resumen

Esta propuesta presenta los resultados de una implementación cualitativa de tipo investigación-acción que explora principalmente el impacto de la inclusión de historias como una estrategia de comprensión de lectura que promueva actitudes interculturales en un grupo de estudiantes de segundo grado en un colegio privado en el municipio de Tenjo, Colombia.

Inicialmente, el diagnóstico reveló la tendencia cultural entre los niños de homogeneizar la cultura anglosajona situándola en la concepción de América del Norte. Como resultado, la investigación actual sugiere algunos materiales narrativos (libros ilustrados) para introducir actitudes interculturales entre los estudiantes de primaria de EFL. Los instrumentos de recolección de datos aplicados están compuestos por: diarios de campo, cuestionarios y artefactos de los estudiantes (pósteres). Con el propósito de que el análisis pueda ser sistemático, secuencial y ordenado, la investigación considerará los pasos propuestos por Krueger, 1998 (como se cita en Alvarez-Gayou, 2003).

Los resultados revelaron que el uso de historias permite a los estudiantes ser conscientes de las culturas extranjeras, promoviendo en ellos actitudes interculturales. Adicionalmente, los artefactos (pósteres) fueron material motivacional para los niños, quienes lograron establecer relaciones entre los contenidos de la clase y sus contextos cercanos (familia, colegio, amigos). Además, el estudio reveló que los estereotipos han sido el resultado de la instrucción familiar, social y académica. Finalmente, habilidades de comprensión de lectura fueron desarrolladas durante la lectura guiada.

Palabras clave: Actitudes interculturales, libros ilustrados, habilidad de comprensión lectora, enfoque de lectura guiada.

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List of Abbreviations

CEF: Common European Framework

EFL: English as a foreign language

PEI: Proyecto Educativo Institucional

Chapter 1:   The problem

Introduction to the study

One of the major concerns attached to English as a Foreign Language (EFL) teaching is the development of cultural aspects in foreign language classes. According to Hymes (as cited in Byram, 1997), the linguistic and cultural spheres cannot be conceived in isolation; in fact, they are constantly interacting. However, the implementation as well as the understanding of cultural issues specially in EFL classrooms is not an easy task, because of the complex and multiple definitions that the term 'culture' has (Tylor, 1871; Halverson, 1985; Hinkel, 2001; Bilash, 2011; Tomalin, 2008). Only to mention some of the authors' perspectives.

Consequently, EFL education promotes to enable learners to communicate effectively with interlocutors in different contexts, while they attempt to develop foreign language skills such as: listening, reading, writing and speaking. So that, the final aim of the school where this research was conducted is that both, teachers and students' intercultural communicative competence (ICC) is impacted. Understanding those as the skills used by different individuals to favor an effective communication, as it can be observed in the institutional documents of the school. Although this is true, there is poor evidence of these implementations with young learners, as it has been thought that students who are capable of discussing about their own experiences and perceive foreign cultures are those who handle the full command of the language, and whose levels of maturity are higher "Byram notes, for example, that young learners may not benefit as much as older ones from cultural content in their lessons. The ability to abstract the content from their experiences and even to perceived difference, is partly dependent on maturity" (Corbett, 2003, p.202). Then, in elementary schools, these are not the main goals, at least in the Colombian context, where many of the foreign language classes focus

their attention on enhancing grammatical competence; a study conducted by Cárdenas in 2009

highlighted "In conclusion, it can be noted that an attentive review at the models of teacher

training proposed in several continents, both in initial training as in the continuing education (…)

in the case of foreign language teachers show us that the models of transmission of knowledge

are still evident" (p. 103).

However, these cultural focus development uses different tools such as immersion

programs, classroom-based projects, English festivals, and even curricula that address to be

culturally and critically adapted to the Colombian context (See Appendix A). In addition, there is

a need for educators' abilities to support children's development by installing in them the tools

they need to live together respectfully. "There has never been a time when so many nations were

needing to talk to each other so much. There has never been a time when so many people wished

to travel to so many places" (Crystal, 1998, p.14).

The context in which this research was developed is a bilingual private school, that is

currently developing some cultural immersion activities by implementing in the curricula a

subject called Anglosaxon, whose main objective is to "recognize, acquire and talk about general

facts about the culture of Anglo-speaker's countries." (Plan temático Anglosaxon, 2016). The

English language focus of the school conceives the English as a Second Language (ESL)

guidelines; which in fact, is a tendency that can be seen in many private bilingual schools in

Colombia. However, through the diagnosis applied, and interview and some questionnaires, the

teacher-researcher noticed that there are limited chances to develop this cultural objective since,

despite of the fact that the acquisition of contents is a need, that is not enough to set cross-

cultural communication opportunities; specially, when thematic contents are not focused on

communicative abilities, prioritizing memory and repetition as noticed in the field notes, (See Appendix B), and leaving aside the target of the course, the development of cultural knowledge.

In that way, it is necessary to think about a strategy that supports these learners' intercultural skills while improving EFL reading comprehension abilities, as the thematic plan includes literature as base of the curricula development. Bearing in mind, of course, the population characteristics: second graders. Additionally, it is remarkable that this intervention acquires great importance by promoting reflective and integrative environments, where students can increase awareness about foreign and one's own culture.

Similarly, the teacher-researcher notices in literature that more than being a cultural mirror, this practice can give teachers a starting point to be able to unleash the learning of a language and why not improving EFL reading skills.

Statement of the problem

The teaching of EFL in elementary schools requires conceiving not only aspects related to the methodology that teachers implement but also, to determine which are the most accurately contents according to the student's ages. Thereupon, based on the preliminary concerns it is necessary to work on reading and listening (comprehension abilities) by implementing activities that trigger the comprehension exercise while students learn the language for communicative purposes (Ponciano, L., & Shabazian, A., 2012). Parallel, the tools used will greatly determine the levels of engagement in the classroom. The perceptibility, adequacy and completeness of the material determine the specific factor concerned with the clarity; if the message is not perceived, it cannot be understood and it becomes more difficult to comprehend. As Sanford (1971) claims there are two necessary factors for comprehension, those related to the characteristics of the reader and those related to the material.

Additionally, cultural issues are very important in our daily habits of teaching as stated the National Basic Standards of the Ministry Education in Colombia (2006) "The current world is characterized by intercultural communication, by the increasing pace of scientific and technological advances and by the processes of internationalization" (p.7) Nowadays, schools and political requirements demand for students who possess cross-cultural skills and knowledge; it means, people who can handle easily with foreign-relations departing from the aim of respecting the other's ideas.

Sharing experiences inside the school can certainly enable classrooms where children increase their sensitivity toward the foreign language speakers. To address these challenges narratives such as stories, emerge as a good option to work with in class, readings might help students to move toward a fuller understanding of themselves and others; in fact, through the stories reading, teachers can attempt to a much deeper approach to the language. So that, literature serves as a powerful tool in enabling students to gain a better understanding of both their own culture and the cultures of others. Additionally, through literature, relationships can be strengthened, bridging the gap between students from diverse cultural backgrounds (Hseu & Hetzel, 2000).

What is more, 21st century students are supposed to be global interlocutors then, it is important that they possess what Norton (2009) called cultural sensitivity, the authors' extensive research concluded that when students can relate global events to the themes, conflicts and characterizations presented in literature, this helps them to better understand current world issues. As a result, through guided reading activities teacher provides students with a variety of literacy opportunities, as well as giving them the enough context to build their own ideas.

Neuman (2000) states that stories contribute to the literacy process in terms of understanding

how print functions, constructing meaning or making sense of the reality.

Similarly, by using stories, students can expand their opportunities to evoke previous

knowledge, thoughts, opinions, and cultural issues. As Byram (1997) highlights, "students

cannot truly master the language until they have also mastered the cultural contexts in which the

language occurs" (p.28).

According to the National Basic Standards of the Ministry Education in Colombia (2006),

students in elementary grades are expected to demonstrate certain knowledge about cultural

interactions of countries where English is spoken, as well as following the sequence of a story,

understanding reading as a way of discovering the world. In the same line of thought, the

Standards suggest that even if students never speak the language after leaving the school for a

lifetime they will retain the cross-cultural skills and knowledge, the insight, and the access to a

world beyond traditional borders.

On top of that, considering also the intercultural communicative competence (ICC),

proposed by Byram (1997), which mainly suggests the combination of knowledge, skills,

attitudes, and awareness; this, in order to foster the ability to handle with the interactions,

cultural beliefs, behaviors, and meanings during communicative events. Elementary graders then,

are supposed to develop not only EFL skills but to go beyond the intercultural dimension

fostering positive attitudes towards cultures such as: curiosity, noticing, empathy and at the same

time exploring an interesting and powerful way of strengthening their own cultural self-identity.

Besides, schools attempt to develop intercultural communicative competence (ICC) either

through the curriculum design, or the implementation of one specific subject. Correspondingly,

the school where the research was developed, attached to its curricula a subject called

Anglosaxon in order to work in this aim. With this subject in mind, in the bilingual school where

the project was carried out, it is a purpose to promote student's awareness regarding foreign

cultures of Anglo-speaker countries. From its root, the PAF (Annual Training Plan) has been

designed to promote the student's communicative relations rather than deepening into one

specific topic.

However, the compelling evidence resulted from the diagnosis instruments suggested that

the endeavor undertaken by the school did not reveal the expected results. The data appears to

show that the way classes are taught as well as the teaching materials implemented did not imply

necessarily the understanding and awareness of the multiple axes of culture; on the contrary,

students are not showing the ICC awareness as proposed in the curricula. Consider, for example,

the institutional PAF (Annual Training Plan) that intends to include separated aspects of the

Anglo-Saxon culture (flag, its colors, movies, actors, food, etc.) instead of expanding students'

awareness about foreign language interactions around the world.

The aforementioned problem was evident during the Anglosaxon classes development,

which was implemented by the school three years before this study; however, after the teacher-

researcher had identified the preliminary constraints through constant observation and reflection,

she decided to strengthen the analysis by implementing some data collection instruments. Field

notes, in order to obtain additional information pertaining students' initial perceptions regarding

Anglo speaker countries (Appendix B); questionnaires, to inquire about opinions related to the

material use during the classes (Appendix E) and finally, an online interview administered to the

Anglosaxon's teacher and whose final aim was to explore about his perception of what culture

means (Appendix C) for him. After gathering, comparing and reflecting upon the results, the

teacher-researcher found that it is a clear cultural tendency of the children to homogenize the

Anglo-Saxon culture by placing it in the conception of United States of America as a regulating entity of the English Language. According to Kramsch (1993) this initial perception could be associated to a superficial and limited view of what a culture means, which in fact generates difficulties among learners to "acquire the necessary skills to communicate with L2 speakers in a global economy, to travel to other countries as tourists, to seek employment abroad; or to become literary scholars and academics" (Kramsh, 2013 p. 59). These group of kids demonstrated to have limited notions to successfully respond in communicative situations that require them to link their own identity and the foreign ones. The data collected in this process then, clearly support the idea that it is convenient for students to include an intercultural component during the lessons; and in that way, to explore and understand diverse contexts.

Furthermore, the teacher-researcher noticed that describing and teaching foreign cultures from an individual position is a complex role, especially for language educators as they must be as neutral as possible avoiding any type of preconceptions that could influence the way students approach to the foreign culture. Byram & Risager (1999) state teachers are mediators between cultures and that their responsibility is to help learners to understand them.

Consequently, the objective, as well as the development of the Anglosaxon class syllabus must be rethought from its root attempting to a change the students' perception and making possible a new worldview by showing them diverse perspectives; all these, without ignoring the contents that the school has set in order to be developed throughout the school year.

Similarly, the linguistic component revealed that comprehension ability is not as good as the oral one, due to the observation carried out during the classes, which showed student's weaknesses in the reading skill. As a result, there is a need of an approach that allows teachers to enhance not only the development of intercultural awareness, but also, that fosters

comprehension abilities to promote intercultural interlocutors' development. In addition, the contents of the Anglosaxon class must be focused on intercultural communicative abilities development; then, the teacher's role and its influence in the learning process are fundamental.

After the teacher-researcher's reflection exercise, meaningful ideas about the Anglosaxon classes emerged; ideas such as: implications, strengths, and gaps which gradually can be reformulated and innovated. Considering the facts acknowledged from it, this research sought to explore the influence that the implementation of narrative material (picture story books) has on a group of second graders' intercultural attitudes; activities that were conducted through a guided reading approach. For this aim, there were included three stories that besides were suggested by students` and responded to their interests, simultaneously, those intended to work on the students` reading comprehension abilities.

Therefore, to frame this research inquiry, I proposed the following research question and objectives:

Research question

- To what extent the implementation of guided reading influence elementary students' intercultural attitudes and reading skill?

General objective

- To determine the influence that guided reading, has on elementary students' intercultural attitudes and reading skill.

Specific objectives

1. To describe the teaching strategy implemented to support the effective use picture books and reading process in an intercultural attitudes' exploration.

2. To determine the impact that guided reading has on elementary students' reading skill when teacher implements and intercultural view.

3. To analyze the pedagogical effects that has the use of a guided reading approach in the elementary students' intercultural attitudes exploration.

Chapter 2:   Theoretical Framework and Literature review

The literature reviewed in the theoretical framework and the state of the art aim to illustrate how the existing theories and previous studies related to this topic could be integrated to the present one. To this purpose, some theories and researches proposed by different authors have been revised and their contributions have been taken into account to provide evidence about the benefits of including intercultural features, during reading activities.

Furthermore, despite in some of these studies and theories the concepts were conceptualized separately, the teacher-researcher noticed those ones provided this research with sufficient elements to demonstrate the pertinence of combining: guided reading and literature to enhance intercultural attitudes.

Theoretical Framework

This section contains the main theoretical constructs that support the current research, the concepts considered for this study have been defined and analyzed to the light of different views which contributes greatly to the interests and needs of the teacher-researcher which basically is aimed at determining the effect of the use of stories as an intercultural attitudes exploration strategy while fostering reading skill. Hence, the theory supporting this project will address the following constructs: Guided reading in foreign language learning, stories as picture books and intercultural attitudes. However, in order to introduce the concepts from an objective view, those depart from the general terms of culture, reading and materials.

   Culture.

Through years many authors have set that culture consists basically of a group of learned human behavior patterns (Tylor, 1871). According to the author, the term "culture" is very

difficult to define as in fact it includes not only knowledge or believes, but also law, custom, art, and other habits acquired by individuals as members of society.

In the field of language teaching, Halverson (1985) stablished a basic distinction that can be made between big C culture (also called culture MLA: music, literature, and art of a country) and little C culture (also called culture BBV: beliefs, behaviors, and values). Some other authors such as Hinkel (2001) asserted invisible and visible culture. Visible culture which includes festivals, customs, and traditions in general, whereas invisible culture includes aspects related to socio-cultural norms, worldviews and values.

In the same line, recent views of culture include the three P's of culture: products, practices, and perspectives (Bilash 2011). According to the author, products are the big elements of culture (literature, art, etc.). Practices, on the other hand, are the little elements (traditions, holiday celebrations, among others). Finally, perspectives are the underlying values and beliefs. What is true is that those different perspectives underpin values and beliefs of people.

Tomalin (2008) states that learning a language can help to learn a set of cultural issues, but it does not teach cultural sensitivity and awareness toward foreign cultures. So that, to develop cultural concepts in classrooms requires explicitly that teachers design a program that allow them to achieve systematically the techniques that allow students to be aware about the particular ways of thinking and acting. To this respect, Tomalin suggested that teachers should help students to build up a set of cultural abilities which involves understanding cultural knowledge (knowledge of culture's institutions), cultural values (what people think is important), cultural behavior (knowledge of daily routines and actions), and cultural skills (the development of intercultural sensitivity and awareness).

However, by defining those cultural abilities teachers should keep in mind that culture is transformative, not only static (Gomez, 2015), it has been commonly considered among the EFL field as a static entity transmitted by the people of a community. In contrast, this assumption results in stereotypes that as the author suggests are inaccurate in the current process of global communication since culture is constantly transforming in many different ways. In this sense, culture is a relative concept, not an absolute one, because it transforms over time and among people (Greenblatt, 1995; Levy, 2007). In fact, culture changes as it faces realities, politics, social variables etc.

Language and culture have an interdependent relationship. Mitchell and Myles (2004) argue that "language and culture are not separate, but are acquired together, with each providing support for the development of the other" (p. 235). In Peck's (1998) words, "Without the study of culture, foreign language instruction is inaccurate and incomplete" (p.1). Then, for this study culture is consider as the particular ways of thinking and acting the socio-cultural norms, worldviews values and beliefs of people which in fact are dynamic throughout the time.

Interculturality.

The notions of interculturality and its repercussion in education emerges simultaneously in Latin-America, Europe and the United States, however, each one presents it as a different social phenomenon.

In Latin-America, the reflections have been around the linguistic, cultural and political population diversities and how these spheres affect the identity and educational systems. In Europe and the United States, the term has been considered for the education of migrant children (Arbaca, 2015).

The notion of interculturality takes into consideration not only the processes of negotiation but also the knowledge interchange, and social co-construction, by valuing the others perspectives. This paradigm then should be including in educational policies, as linguistic, social, economic and political features impact significantly on the reality of children (Garcia Canclini, 2004). As a result, interculturality should focus the attention on the cultural relations with the aim to promote coexistence by addressing the tensions between cultures.

From an equity perspective, interculturality means an interchange between cultures in equal conditions, which certainly implies a permanent co-construction whose main objective is to foster reciprocity, growth, and learning from the other. So that, through interculturality it is pretended to build societies without the domination of one culture over another, departing of the idea of a new social reality that implies democratic actions and recognition. Furthermore, interculturality includes the search for consensus as well as the acknowledgement and acceptance of the disagreements (López, 2010).

Similarly, intercultural instruction in education should create an identity that is not static, but dynamic that emerges from the power of the culture, and the values that each society has, it requires negotiations, sharing perspectives, ideologies, values and interests and "in this border space of relationship and negotiation are also built and emerge new strategies, expressions, initiatives, meanings and intercultural practices that challenge cultural control, and the hegemony of the dominant culture "(Homi Bhaba, 1994, p.10).

Interculturality then, becomes in a social project that makes reference to the crossing, the relationship, the contact, the miscegenation, the confrontation, the negotiation, the intersection, interpenetration or positive inter-structuring of cultures (Manco, 2000). Additionally, although

interculturality emerged as a new way of relating, it can be also considering as a political discourse of resistance of some population groups.

Finally, interculturality in this study refers to the meeting of cultures that can give way to relations based on human behaviors. From the perspective of attitudes, it refers to an intercultural relationship through which people recognize an existing diversity. However, interculturality, viewed from a critical conception of the culture, implies the social relationships, crossed by diversity and conflict.

Intercultural Attitudes.

Prior to talk about intercultural attitudes it is necessary to introduce the model of intercultural communicative competence. According to Byram (1997), when there is a person who interacts socially with someone from a different culture, then we are talking about intercultural encounters. During these interactions speakers usually bring to the situation not only their knowledge of the code, but also the facts they know about the country, no matter if it is minimal; this knowledge, allows them to have meaningful interactions.

Byram states, "[intercultural communicative competence] requires that students acquire the knowledge, skills, attitudes and critical cultural awareness necessary to communicate interculturally.". Intercultural knowledge means knowing about one's own culture and the culture of the target language. This means that students need to gain knowledge to the way language is associated with cultures. Along with knowledge of the culture, students need to gain knowledge and understanding of societal and cultural norms, values and interactions associated with the culture(s) of the target language.

Teaching intercultural competence means engaging students in a guided self-reflective process. Learners need to be challenged to examine themselves and the commonly held attitudes,

values, beliefs and practices in their everyday world. By comparing similarities and differences between their milieu and that of others, and reflecting on how their society can include all, learners can develop an ethic of caring.

Equally important is the knowledge that the foreign language speaker has about his own culture, in fact this is crucial for his interlocutor. "it is important to remember that the interaction between two individuals can only be fully understood when the relationship of the 'host' to the 'visitor' is included" (Byram, 1997, p.32). What is more, speakers can share facts about each other's country and on the way explore about their social identities.

Besides, Byram (1997) states that the success of such interactions can be tested by considering two important factors. On the one hand, the effective exchange of information, the current tendency in most of the communicative language teaching models and on the other, bearing in mind the way in which the speakers establish and maintain the human relationships. This last element mainly depends on attitudinal factors.

Attitudes, knowledge and skills are preconditions involve in the relationships that the speaker establishes with foreign language cultures. This is what Byram (1997) called 'factors in intercultural communication'. As children start to recognize differences in human relations in the first stages of learning, working in respect and inclusion should be the first step to follow in order to build intercultural communicative competence, that is to say, work on intercultural attitudes. As Ponciano and Shabazian (2012) state, "as society becomes increasingly multiracial, multilingual, and multicultural so too grows the need for educators' abilities to support children's intercultural development by instilling in them the tools they need to live together respectfully and stand up to prejudice" (p.23).

Furthermore, there is explicitly necessary that foreign language learners be immersed in activities that promotes reflection about the foreigners' cultural way of acting. To this respect, some of the activities included in an ICC focused class can include role plays through which the EFL student assumes different roles from the speakers of the target language; this, can generate enriching experiences in order to develop active reflections in class. "There is a need to be a willingness to suspend belief in one's own meaning and behaviors and to analyze them from a viewpoint of the others with whom one is engaging" Byram, 1997, p.34). So that activities that aim at improving the reflection about the other are more than valuable.

Discussions regarding the relevance of the cultural content to be taught have been developed through the last years. McKay (2002) argues that teachers should avoid bringing puzzling content that could cause cultural conflicts, and that content needs to be relevant for learners' contexts. The author suggests that for more effective results the teachers need to encourage reflection on students' own culture in comparison to the target one. This assertion contributes to this project because the design of materials is focused on comparing and contrasting cultural issues. The fact of calling into question two different points of view will generate processes of self-reflection and suggest possible debates that could be developed in parallel to class topics.

"The relationship between attitudes and knowledge is not simple cause and effect often assumed […] nonetheless, it is probably easier to relativize one's own meanings, beliefs, and behaviors through comparison with others' than attempt to decenter and distance oneself from what the processes of socialization have suggested is natural and unchangeable" (Byram, 1997, p.44)

In the field of language learning, Byram and Fleeming (1998) claim that when students are exposed to a foreign language they cannot avoid observing and learning behavioral traits from the target culture, those insights help the learners to ask themselves why some actions or

attitudes assumed by foreigners are not frequent in their contexts. For instance, something that is

accepted in one context could be an offensive act in another one (Kramsch, 2003). Those

encounters in which individuals can recognize different social identities are defined as

intercultural skills (Byram, Gribkcova, & Starkey, 2002).

Consequently, the initial perception of the other may or may not generate successful

communication and interactions. The fact that society itself imposes certain types of regulatory

"normalities" in communities requires that future language speakers not only handle the codes

but also that their perceptions of the other (not as different) be open and respectful.

Generally, these previous perceptions about cultural aspects start from a poor and

stereotyped instruction that often results in unfounded prejudices. In children the first step to

generate intercultural attitudes should be the recognition of their own culture and then the other

one. According to Byram (1997) intercultural initial perceptions are defined as "Attitudes

towards people who are perceived as different in respect of the cultural meanings, beliefs and

behaviors they exhibit… such attitudes are frequently characterized as prejudice or stereotype."

(p.34).

Such attitudes which are according to the author preconditions for successful intercultural

interactions need to be not simply positive, since even positive prejudice can hinder mutual

understanding. Instead of that they need to be attitudes of curiosity and openness, of readiness to

suspend disbeliefs and judgments with respect to others' meanings beliefs and behaviors.

(Byram, 1997)

Reading.

Reading is view as a social skill that requires active participation, interaction and

involvement of learners (Reza & Mahmood, 2013). The reading process is complex as it involves

many elements simultaneously; in fact, there is no a single theory of reading; however, the

theoretical review suggests that it is composed by two important elements, decoding and

comprehension. Parallel, two types of strategies, cognitive and metacognitive are carried out

during the process of reading. Cognitive strategies include those actions that help the reader to

complete reading comprehension, while metacognitive strategies refer to those actions that the

reader carries out, consciously or unconsciously, to plan, monitor and regulate their performance

during the task of reading comprehension. (Botsas & Padeliadu, 2003). According to Tachi

(2015) in terms of reading, metacognitive knowledge translates into knowledge of reading

strategies and awareness of the reading activity purposes, that is, tactics to engage and

comprehend text congruent to the reasons why we are reading. The reading activity then, is built

departing from a cognitive architecture, through cognitive procedures and by using the text

devices (Kintsch, 1998).

    As a result, it is valuable to implement in academic exercises activities that can

holistically include different teaching objectives from linguistic, sociocultural and cognitive

focus. Through reading this type of activities can be achieved effectively and much more with an

intercultural approach because it suggests an introspection of the individual. In words of Kern

(2000) "there must be a multidisciplinary approach which includes not only cognitive but also

social and cultural dimensions to reveal a broader understanding of how comprehension takes

place" (pp.132).

    Reading comprehension.

    Equally complex is the reading comprehension, the multidimensionality of this activity

demands not only cognitive but also linguistic processes that usually are classified in lower or

higher- order but that dynamically interact combining top-down and bottom up processes by

looking for a complete understanding of the reading (Perfetti & Stafura, 2014). With respect to lower level processes, comprehension of the text depends on word identification, fluency and vocabulary knowledge (Perfetti,1985). On the other hand, high-order processes depend directly on inference making, comprehension monitoring, reading skills and memory (O'Connor, 2009). However, all these processes have commonly contributions that suggest readers achieve comprehension usually departing from combining the units of the reading text into a meaningful and coherent mental representation; according to Smith (1971), "…child uses all his sensory system for acquiring information which he integrates and stores in his brain. In the brain he constructs a model of the world. The model is a summary of all his past experiences and a basis for all the future activities" (p.28).

For some years many researchers have inquired about of the correspondence between the metacognitive activity and the process of the reading. Flórez, Torrado, Arévalo, Mesa, Mondragón, and Pérez (2005) state that the relationship between metacognition and reading has to do with knowledge about the purpose in reading, the way to proceed to achieve the purposes and the regulation of the process through the self-review of understanding, appropriately employing reading strategies to facilitate or remedy the failures of comprehension.

So that, reading comprehension is closely related to the way that written or spoken texts are presented to the students. What is clear is the tendency that readers have to follow the reading system framework (Perfetti, Landi & Oakhill, 2005). In general terms the framework allows the reader to develop expertise in comprehension by including a language-cognitive architecture that departs first from a visual processing that includes some key elements (knowledge sources, linguistic systems, inferencing, comprehension monitoring, visual input, word identification, text representation, phonological units among others) and through them to extract the meanings of the

text. As a result, there are pre, during and post activities that are required in order to achieve comprehension.

First, many authors (Perfetti, Yang, & Schmalhofer, 2008; Perfetti, Wlotko, & Hart, 2005) remark the importance of giving students the enough tools for them to integrate the meaning into a mental model of the text. According to the studies the text comprehension depends on the words understanding and the word learning events; so that, pre activities are essential for promoting skilled comprehenders. Early sentences and vocabulary comprehension facilitate to link lexical outcomes with current ideas. Hence, the meaning and grammatical selections depends on the needs of the students and can include nouns, phrases, verbs, prepositions, elementary learning, among others. An additional fact is that comprehension proceeds along multiple input units so it suggests the teacher can begin with a single sentence and gradually include multiple input units.

Equally important is the impact of vocabulary knowledge which directly affects comprehension. Van Leeuwe (2008) found that in elementary grades reading comprehension was accounted by a structural model that combined word decoding, listening and vocabulary input. Examining later he found that students predict as a reading comprehension strategy based on the correlations they establish among the vocabulary learnt previously.

The author also highlighted that pre activities should include word activation, vocabulary, referential entities, input units, sensitive meaning, selection, prediction, inference and background tasks.

Second, the process of comprehension during the reading of the text can include referential entities that combined allow the students to build some mental schemata in terms of

what is the text about. When previous vocabulary and ideas are activated, students try to fit these expressions in their near context which in fact can reduce the doubt during interpretation.

Indeed, during reading, readers implicitly infer meanings even if it is an imperfectly understood text. Allowing students to establish a new lexical and meaning interpretation from an existing one permit readers to inquire comprehension by departing from their own experiences and revealing effective learning. The vocabulary learnt from the text integration would clearly facilitate the student's approach to the text as they will be capable of making this bridging inferences by linking background and the current reading experience. According to the studies revealed by Haviland & Clark (1974), instead of focusing on broken processes we may focus on word knowledge in context- sensitive meaning in that way we could achieve integration process.

Kester (2008) suggests that then "during reading activities teachers may include reading aloud, reading silently, reading to answer questions or for information, and opportunities to discuss comprehension or word difficulties as they arise" (p.4). Is this moment the teacher provides support attempting to respond to the students' needs by giving to them an strategic support for the literary experience. The ultimate goal then, would be to help students to reach the enough levels of comprehension for promoting a more experienced reader who gradually could achieve interpretation abilities. Additionally, during this experience child can discover as they read opportunities to expand their knowledge about different points of view as well as foreign cultures. During reading is the perfect time to help students to clarify confusions.

Third, the post reading activities appear to be the moment in which children are engaged and sufficiently prepared to participate actively in an interpretation and discussion experience. During this phase comprehension checks as well as follow-up activities will be useful to summarize and work in reading responses attending to comprehension.

Also, the mental representations build by the children should be supported by including semantic content from the text through different strategies that allow students to create connections link to the previous input. There is reason to believe that paraphrasing seems to be a positive strategy that certainly fit in those requirements. In Perfetti & Stafura (2014) words, "Paraphrasing reflects comprehension, and updating of the situation model that integrates a word with a text representation while maintaining coherence" (p.29). Those comprehension markers can promote skilled readers that will be capable to make a forward or predictive inference about the text meaning.

What is more, the post activities make possible the exploration of the student own interpretation experiences, during this part of the reading the child will be engaged in discussions and will be capable of applying the new knowledge. As a result, teacher can use these opportunities to assess not only understanding but also comprehension and as a plus it could be a great opportunity to explore new contents and set the ongoing directions for future exploration activities taking into account the student's needs.

Guided Reading.

Guided reading (GR) is currently considering as one of the most important approaches to develop literacy instruction as it provides sufficient elements for teacher to support the students' needs while they develop skills including comprehension. The GR principles emerge from constructivist theory and respond to the current teacher-researcher' school practices by providing a literacy environment for learners and teachers. Combined with other approaches such as: shared reading, reading aloud or independent reading, this approach enables EFL classrooms to support a literacy learning. According to Fountas and Pinnell (2001), [Guided reading] is an instructional context where the precise teaching moves and language choices are related to the

behaviors observed, moment by moment, and which guide the reader to expands his or her

reading power…. each element supports readers in a different way, with the goal of helping them

think and act for themselves. (p. 279)

Vision of reading in the light of guided reading.

The diverse theories that surround Guided Reading (GR) are complex and multiple,

however they all are founded in the principles of literacy programs to develop reading as a skill.

According to Biddulph (2002) GR conceive reading as an interactive process in which readers

actively engage with texts, building not only their own understanding but also the author's

message. Reading then, is a construction of meaning from written text. For the author, during GR

emerges a process that is active, cognitive and affective.

Simultaneously, literary texts are the windows for opportunities, early reading skills can

be taught to students even if they are kindergarteners. Musti-Rao and Cartledge (2007) asserted

that explicit, systematic, and intensive instruction can improve the reading status of at-risk

students. It is important to highlight that the principles of this approach suggest that literary texts

must be specific and focused, not just more of the same structure over a longer period of time

(MacDonald & Figueredo, 2010). Finally, the fact that teachers are mediators in order to select

sophisticated materials can support the idea that picture books are accurate tools as through them

children infer characters 'motivations and thoughts and connect them to actions (McGee &

Schickedanz, 2007).

Guided Reading methodology.

First, students can be grouped according to their learning styles, those groups are formed

flexibly according to similar reading levels and demonstrated needs. GR "supports each reader's

development of effective strategies for processing texts at increasingly challenging levels of

difficulty" (Fountas & Pinnell, 1996, p. 2.) When developing a lesson plan under the light of this

approach, teachers need to think about the before, during, and after format in order to help

students to activate background experiences, summarize and synthesize text, and extend and

evaluate their understanding of the text (Fountas & Pinnell, 2001).

Besides, sessions should focus the attention on providing readers the enough strategies

they need in order to think in their way based on the texts read. Incidentally, we must not forget

that this approach is based on a framework of reading informed by Pearson and Gallagher's

Gradual Release of Responsibility model (Pearson & Gallagher, 1983). The model suggest that

sessions should include a teachers' modeling called the desired behavior, followed by the

interactions through shared activities which allows the students to gain responsibilities gradually.

GR is commonly referred as "I do, we do, you do" (Routman, 2008).

Before Reading.

During this stage student are prepared for the reading by activating the background

knowledge. This exercise is usually supported on the engaging of learners for questioning and

predicting the story based on their own experiences.

This stage provides teacher with a great opportunity to assess and guide what students

already known by assisting not only what they need to know but also what they want to know

making possible a successful reading. The multiple activities that teacher can create around this

stage include in some cases vocabulary mini lessons or different skill strategies that may be

helpful for students before facing the written text.

During reading.

Kester (2008) called this stage as the "teachable moment", the activities during this time

could include reading aloud, whisper reading, reading silently among others. Usually, during this

process students get information to ask or even answer about information related to the text, the opportunities to comprehend and discuss about the story emerge during the reading, so that, the possible difficulties arise being such a great opportunity to lead the conversations and guide student's confusions revealing comprehension about meanings.

After Reading.

Discussions related to the material read are carried out during this stage focusing on a cognitive and affective development, the main goal during after reading activities is giving students the opportunity to show their voice through the explanations of their own experience based on their previous knowledge. Also, it is necessary to work in specific target skills usually by implementing strategy lessons (Kester, 2008). With this in mind, posters as artifacts in this research became in useful instruments to explore elementary graders responses to guided reading activities.

Reading abilities during guided reading.

Through GR students have the opportunity to apply their constructed knowledge resulted of their reading experiences. Proficient readers often take advantage of several decoding strategies when they are facing difficult words, those strategies include: confirmation through pictures, inferring, predicting, visualizing or finding clues to unknown words, rereading, comparing, contrasting, keeping the meaning of the story in their minds, and constantly checking to be sure their reading is making sense (Clay, 2001 as cited in Schwartz, 2005).

Vocabulary.

GR approach allows explicit instruction of vocabulary through a continued support by the teacher which is particularly important for improving readers' abilities. Additionally, the number of students with diverse backgrounds, allows that readers focus on meaningful vocabulary

instruction to bridge the gap between their own experiences and the learning environment

(reading aloud) (Rupley & Nichols, 2005).

Comprehension strategies.

This instructional approach also foster comprehension strategies through which the

students stablish relationships among words being valuable tools that support the active

processing of new vocabulary in reading (Rupley & Nichols, 2005). Additionally, students

engage in text at a more powerful level: code breaking, meaning breaking, text using, and text

analyzing (Lukens, 1995). Taking advantage of brainstorming and visualization students are able

to comprehend and represent their understandings (Gregory & Cahill, 2010). Furthermore,

making connections helps students to get the meaning of the reading, while teachers activate

prior knowledge of the topic by asking questions during.

Role of the teacher.

One of the most important roles of teachers in guided reading could be determine an

appropriate teaching plan that makes possible the relationships to build communication

environments. Parallel, to create a risk-free environment (Rischer, 2008) depends not only on the

class management but also engagement strategies that teachers apply when students are learning.

"teachers need to be aware of each child's competencies, interests, and experiences" (Fountas &

Pinnell, 1996, p. 11).

Additionally, aspects like discipline, which in fact seems to be one of the biggest

challenges that teachers face (Rose & Gallup, 2006), implies that during the sessions educators

are supposed to be as proactive as possible, by preventing those possible episodes of problem

behavior. One way to help teachers with discipline problems is through positive behavior support

(Crone & Horner, 2003).

Equally important, EFL teachers must present cultural facts in a way which does not value the target culture over the students' native one (Peterson & Coltrane, 2003). For this aim, language teachers have the task of creating a positive atmosphere and attitude towards the target culture. Clark (1990) states that, "[teachers] must possess the skills necessary to validate the culture of their students and help them develop a positive sense of self" (p.7). The teacher is often the only language model that students have during their EFL learning at school. Given that, foreign language teachers have a very important role to play in guiding students to acquire both linguistic and cultural competence. Byram (1997) suggests that it is the responsibility of the teacher to develop in students a critical culture awareness or what he also terms saviors engagers. Correspondingly, Clark (1990) states that helping teachers to develop language proficiency and cultural sensitivity are two goals that are a must in teacher training programs.

Role of the student.

Usually, when learners are having problems to deal with comprehension they are passive and let the teacher to do almost all the work. Guided reading instruction looks different at least with young children; the role of a students under the light of this approach is more active and visible. As a result, students are better able to understand what they are reading when they are able to use the strategies they learn.

Moreover, during interventions, teachers promote linguistic comprehension skills, students are able to do good decoding and self-correction skills which are important for children to have to understand what they are reading (Diller, 2007). As word knowledge increases, so does reading comprehension (Anderson, Wilson & Fielding, 1998). Additionally, students need to be able to think about what they have read and make connections themselves to their world and other texts. Finally, (Carver, 1998 as cited in Joshi, 2005). found that "when students read

books that are moderately challenging, they have a better opportunity to learn new words than when they read books that are easier for them" (p.12).

Materials.

EFL environments that encourage learners to reflect about culture by applying knowledge and skills depends directly on the tools used by the teacher. As educators our main goal should be making possible learning experiences for students through authentic activities that not only promote socio cultural perspectives, but also that encourage interest including students' familiar contents. Teachers guide and support these efforts by scaffolding learning with tools such as: videos, images, photographs, diaries, books, and some other resources, asking questions that support learners' understanding, and helping them to make sense of the reading.

For elementary teachers, the main challenge could be the way teachers can identify authentic contexts for learners, especially when we are working with EFL classrooms. However, there are some key issues that suggest culture and students' backgrounds clearly must be taken into consideration when identifying contexts for foreign learning experiences. As a result, the development of the curricula, materials, and resources for these types of experiences should provide opportunities for teachers to talk about contents as familiar as possible to their students.

Motivation, purpose and interest seem to be then essential ingredients to successful comprehension; as the purpose emerge from the teacher's goals elements such as motivation and interest can be created by both the content (material) and the teacher strategies (tools).

Additionally, students in EFL classrooms depend on receiving high-quality input from different sources. Thus, the careful selection of these material will greatly influence the way students respond positively or negatively during the classes. The task of finding the correct material result in the identification of those specific ones that can support the comprehension

difficulties presented in the current population. "it is important to use authentic material but to ensure that learners understand its context and intention" (Byram, M. ; Nichols, A. & Stevens, D. 2011, p. 24)

Moreover, the materials that promote an intercultural exploration of the students allow them to dialogue and develop a full and rich understanding of how each individual is unique including their own ones. One of the most effective ways to develop intercultural attitudes is through literature, the richness of stories, the power of their illustrations and the multiple chances of themes enables teachers to bring much of the worldwide cultures into the class.

Cortazzi and Jin (1999) establish three groups of materials according to the role of the cultural content and information in them. The first one is source cultural materials which draw on learners' own culture content. The second one is target culture materials which exploit the culture of a country where English is spoken as the first language (the current used in the research). The last one is the international target culture materials which take advantage of resources from different countries not only the English-speaking ones.

Discussions regarding the relevance of these tools in the language learning suggest that the role of the student who reads a story will no longer be passive. It is fascinating to be able to achieve levels of interaction with the language at an early age and also to generate higher thinking activities without neglecting aspects as important as the formality of the language (grammar). "Visual perception is the sensory equivalent of understanding on the cognitive level; in other words, we see what we learn to see, and the act of viewing a picture involves our active construction of its elements in a meaningful whole rather than a simply passive reception" (Sipe, 2008, p. 48).

Picture Books.

"The picture book offers them [children] a highly sophisticated visual aesthetic experience making high-quality art presented in tangible everyday activities" (Sipe, 2008, p.23). Picture books are tools than more than telling a story, support students' way of assuming the interpretation of a reading by suggesting through images and visual experiences the meaning of the story. Additionally, it can also be an interesting triggering tool that shows ways of living or near experiences for the child. Hence, notice that the use of visual aids helps students to predict the stories and join spontaneously during the storytelling. As a result, the student's confidence increase and children tend to feel comfortable about what they understand.

Furthermore, Sipe (2008), suggests that picture books make possible interpretation exercises as they are designed and ordered taking into account the interpretation criterion of different readers: the writer, the artist, the proofreading among others. Therefore, all the elements that make or re-create the book require a thorough analysis, since many of them can suggest in students, attitudes or critical abilities such as: prediction, inference, contrast and relation. The author states also that: "A picture book, is properly conceived as a unit. A totality that integrates all the designated parts in a sequence in which the relationship among them (the cover, endpapers, typography, pictures) are crucial to understanding the book" (p. 24).

The picture books, besides being valuable reading tools, permit to the teacher and student thematic, structures, points of view, sequences among others. Skills that also enhance the development of academic thematic plans and can become a great source of knowledge and even through these, teachers could achieve the development of an entire studies plan.

As can be seen, the dialogical relationship between the picture books and reading comprehension give the student the opportunity to immerse him/herself in a constant interaction

that more than being such a great intercultural tool; they allow them also to achieve sequentially

and continuity in each history. In addition, early reading experiences are motivating factors that

allow the child to reach easily levels of interpretation, which probably they never have imagined,

they could achieve. "A picture book may be the locus for the interaction and combination of

many sign systems. It is a gesture towards semiotic repleteness where at least two sign types (the

words and the pictures) comment each other" (Sipe, 2008, p.26).

State of the art

    Multiple local and international studies (Alvarez & Bonilla, 2009; Candel, 2015;

Castañeda, 2012; Deegan 2010; Garmon 2004; Gomez 2011; Guzman, 2015; Hanauer, 2001;

Kheder, 2016; Porras 2010; Rucynski, 2011; Vrbová, 2006; Wasikiewicz, 2012) have been

conducted to assert the relevance of strengthening intercultural aspects in the foreign language

learning. Additionally, some of them have implemented literature and guided reading approach

to achieve this purpose. However, there has been only a few studies that integrate the concepts of

intercultural attitudes through guided reading with elementary graders in Colombian contexts.

Then, this research intends to describe the processes and findings of an unexplored combination

of procedures aimed to enhance intercultural awareness in elementary students within the

Colombian context.

    The following is an overview of the international studies that have illustrated the

improvement that occurs in students' reading and intercultural awareness when implementing

literary texts into foreign language learning.

    In general terms, they have found positive outcomes in combining reading

comprehension and literacy skills to guided reading instruction. In a qualitative and quantitative

data study, Deegan (2010) found that four second grade classrooms, with a total of 73 students,

increased performance in the area of comprehension in a state test named Developmental

Reading Assessment (DRA), after the implementation of guided reading instruction. Suits (2003)

also reported that guided reading instruction has been especially effective with language learners

who participated in 15-20-minute guided reading lessons in regular classrooms. The students in

this study, grades one through three, improved their reading skills, with an average growth of 3.5

reading levels on the benchmark assessment from the beginning to the end of the school year

tests. For explaining this growth, the researcher stated that "guided reading groups enabled

children to read books at their level, to work together, to share and clarify ideas with other

children, and to develop self-confidence in a non-threatening environment" (p. 33).

Additionally, literature has been recognized as a useful material to work in cultural

features. To this respect some other researchers (Candel, 2015; Kheder, 2016; Vrbová, 2006)

have detected that the books showed being an effective tool for portraying cultural features of the

foreign societies. According to the authors, literature in general not only contains some elements

of the cultural knowledge but it also adequately deals with developing certain attitudes in

readers. Intercultural awareness then is best developed through the use of books and the

involvement of linguistic aspects for being competent in intercultural communication.

Similarly, Wąsikiewicz (2012) presented in her study an attempt to verify the

effectiveness of Hanauer's (2001) method of reading literary texts Focus-on-Cultural

Understanding in developing cultural awareness, the study tested the participants' attitudes and

motivation before and after the controlled reading activity. The results showed that the

participants appreciated the fact that through stories they can talk about their perspectives

making language learning more motivating. Additionally, according to the researcher literary

texts might also be powerful tools of persuasion and for this reason the teacher's role and

guidance have to help not only to moderate the group discussions but also, seems essential to avoid pitfalls of stereotyping.

Equally important, there are some experiences that aimed to understand the impact of beliefs and attitudes regarding cultural difference, for instance, Garmon (2004) conducted a study with a 22-year-old white female teacher. In this exploratory study, the researcher observed the attitudes and beliefs of the preservice teachers regarding diversity and sensibility about multiculturality. According to Garmon (2004) attitudes and beliefs serve as filters for students to facilitate their learning about diversity. The researcher affirms that dispositional and experiential factors may be particularly significant because they may determine prospective teachers' readiness to learn from intercultural experiences.

Furthermore, studies have also suggested that the use of multiple sources such as videos as authentic material has positive results in the inclusion of intercultural aspects in EFL classes. Rucynski (2011) conducted a study using the famous popular TV series The Simpsons to teach English in an EFL classroom. He developed some activities whose main intention was to introduce cultural content inside his classes. The argument for using this TV show as a strategy to teach English is that the show is a facilitator in order to explore USA Culture. This research let us know more about how to include source of authentic sociocultural teaching materials for EFL students and also describes how to use clips of the show to arrange lessons into pre-, during-, and post viewing activities to help students learn English and understand important elements of USA culture and society in general.

Moreover, in the national context there are also researchers that have deal with the implementation of narratives as a way to develop intercultural communicative competence.

Talking about reading, Porras (2010) for example, presented a study through which she tested the effectiveness of using stories for teaching English as a foreign language to children in first, second and third grades. It was carried out in a public elementary school in Bucaramanga, Colombia. This proposal was initiated by a group of student-teachers at Universidad Cooperativa de Colombia, in Bucaramanga. Although the student-teachers worked in different grade levels, the results of the study presented similarities such as the children's motivation when the stories were told or read, increased participation in the different activities, comprehension of the stories, and acquisition of the new vocabulary.

In terms of the materials, a qualitative and interpretative case study research done by Castañeda (2012), in a high school located in the southeast of Bogotá, reflects that adolescents made sense of the culture-based materials implemented in the English lessons, by describing their perceptions about foreign cultures. Also, it is possible to find some materials and reflections upon cultures, as well as data collection instruments; which in fact, are the same as the current research and that demonstrate to be useful, as through them some ideas about how the contents and activities can be adapted to the students' needs, were easier to find.

Finally, studies conducted in the Master's in foreign language degree program show that the interest regarding the development of cultural aspects in EFL classes is common among the teacher researchers at Universidad Pedagógica Nacional. However, it is important to highlight that most of the studies focused either on the development of culture in Spanish as a foreign language teaching context or the intercultural content analysis of textbooks. Furthermore, the population of the studies are commonly adolescents or adults. Vargas (2015) in her thesis *The incorporation of culture in Spanish as a foreign language classes in Bogota,* examines the inclusion of culture in the Spanish as a foreign language teaching plans in two different courses

from National University at Bogota, the study suggests a review of the program from its root as well as the activities carried out during the classes. A deep analysis of the teaching and learning processes allow teachers to improve the practices in order to attempt for a more competitive program. The results show that in fact the inclusion of culture is an important and relevant fact in class, as it permits that learners develop their intercultural communicative competence.

Related to the material Guzman (2015), through a content analysis of a Latin-American text book found that books show visible and invisible knowledge related to intercultural communicative competence; however, these elements are not enough for the learner to achieve the goals in communication; the point then, has to be to stablish relations between foreign cultures and the home culture too, in that way intercultural competence occurs.

Similarly, Alvarez & Bonilla (2009) worked in a research to describe and reflect upon a collaborative experience carried out with teachers of the Languages Program of Universidad de la Salle, in Bogotá. Results showed they improve their language teaching contexts and prompted the construction of a theoretical proposal to enhance intercultural awareness. Which certainly highlights the importance of including a lingo-cultural experience in EFL teacher's plan. Furthermore, Gomez (2011) presents an action research experience carried out in an English as a foreign language classroom of the language program at a university in Bogotá, Colombia The study proposes the inclusion of authentic literary texts in the English as a foreign language classroom through the implementation of four constructivist approaches as a means to develop intercultural communicative competence. Data were collected to show how those approaches engaged learners to read authentic literary short stories, to negotiate meaning, and to develop intercultural competence. It demonstrates that integrating language and literature in English as a

foreign language not only constitutes a communicative reading practice, but the opportunity to

construct cultural knowledge through social interaction.

Chapter 3:   Research design

Type of study

        This study draws on research project conducted by an exercise of reflection insofar as it aims to generate a change in the curricula of the students in the Anglosaxon class. It is therefore based on the idea of generating intercultural attitudes on apprentices, and in this way, to decentralize the English language of the totalitarian vision of the United States as the regulator and generator of the foreign language (English).

        Research Paradigm: Socio-Critical.

        Under these particularities, the teacher-researcher has concluded that the paradigm under which the research is built meets those principles stipulated in the socio-critical approach (Cifuentes, 2011). Through a data gathering and analysis exercise, a transformation is sought in the way in which the initial speaker of the Foreign Language (children in the primary stage) conceives cultural aspects implicit in the daily interactions. Also making possible a reorganization and articulation of what students know about English (prejudices implanted because of the course program). Consequently, the teacher-researcher suggests an implementation of authentic material through which students will be capable of revealing interactions very close to the reality of the context in which they interact with the foreign language (English).

        The present investigation is based on the idea of contributing to a just, dignified and equitable social order through the mediation of values and attitudes of reflection on the generalities of the discourse of the other. The role of the teacher-researcher is active, dialogic and self-regulating because it goes beyond the mere observation of the phenomenon, entering in the problem reality, and from her introspective directing efforts towards the transformation of the

class starting from its own designed program (syllabus). From a critical perspective the teacher-researcher should investigate the way schools are structured and the mechanisms that reproduce certain kinds of responses from students (Merrian & Tisdell, 2015). In other words, transform the way learners conceived the foreign language learning by giving them the enough tools to interact in societies.

Qualitative research.

The study is framed in the qualitative research type as it is part of the current study the analysis of human being behaviors as well as the interactions which are also studied in detail. In the investigation, the population is constituted by second grade students.

By interacting herself in daily activities the teacher-researcher noticed regulatory and imitative behaviors as a result of the practices apparently imposed in the classroom. In this regard and, as it is conceived in the problem, there is a clear need to inquire about the behaviors and propose alternatives that minimize this vision of the other as someone else's. "The social world is constituted by symbolic meanings, observable in the acts, interactions and the language of human beings. Reality is subjective, seen from different perspectives [own translation] (Cerda, 2011)

Research Approach: Action research.

This study opted for an action research methodology because it brings many benefits to the growth of teaching practice. The action research methodology involves the analysis of experiences in practical research, which means, that it allows an active and exploratory role applying the teacher's own experience on the research, Blández (2000). Consequently, through action research teachers cultivate a need to explore and constantly evaluate the proposed activities in the classroom. The teacher-researcher in the problematic situation exposed with the

firm intention of achieving a significant improvement in the current practices in the classroom, especially those of elementary education.

The research project aims to initiate a process of planning, performance and observation to achieve the fourth stage, that is, reflection process. "Action research seeks to develop and maintain social and interpersonal interactions that are nonexploitive and enhance the social and emotional lives of all people who participate." (Merrian & Tisdell, 2015) by being aware about the student's current needs and difficulties the teacher-researcher desire to contribute to the way children explore the interactions between their own and the foreign cultures.

Context

Population Universe- Local Contextualization of the school.

Colegio Bilingue Lerner & Klein is a bilingual school located in the municipality of Tenjo (Via. Siberia- Tenjo Km. 7 Vereda el Chacal). In general terms, the municipality is characterized by the well-organized procedures in terms of Education as they are constantly ranking the schools near to the central and surrounding areas. Additionally, there is a variety of social strata in this town, in fact, along the (vereda el chacal), there is a variety of public and private schools; however, the most common are the private ones. Furthermore, the municipality is composed of mostly commercial areas related to the wood industry and other small businesses (restaurants, taxi drivers, small markets, animal's care centers, land workers, among others…). It is important to highlight also that the school is not at the central side of the town; as a consequence, access to libraries and other bookstores are not usual around this sector; then, schools are autonomous to choose the resources they want to set at the school areas, which are mainly country sites. Finally, as noted above most of the students are from Bogota, they have an easier access to this kind of narrative material at hometowns.

School Context.

Colegio Bilingue Lerner & Klein is a private bilingual school founded in 2006 by María Esperanza Vázquez Vargas, education postgraduate. The school philosophy attempts to educate students departing from the base of students as human beings in the light of the institutional educational project (PEI) "The value of the values [own translation]". Similarly, the school desire is to expand and explore student's potential in order to promote academic and personal environments that contribute to the fulfillment of the goals. To sum up, Colegio Bilingue Lerner & Klein efforts are focused on finding the equal relation between being and doing with the purpose of preparing students for a globalized context through the instruction in communication abilities not only in the mother tongue; but also, in English as a foreign language.

In the same line of though, the school sets the next institutional principles: affective communication, self-commitment, shared welfare, excellence, convivence and error management which mainly points to improve valuable relations inside of the classroom as well as the school environment. Additionally, in the behavioral manual of the school is possible to realize the main institutional beliefs concerned to the conception of human being, education, school, learning, student, teacher, and parents. According to the manual the student, is a person who learns from school-training, family and the society; through the appropriation of the contents acquired he/she is capable of transforming the mental, affective, emotional and social structures. The vision of teacher suggests, is a mediator, the one who enables students the affective-cognitive learning. Likewise, education is conceived as a continuous reformulation of mental, social, affective and cognitive structures in order to renew the knowledge, abilities, beliefs, and habits focus on the society and humanity benefits.

Consequently, the Institution relies on a cross project in the light of the PEI "The value of the values [own translation]" which have the main purpose of increasing the level of education standards by conceiving the human as a being. This project is based on constructivism learning theory as the school intends that school agents built from significant actions departing from their own interests conceiving the teacher as a mediator in the construction of social transformation leaders; equally important for the classes implementations it is considered the methodology stipulations of Conceptual Pedagogy. In 2013 the school stablished an inter-institutional agreement with the Southeastern University located in Louisiana (USA). Afterwards, the school creates the "Management and Business Administration project" through which students can apply the knowledge acquired in real contexts while they are trained for the globalized world requirements, including English as a foreign language.

Correspondingly, the school project offers a lasting bilingual environment in which classes as well as the didactic developed inside of the pedagogical sessions are directed focus on a communicative approach that seeks the development of different skills such as: listening, understanding, reading, writing and expressing in the second language (English). In this way, the school intends to prepare students to interact successfully in a globalized world. Notably, the English language learning process is focused on communication and thinking in a natural way, just as the same way as the mother tongue was acquired so understanding, expressing, reading and writing, and most importantly, thinking in English will be acquired easily. All this through the implementation of a second ESL language program "Reading Street". Finally, it is important to realize that students are measured under the requirements of the Common European Framework through the exams presented in 3rd, 5th, 9th and 11th grades throughout the school

process with the British Council (Movers, KET, PET, IELTS). The strategy is aimed at testing

and improving the competences students require for the current professional world.

Participants.

The population involve in the current research is going to be focused on a group of

second graders of the bilingual school Lerner & Klein. In 2017 the course was composed by 23

children who are between 6 and 8 years old; however, due to the institutional regulations in 2018

the course was divided in three different courses, reason why it was necessary to join up a focus

group composed by 12 children. The criterion for choosing the students basically respond to

those ones who were longer participating in the intervention program, as well as those who

respond the very first questionnaire where the problem was detected. In general terms, despite

the fact they share the same school location for studying (Tenjo), most of them (10 out of 12)

live in Bogota neighborhoods such as: Villas de Granada, Ciudadela Colsubsidio, Cortijo,

Bachué, Álamos; two of them live nearly towns such as Madrid an Tenjo. The focus group, is

categorized in the cycle 1 of the school, they all are in the modality from 7 am to 3pm. Children

include in the focus group are between 7 and 9 years old. It is important to highlight also that

different from public institution, the homeroom teacher is not the one who guides them in almost

all areas of knowledge; on the contrary, each subject is preceded by a different teacher who

moves around through the different classrooms (grades) during the academic day. The class

subject in which the focus group is going to be observed, and the didactic sequence will be

applied is "Anglosaxon".

In terms of behavior inside of the classroom, the population of the focused group has

been characterized for being a well-motivated group, they participate and they are attentive,

mostly of the times, to the instructions given by the teacher. However, when they must perform

practical exercises or reproduce on notebooks concepts from the board, they tend to be distracted and therefore disrupt the class as they start talking, stop doing the activities, and play around the classroom. However, these episodes are not frequently in the group as teachers apply different strategies such as rhymes, chants, games, and body coordination songs which persuade students effectively to be organized and attentive.

Once the characterization survey was applied, the teacher-researcher notices students consider that English classes are very important. However, they also recognize that sometimes reading exercises are scary for them, as they tend to feel uncomfortable due to vocabulary and complex form of the language. Furthermore, oral activities make them feel nervous too. Additionally, through the instrument the teacher-researcher identifies some important aspects about student's interests. Firstly, in terms of the material applied in class; to the question: What are your favorite activities at school? Students refer, drawings, painting, coloring, playing outside, cutting and pasting, painting. To this respect, it is important to highlight that students enjoy these activities as they are not frequent in classes. Secondly, to the question Do you know any countries were English is spoken? Students answer (12 in 12) United States of America. It is remarkable then, that student's perceptions about English is stereotyped mostly as a consequence of the classes conducted in the school. Finally, students showed respect among them however they rooted conceptions about English speakers have not given them the opportunity to inquire about different Anglosaxon countries and cultures which can be in the future a problem that will not attempt to the development and implementation of the PEI in the face of the reality of the globalized world, because the intercultural relations are unknown to them.

Regarding this reflection on the role of the teacher as teacher researcher, this research implies the self-critic assessment, reflection and transformation of the teaching and learning practices in an attempt to contribute to the solution of the problem describe in the previous lines.

As a result, the aim of this action research includes the identification of the potential of the material, picture books, through a guided reading approach to explore second grade students' intercultural attitudes. To do so, a process of planning, acting, observing and reflecting will be carried out as set by Kemmis and McTaggart (1988). Therefore, in this project, the researcher and participants' roles are equally important; while the teacher does a reflective and systematic process including a spiral cycle of planning, acting, observing, and reflecting (Kuhne & Quigley, 1997) while the students likes and need are bearing in mind too.

Ethical considerations.

While doing this research the teacher- researcher born in mind some ethical issues, that include: having participants sign an informed through a consent letter in which they agreed to be included as population in the research. Since the participants were children, consent letters were also signed by their parents, (See Appendix D for communication 039/18). Additionally, it was important for the study to respect confidentiality of the participants, so that, their identity was protected and their names were not announced in any section of the document. As a researcher the teacher acted as a neutral and objective participant-observer by keeping an ethical responsibility for the effects and consequences that might have the interaction with participants even the colleagues or the students. In relation to data collection instruments, they were not manipulated to slant the participant's responses in order to predetermined certain conclusions. The data were safeguarded in a confidential file, using them for analysis and conclusions of the current research only.

Data collection: instruments and procedures

According to Sabino (1992), data collection instruments are, in principle, any resource that can help the researcher to approach to a phenomenon and to extract information from it. Correspondingly, data collected during the pedagogical interventions must be as reliable and valid as possible so that the researcher will respond effectively to the questions emerging from the problem; in the current study, four data collection instruments were used: field notes, artifacts, and questionnaires; and whose final purpose was to provide solid information to the final analysis.

Prior to the application of the instruments, it was carried out a validation through a piloting with: a teaching colleague, a bilingual coordinator and a focus group composed of 3 second grade children. This validation allowed the teacher-researcher to improve the instrument making it easily and clearly for the children, considering their ages.

Questionnaire.

According to Wallace (1998) questionnaires are commonly used when the researcher wants to know participants' opinions, ideas, experiences and assumptions. Despite of the fact, this kind of instruments can include questions of different type it is important to realize that participants can answer by their own, however, sometimes some table responses will be given in order to facilitate the process of collect and organize information. Equally, when a researcher implements questionnaires, it is necessary to be disciplined when choosing the questions, also, he must think of the way responses will be analyzed. Consequently, the more questions are structured in advance, the easier the analysis and interpretation stage will result (Bell, 2005).

Additionally, departing from the idea that the population of the researched is mainly composed by kids among 7 and 8 years old it is necessary to prepare them, and to attempt for an

understandable instrument that allows participants to answer as accurate as possible. With respect to the limitation of using questionnaires for research, subjectivity seems to be the most problematic issue. Nevertheless, the researcher and the participants can deal with this by being as concrete as possible.

Keeping this in mind, the teacher-researcher designed a questionnaire composed by 5 closed questions, asking participants about their interests and needs in order to find ideas, assumptions, and opinions related to the Anglosaxon classes. In this sense, this instrument is useful as through it the teacher-researcher will be well prepared by suggesting interesting material for the participants directly related to his/her needs (Appendix E).

Preparing.

On the one hand, through the EC2 questionnaire the teacher-researcher seeks to inquire about student's likes and interests with the main objective of giving voice to their opinions, ideas, motivations etc. As a result, departing from these findings the teacher-researcher designed and developed the didactic sequences base on Kemmis and McTaggart (1988) who described the cyclical nature of action research where each stage is linked to the previous one and cycles are repeated. Additionally, this instrument also constitutes a valuable source of information, as it is a starting point for the selection of the picture books that would be applied during classes. The questionnaire also responds to the problem as through it the teacher-researcher decentralized her voice in the class development.

In addition, this questionnaire was taken by the children inside the classroom space as it was the ideal scenery for the application of the instrument, the chairs were strategically organized so that students had good visibility and could hear clear and strong the instructions given by the teacher-researcher.

The questionnaire is composed by 5 questions, questions 1 and 2 of multiple choice and referring to the proposal component. Questions 3, 4, 5 related to the reflexive component.

Application.

The instrument application was carried out with a focus group of 12 children from second grade. During the session teacher guided one by one the questions by giving the instructions as clearly as possible, it had place on the classroom second B students were organized in a half-moon which facilitates the teacher displacement around the classroom. The questionnaire was appropriated and easy to solve for the children, who enjoyed it.

Systematization.

Once students had completed the questionnaire the teacher-researcher collected the information and coded the results by grouping the answers according to the number of participants who answered. To the question 1 *Here I have a list of activities, color the ones you like more* students answered: notebook 5, reading 12, videos 11, outside activities 11, drawings 8, songs 6, writing 3, craft activities 8, workshops 1, coloring 3. To the question 2 *Here you have a list of topics, color the ones you like more* students answered: animals 11, history 3, adventures 8, folk Tales 4. To the question 3 *Would you like to learn more about foreign cultures?* 12 in 12 answered yes. Question 4 *Do you consider important to learn English?* 12 students answered yes. Finally question 5 *Do you like to read books in class?* 12 students said yes.

Departing from these results the teacher-researcher decided to choose three picture book that are directly related to the likes of the students. Also, it is remarkable the fact that the activities that achieved most of positive answers were going to be included in the lesson plans development.

Field notes.

"Observation is a major means of collecting data in qualitative research. It offers a firsthand account… for a holistic interpretation of the phenomenon being investigated" (Merriam & Tisdell, 2015, p.161). As noticed, field notes are the written record of observation, then they have to be extremely detailed and rich as possible so that they will be an accurate narrative about the events observed during the classes. Similarly, field notes are not focused on everything you see inside of the classroom, observations as itself has to be reorganized and synthesize by the researcher lens.

Furthermore, field notes should be written down in a format carefully designed by the teacher which aimed to be as easy and understandable as possible and with key information on it, (date, number of participants, setting, diagram). Moreover, they could include the researcher´s reflective component which can include "researcher's feelings, reactions, hunches, initial interpretations, speculations, and working hypothesis" (Merriam & Tisdell, 2015, p.151). In this sense, field notes constitute a source through which the researcher could be provided with detailed descriptions of ordinary episodes during the implementation phase. Additionally, the instrument as itself will be focused on relevant aspects of the interaction, which allow the researcher work on reflection easily. What is more, observation lets the researcher find and realize issues that participants would not be able to reveal when being directly asked (Merriam, 1998).

Accordingly, in the current study these notes will be useful to inquire about participants' interactions, responses, and attitudes seeking how students internalize the idea of valuing the other, namely, attitudes and knowledge. Therefore, it is a continuous process that needs to be followed and gathered, and whose aim can be obtain through the observation technique. Also,

the researcher sees this instrument flexible to use, since memory and immediateness play a significant role as to recall all remembrances of what occurred is difficult; specially, in this kind of population [children]. For this reason, some of the observations will be record and some others will be written as soon as they happen looking for an accurate description. In addition, the teacher-researcher finds interesting and helpful to reflect on everything that happened in a session for analysis and interpretation.

Finally, the field notes format designed by the teacher-researcher consists, first, of a heading with key information (field notes number, name of the project, place, date, number of participants, purpose) also it has a square for a diagram of the setting in which the sessions take place. Then, it has a two-column chart. The first column must be used for the reflexive notes (comments, thoughts, initial interpretations) and the second column includes detailed description of events which can include quotations from participants and a narrative of what happened or description of the non-verbal situations.

Preparing.

Field notes constitutes one of the most important instrument in order to get information about student's perceptions, Opinions, ways of act, relations among others. Before the application of the instrument, it was submitted to a validation process together with a teaching colleague, the cycle 1 coordinator and a master's degree teacher-researcher. Through this validation it was possible to align the observation in face of the current stipulations proposed by the institutional guidelines (PEI). This class observation was not recorded because they were not authorized by the institution neither by the parents. Consequently, field notes were made during the application in order to facilitate the subsequent transcription of the final field notes.

Three field notes were collected, which include the development and sequencing of each of the didactic interventions. However, given an unforeseen time inconvenient it was not possible to conclude application # 3 in the time set since the previous interventions were proposed for a week of class but given the difficulty of rhythm of the children performance in terms of application of the activities as well as the development of the tasks proposed for the class, it was necessary to add one extra week to each application.

Application.

The instrument application was carried out with a focus group of 12 children from second grade. During the session teacher was taking some notes of the relevant events from the classes, then as soon as she finished, the teacher-researcher, read again and add by handwriting any other special event that was not write it. Then, when it was possible (in the same day) the teacher-researcher transcribed to digital version by adding the comments she considered necessary or relevant.

The final design of the field notes template was modified in terms of the conventions already given, since it was necessary to add a section that clarifies to what moment of the didactic sequence it was referring during the description. Currently there are 2 field notes that have been completed; the third one will start on Monday, May 7.

Systematization.

Once the teacher-researcher wrote the most relevant observations about the classes, she organized the sequence by placing the exactly excerpt from the lesson plan upon which the observation took place. In that way it was easily to recall remarkable events of the guideline. It was important to be as detailed as possible avoiding using ambiguities or difficult sense descriptions. Additionally, it is important to highlight that the teacher-researcher divided the

sequence according to the date in which the session took place. For the analysis and revision of the field notes a suggested matrix of analysis was designed and included as (Appendix H).

Documentary Matrix of the students' artifacts.

Artifacts belong to a broader data collection instrument group known as documents. These documents are of different type and they consist of public and personal papers as well as physical evidence. (Merriam & Tisdell, 2015)

The present research includes artifacts, understood as personal documents, as a valuable source of material as through them the researcher can collect some information either to corroborate students' beliefs about other cultures or to test the students' processes in reading comprehension skills. Additionally, artifacts, can be useful in order to get into experiences, or attitudes from the participants as through them the students can reconstruct what they have learnt in terms of life experiences, interactions, and knowledge.

Moreover, it is true that those instruments are not going to provide a recurrent pattern for the analysis However, as said before, the artifacts will be a valuable source of material as they are easily accessible, and they pretend to be a facilitator in order to inquire about attitudes development. Finally, it is important to highlight that these artifacts, namely, posters, constitute also a catchy way to collect data from the participants [children].

Preparing.

This data collection instrument will be very useful as it helps to analyze samples related to qualitative studies, in this case attitudes are not easy to evaluate. However, the application of this technique facilitates this process as it allowed the researcher to analyze departing from specific criteria related in the matrix of analysis. The matrixes of analysis are composed by two main categories directly related to the theoretical framework. The first, *intercultural attitudes*, conceives

aspects such as: representation of daily life, the perspective of others; evaluate social phenomena, affective responses and own analysis. *Reading comprehension* focuses on aspects such as: use of prior knowledge, connections, predictions, inferences, comparison and contrast, and the student's voice. This matrix is adapted from the evaluation proposal of (Byram 1997).

In the same line of though, it is intended to analyze 9 matrixes corresponding to the samples selected under the criterion of sampling opportunity.

Application.

The instrument application was carried out by selecting 9 samples from second grade children. For the design of the poster the teacher-researcher noticed through field notes that it is extremely necessary to make the pedagogical intervention longer at least one week more. During the first pedagogical intervention the teacher-researcher noticed it was necessary to include some categories upon which students have to work in the poster elaborations. As all of the artifacts have to include three aspects (characters, setting, self-analysis). After this decision the teacher noticed it was easy for the students to recall details from the story. Fortunately, the teacher-researcher had proposed a pre-poster activity called *warm up session* through which she could detected this empty.

Systematization.

Once the teacher had finished the interventions and chose the 9 samples from students, the criteria stipulated was useful in order to analyze the aspects of reading comprehension as well as intercultural attitudes immersed in the activities (matrix of analysis).

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis.

Strengths.

The experience acquired during the pedagogical interventions is extremely valuable since the teacher-researcher was aware about her own practices inside the classroom. The teacher-

researcher had noticed also, how important it is the way teachers handle and show the instructional materials. Remarkable as well it is the fact that there are many students who did not usually show interest in classes, however; to activities like craft, outside, games, videos, songs, chant, and reading etc. their attitudes improve meaningfully.

Students on their own were learning not only important facts about different places around the world (final target of the course Anglosaxon) but they were learning how to interact easily with foreigners. Taking into account the guidelines of the intercultural communicative competence, it is necessary to clarify also that students in this project were not expected to master the communicative approach; instead, and due to their ages, the teacher aimed at developing open-minded students, and respect about the foreign cultures around the world by giving them the enough value they deserve avoiding stereotypes of all types (North America as a regulating entity for the English language).

Weaknesses.

There is no doubt time is a circumstance that cannot be controlled during the research development, due to this fact the teacher-researcher noticed that the pedagogical interventions would have been as long as possible. However, there is a stipulated schedule that both, teacher and students have to stick to point by point.

Additionally, it is important to inquire about strategies that motivate students to use of the foreign language in class as much as possible. The teacher-researcher noticed they are really good while they comprehend and gave sense to the ideas proposed by the text, but students felt insecure about talking in English (some of them).

Finally, it is remarkable the fact that pedagogical research is not an unusual practice among teachers, maybe due to time and stress factors. However, I consider is not an option, that is the unique way to improve and innovate in your daily work.

Opportunities.

Despite of the fact that the schedule does not have to be followed in time set, there is a good chance to collect the data that is missing before the ending of the term. Similarly, it is very enriching to notice that through this pedagogical intervention teacher had the opportunity to propose a new way of developing the English classes that focus on cultural aspects, especially in elementary graders.

In the same way, the school showed its interest in the project as it was considered to eliminate the subject from the school, as its importance in the students` foreign language learning was not considered.

Threats.

As mentioned before, time was the main threat for this and any qualitative research process as human behavior, environmental factors, institutional guidelines cannot be considered in isolation, in fact they must be thought before, during and even at the end of the research project.

Therefore, the teacher and the researcher roles are not easy to combine. The fact that implementing, evaluation, piloting, coding data among other needs of research demands from the teacher that he or she has to be fully compromised with the role. No matter, personal factors such as family, illnesses, among others.

Methodology

In the action research and in general from the qualitative paradigm, the treatment, analysis, and interpretation of the data are carried out simultaneously. The data is ordered and classified based on its analysis and interpretation. From the qualitative research, the interest is focus on the semantic, for the meaning, so that the analysis of the data supposes the researcher's interpretation (Sagastizábal & Perlo, 2006). According to those authors there are two types of data, the qualitative ones composed by verbal chains, text and/or images and the quantitative ones: numerical values. In this research the qualitative data integrated by field notes and artifacts predominated in the analysis procedures.

Data management procedures

According to Alvarez-Gayou (2003), the essential ingredient for the qualitative analysis of the data must necessarily contain the problem, the research questions and the objectives, besides those must be the interpretative frame of reference. Additionally, the analysis of the data must seek a better understanding of the phenomenon through an orderly and careful comparison process with great flexibility (Alvarez-Gayou, 2003).

For this purpose, the basic operations that were considered included first the transcription of data, field notes, appreciations, comments, reflections among others, this exercise was followed by a conscious and rigorous discrimination of the information by classifying it according to the readings applied as well as to the focal groups development. The reading and re-reading of the data enabled the identification of some recurrent patterns in relation to the events, meanings or contents present in the instruments that were previously codified as it can be seen in table 4.

Table 1. Instruments codification

Instrument	Code
Questionnaire 1	EC1
Questionnaire 2	EC2
Field notes cycle 1	ODC1
Field notes cycle 2	ODC2
Field notes cycle 3	ODC3
Students' artifact 1 (Ballroom Bonanza)	AMAGr1
Students' artifact 2 (Ballroom Bonanza)	AMAGr2
Students' artifact 3 (Ballroom Bonanza)	AMAGr3
Students' artifact 1 (Little Red Riding hood)	AMAGr4
Students' artifact 2 (Little Red Riding hood)	AMAGr5
Students' artifact 3 (Little Red Riding hood)	AMAGr6
Students' artifact 1 (Same difference)	AMAGr7
Students' artifact 2 (Same difference)	AMAGr8
Students' artifact 3 (Same difference)	AMAGr9
Wrap up artifact (last session)	AMAGr10

Similarly, the codification of the data was done through the use of color coding (Valles, 2000) technique, highlighters, colored sheets, markers, and pencils. Such patterns that emerge from the data were underlined with different colors and new colors were added when new patterns emerged. Parallel, reading, as judicious and reflective as possible, allowed the teacher-researcher labeling the open codes, underlining and delimiting specific textual excerpts from the data. An example of this process is shown in Table 5.

Table 2. Open coding label's sample.

#	COLOR	OPEN CODES
1		Children are interested in foreign cultures
2		Images and reading comprehension
3		Intercultural relation to C1
4		Collaborative work
5		Children confirm information
6		Nonverbal communication for comprehension
7		Students scared about participating
8		Self-regulating process
9		Intercultural responses
10		Making connections
11		Using prior knowledge
12		Self-analysis
13		Society phenomena evaluation

Note: The color-coding label process yielded in total 55 open codes

This review also fully familiarized the teacher-researcher with the information, providing

her a better clarity and structure for the analysis development. Then, the process of comparing

and classifying the codes allowed to reorganize them by grouping on a card the common codes

and leaving reflected there the relations that referred to it. After that the axial coding took place,

looking for explanations, reflections, relationships, properties and dimensions that weigh the

categories, subcategories, and families of codes already described. The reformulation based on

the analysis and comparison of the codes, from which new ones will emerge as presented in

Figure 1.

Figure 1. Axial coding process sample.

Bearing in mind the previous analysis, the table 6 shows a preliminary list of categories:

Table 3. Preliminary List of Categories.

General objective	Preliminary categories	Subcategories
To determine the influence that guided reading, has on elementary students'	1.1. Attractive material that reflects foreign cultures	1.1.1. Attractive material for kids 1.1.2. Students' interest regarding foreign cultures 1.1.3. Students' responses to EFL learning

intercultural attitudes and reading skill.	2.1. Familiar sequences that allow students to participate actively 2.2. Visual experiences that support students' comprehension	2.1.1. Reading comprehension abilities 2.1.2. Familiar contents and sequences 2.2.1. Reading activities and images 2.2.2. Student's criteria to choose topics 2.2.3. School suggested material
	3.1. Teacher's and student's role during guided reading 3.2. Materials influence reading comprehension 3.3. Comprehension abilities during guided reading 4.1. Before reading activities 4.2. During reading activities 4.3. After reading activities	3.1.1. Identify elements of a story 3.1.2. Children confirm information 3.1.3 Non-verbal communication for comprehension 3.2.1. Images and reading comprehension 3.3.1. Including different contents-intertextuality 3.3.2. Compare and contrast 3.3.3. Making connections 3.3.4. Using Prior knowledge 3.3.5. Visualizing and predicting contents 3.3.6. Questioning and inferring 4.1.1. Background knowledge 4.1.2. Vocabulary knowledge 4.1.3. Teacher's role 4.2.1. Making connections 4.2.2. Collaborative work 4.2.3. Intercultural activities to reflect 4.2.4. Methodology. Activities, motivation 4.2.5. Teacher's role 4.3.1 One's own voice 4.3.2. Self-regulating process
	5.1. Interest towards materials used in class 5.2. Motivational factors during guided reading 5.3. Responses to activities applied	5.1.1. Participating actively 5.1.2. Interest in stories 5.1.3. Images and reading comprehension 5.1.4. Images and motivation 5.2.1. Participating actively 5.2.2. Students scared about participate 5.3.1. Creativity 5.3.2. Affective responses to different points

	6.1. Representations of family	5.3.3. Intercultural responses 5.3.4. Negative responses to activities
	6.2. One's own voice	6.1.1. Representations of daily life 6.1.2. Questioning own values 6.1.3. Intercultural relations to C1
	6.3. Interactions in society	6.2.1. Questioning own values 6.2.2. one's own voice 6.2.3. Relations between C1-C2 6.2.4. Children are interested in foreign cultures
	7.1. Family instruction	6.2.5. Self-analysis
	7.2. Social Instruction	6.3.1. Conventions of interaction 6.3.2. Equality 6.3.3. Intercultural shock 6.3.4. Evaluates of phenomena society
	7.3. Academic instruction	7.1.1. Students talking about one's own family 7.1.2. Family and social instruction
		7.2.1. Social relations during self-analysis 7.2.2. Family and social instruction
		7.3.1. Anglosaxon classes 7.3.2. Stereotypes in the classroom 7.3.3. Evaluation influence stereotypes

Subsequently, as shown in this list of categories still contained a very broad view of the data then a careful analysis and reading of these categories in relation to the research objectives, enabled the establishment of links among them. As a result, they were regrouped into seven final refined categories and their corresponding subcategories as shown in the table 4.

Table 4. Final categories, subcategories, and findings				
Research Question	**General objective**	**Specific objectives**	**Final categories**	**Evidence code**
How does the implementation of guided reading, to promote comprehension	To determine the influence that guided reading, has on elementary students'	1. To detail the effects that has the implementation of picture books on elementary students reading process.	*Finding 1:* *Picture story books:* *cultural windows and* *mirrors.*	EC2 ODC1 ODC2 ODC3

skill, influence on elementary students' intercultural attitudes?	intercultural attitudes and reading skill.		1.1 Stories allow students to explore intercultural attitudes. 1.2 Picture books prove to be efficient tools for developing reading comprehension abilities.	
		2. To determine the impact that guided reading has on elementary students' reading comprehension skill.	*Finding 2:* *The G.R. ship: clear routes result in better navigating readers.* 2.1 Reading comprehension triggered by Guided Reading approach. 2.2 Interrelations among guided reading phases are crucial for students to understand stories.	ODC1 ODC2 ODC3
		3. To analyze the influence that guided reading has on the elementary students' intercultural attitudes.	*Finding 3:* *Intercultural dialogues between the home culture and the foreign one.* 3.1 Building up positive engaging moments through guided reading. 3.2 Intercultural relations of myness and otherness. 3.3 Stereotypes emerge from the diverse instruction children have during their lives.	EC2 AMAGr1 AMAGr2 AMAGr3 AMAGr4 AMAGr5 AMAGr6 AMAGr7 AMAGr8 AMAGr9 AMAGr10

Note: Taken and adapted from the research seminar guided by Natalia Pérez at Universidad Pedagógica Nacional, 2018.

Chapter 4: Pedagogical Intervention

Instructional design

According to the methodological procedures and under the light of an action research, the lesson plans implemented were designed and modified departing from the observation exercise as well as the teacher-researcher reflection. As a result, there were some adjustments that aimed to improve the intervention. Furthermore, the need of including the students' voice acquire a great importance; then, through a questionnaire, validated and implemented, it was possible to guide the material choosing (picture books) and to design supporting material for the pre, during and post reading activities.

Figure 2. Didactic sequences and Research´s Cycles
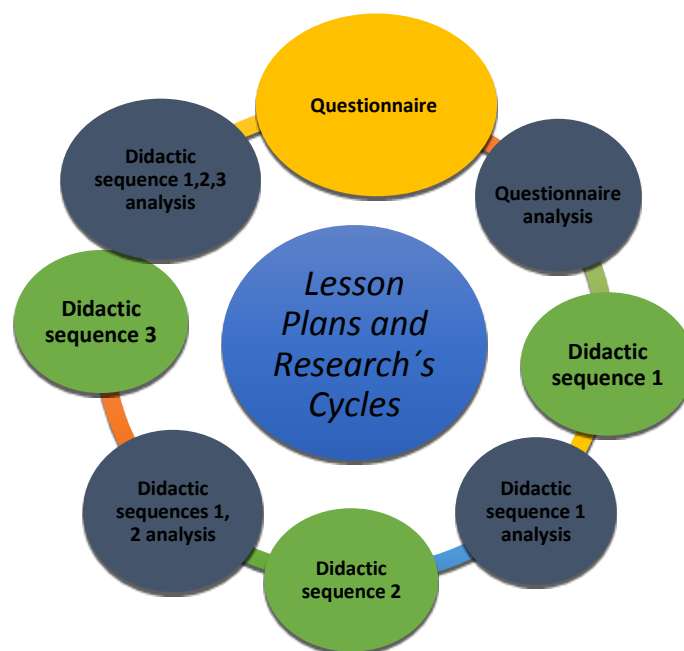
The figure 1 shows the didactic sequence and research cycles carried out in this project. First, a questionnaire previously validated was applied in order to determine the most convenient material for the intervention departing from student's interests and their abilities, taking into account the way there are currently learning (through a literature emphasis). Then, after the

analysis and interpretation of this instrument, the first didactic sequence was designed and

applied. Forwards, didactic sequences 2 and 3, were analyzed and there was a reflection upon

each one of them; based on that, the units were modified and improved according to the context

needs.

Bearing in mind the purpose of this research, to explore the influence that guided reading

has on elementary students' intercultural attitudes, this pedagogical intervention proposes the use

of three narratives named pictures books in order to develop the intercultural component. To do

so, three lesson plans were designed.

Lesson Plan 1

Text: Ballroom Bonanza (picture book)
Intercultural attitudes: culture shock, conventions of interaction

Lesson Plan 2

Text: Little Red Riding Hood: stories around the world. (picture book)
Intercultural attitudes: other's perspectives.

Lesson Plan 3

Text: Same Difference (picture book)
Intercultural attitudes: Equality, question own values, conventions of interaction

GUIDED READING Task: **Posters**

Figure 3. Lesson's plans structure and stories.

The pedagogical implementation developed through the didactic sequences were

composed by before, during and after reading activities, such implementation was planned for

five hours of class per week.

Moreover, the lesson plans were designed and aligned to the didactic sequence

established in the school bearing in mind also the constructivist framework as it is the one

stipulated there. However, it is important to highlight that the contents and perspective from

which the class was focused, change greatly as the regular classes are focused on teaching

isolated vocabulary related to United States of America's facts, for instance the flag and its

colors.

With this in mind, the input provided by the teacher as it is literature aims, among other

objectives, to give learners the opportunity to assume their own positions as well as choosing the

elements they consider useful to get the meaning; and, in the same way, allow them to express

their ideas freely.

Lesson plan

The three lesson plans required the design of three different didactic sequences that

included activities for working the three stories selected. Similarly, the guided reading stages

implied before reading, during reading and the after reading activities. Every lesson plan was

structured as shown in Table 1:

Table 5. Lessons Plan's Structure

Two steps model (constructivism)	Guided reading stages	School's didactic sequence phases	
Exploratory phase	*Pre reading*	LINKING PHASE	Approach
			Motivation
			Enunciation
	During reading	DEVELOPMENT PHASE	Exemplification
			Simulation
Discovery phase			Training
	After reading	APPROPRIATION PHASE	Demonstration
			Synthesis

Note: Adapted from the Lerner Klein's didactic sequence proposal.

It is important to remark also that this action research process of planning, acting,

observing and reflecting, implied some changes in the activities designed as well as adjustments

in the didactic sequences.

To this respect, the teacher-researcher noticed for example that during the application of the first didactic sequence aspects such as the linking phase took longer than expected due to the inclusion of a large amount of vocabulary terms that in fact resulted to be time consuming and too difficult for students. So that, in the second didactic sequence these activities were carefully selected to avoid the previous difficulties.

Correspondingly, it was also necessary to adjust the material selection criteria as it was evident that students' attention span was very short when they face long texts like the ballroom bonanza one, which basically goes throughout all the alphabet before getting the conclusion of the story. Adjustments related to pre reading activities were also required as despite the fact, that the input includes vocabulary terms presented in the text, it is necessary also to focus also on transitional words. Those adjustments then, respond to an action research cycle, a general overview of the aspects included in one of them is presented in Table :6

Table 6. Didactic sequence's sample

Didactic sequence name: Stories around the world
Picture book: "*Little Red Riding Hood: stories around the world*" by Jessica Gunderson
Intercultural attitudes: other's perspectives, culture shock

		LINKING STAGE (INTRODUCTION)
Pre reading	APPROACH	Students during this section received the first instructions related to the class development. Generally, the teacher (researcher) introduces three important rules using flashcards. Number one (eyes are watching), number two (ears are listening), and number three (lips are zipped). All of them to make emphasis on the attention required during the reading-aloud interventions as well as the videos and images showed by the teacher.
	MOTIVATION	Teacher share some flashcards and analyzes how gestures means different things in different parts of the world. Some of the countries including Colombia have their own gestures in specific contexts during these exercise gestures from: Britain, Japan, Italy, Jordan, USA, France, Russia, and Bulgaria are going to be compared to the ones use in our country. Despite of the fact there are common and oldest gestures like yes or not, even those ones change in some parts of the world. Now let's imagine a

		situation in which we use these gestures improperly. Students are going to participate by giving some examples.
	DEVELOPMENT STAGE (DEVELOPMENT)	
During reading	ENUNCIATION	Teacher explains some conceptions related to the word 'culture' by defining it as: the ways of thinking, living, interacting, and the environmental factors or objects that together shape a people's way of living. Depending on the culture stories also change, that is the case of the coming reading "Little red riding hood". Teacher will ask students about the pre-conceptions and background knowledge related to the popular fairy tale that students have so far. Then, she will show to the students the book emphasizing in the three different versions we are going to read, the Taiwanese, the Italian and the German versions. Finally, teacher highlights the fact that even in the event that we notice some distinct aspects there are also some common relations specially among the characters, setting and even the plot of stories.
	EXEMPLIFICATION	Teacher reads the first story (The German version) called "Little red riding hood" Then teacher will ask students if they already know the story or if they found any relation between the one they have heard about and the story read by the teacher. Then we all are going to build a schema in which we are going to differentiate two main aspects from the story, these are characters and setting.
	SIMULATION	Let's work together…teacher will support the exercise by exemplifying the schema on the whiteboard while students try to fill it individually. Teacher will be attentive about questions and interventions of the students.
	TRAINING	Now is your turn! Teacher will read the both stories that are missing. The Italian version (The false grandmother) and the Taiwanese version (Grandaunt tiger). Then students have to build just the same schema we built together being careful of identify the final sense of each one of the stories. So that, in a piece of cardboard they are going to divide the categories character and setting putting together the Italian and Taiwanese versions. In that way it will be easy to compare by sight both stories.
	APPROPIATION STAGE (CLOSURE)	
After reading	DEMONSTRATION	Students are going to build a poster following the schema of character setting and adding the category self-analysis, in which it is intended that they talk about their experiences and learning

departing from the reading proposed by the teacher. Answering some questions like: Is there any feeling about it? About the class? Or even about your partners? Do you like the story? What was your favorite part? Is it similar to the story you have heard? Is there any moral in the story? Etc. During this exercise students can share their ideas with their friends, the individual exercise is not mandatory as well.

SYNTHESIS	Product: The reading poster, vocabulary schema, comparative chart (Italian vs Taiwanese version)

Note: The structure of the sequence is based on Lerner Klein's didactic sequence model.

The table 2 details the procedures carried out during the second intervention. First, we find the didactic sequence's name "Stories around the world", the picture book applied "Little Red Riding Hood Stories Around the World", and the intercultural attitudes that would be suggested for the class development "other's perspectives and culture shock". The linguistic components involved vocabulary and the alphabet review. Additionally, the steps followed during the guided reading approach allowed students to address towards the reading skill by including different abilities oriented to comprehension purposes. At the same time, the stories enhance student's attention and make possible to interact with the texts, partners, teachers and even their own previous knowledge.

Before reading activities enabled the introduction of the story, preparing the learners for the reading aloud moment. Through the observation and analysis of flashcards and videos children can draw up the relevant facts of the book. Assuming that, there is an introductory video in which students can recall the fairy tale *Little red riding hood*, the exercise wants students to remember the details of the story, in order to be enough prepare to participate in the class by remembering the vocabulary, characters, and setting of the story. Simultaneously, to persuade them about the idea that, depending on the culture, stories also change.

In the same token, it is necessary to inquire about student's preconceptions and background knowledge related to this popular fairy tale, emphasizing in the three different versions they are going to read, the Taiwanese, the Italian and the German versions. Then, teacher highlights the fact that even in the event that some distinct aspects were noticed, there are also some common relations among the stories, especially when talking about the characters, setting and even the plot of it.

As a result, the before, during and after reading activities discussions with the teacher were included to scaffold the comprehension exercise. During all the stages questioning, inferring, comparing, contrasting and some other abilities that involve the literacy instruction, emerged as way of confirming the story meaning. Furthermore, students also paid careful attention to the story sequence by solving the activities proposed as vocabulary tasks, comparative charts, background videos among others.

Concerning the story chosen, it responds to the interests of the students identified through questionnaire EC2. Students remarked fairy tales as one of the topics they would like to read about. Additionally, it is aligned with the requirements needed for the exploration of intercultural attitudes and development of reading comprehension abilities, as picture books these materials are very attractive and useful for them.

The story is a colorfully illustrated picture book, that narrates the popular fairy tale Little Red Riding Hood in different versions. The book has the German, Italian, and Taiwanese version. This material is perfect for young learners as the images allow them to make connections between the visual and the contents; as noticed, it is also a useful tool for teaching children about some of the differences between cultures while students interact with literature

and different beliefs around the world. Finally, it offers a look at different characters in the same stories.

Firstly, during the before reading stage, the linking phase include an approach and motivation section, in this part the teacher set the main rules for the class development, this activity was developed through a game that included the use of some flashcards, students have to recall the rule of the class by observing the image and pronouncing the key word, for example, for the image of ears the key word was silence; for the image of eyes, the key word was watching and for the image of the mouth, the key was word was zipped. Furthermore, the teacher wanted to encourage students about the importance of nonverbal communication as a motivational exercise. She explained that gestures depending on the contexts, changes in meaning occur. For this exercise, both participants, students and the teacher, talk about some gestures use in their daily lives. Likewise, these exercise includes some gestures from: Britain, Japan, Italy, Jordan, USA, France, Russia, and Bulgari which later were compared to the ones use in Colombia.

As a result, it was evident that despite the fact there are common and gestures like the "yes or no", even these ones change in meaning depending on the world localization. Along with this activity, a reflection was developed upon the consequences of the incorrect use of gestures. Students participated by giving some examples and playing among them. The teacher inquired also about the pre-conceptions and background knowledge students have related to the popular fairy tale,

Secondly, during the reading an introduction of the term culture was included, giving some keywords that surround the definition of the word, the teacher explained some conceptions related to this term by defining it as, the ways of thinking, living, interacting, and the environmental factors or objects that shape a people's way of living. Depending on the culture,

stories also change, as well as gestures. That is the case of the reading "Little red riding hood".

During this part the enunciation an exemplification stages took place. Then, she shared the book

emphasizing in the three different versions read, the Taiwanese, the Italian and the German one.

After that, the teacher read the first story (The German version) called "Little red riding

hood" in order to confirm the information students already knew, as this version is the one

students had heard during all their lives. Simulation phase took place as supported by the teacher

students found many relations between the one they had heard about and the story read by the

teacher. Students concluded this is the 'original version'. Then, students built a schema in which

two main aspects were differentiated from the story, these are characters and setting.

In the very last part of this stage, the teacher read both stories, the Italian version (The

false grandmother) and the Taiwanese version (Grandaunt tiger). Then during the development-

phase students had to build a similar schema to the previous one, bearing in mind to carefully

identify the final sense of each one of the stories (plot). So that, on a piece of cardboard they

divided the characters and settings comparing the Italian and Taiwanese versions.

Furthermore, throughout the reading aloud activity, students had the opportunity to

confirm the information by asking questions, relating words and images, comparing, contrasting,

etc.

Third, in the after reading stage students built a poster as a way to demonstrate the phase

keeping the schema of character, setting and adding the category self-analysis, students discussed

about their learning experiences of guided reading by some questions such as: Is there any

feeling about it? About the class? Or even about your partners? Did you like the story? What was

your favorite part? Is it similar to the story you had heard? Is there any moral in the story? etc.

Students were free to write or even draw in their posters. During the synthesis and conclusion phase children could share ideas with friends, the individual exercise was not mandatory either.

Didactic sequences

This study implied the careful selection of the materials; picture books and the design of three didactic sequences aligned to a guided reading approach that supported the learners' intercultural attitudes exploration and the reading comprehension process. Including the before, during, and after reading activities and the posters designed, these all evidenced the learners' expression of their self-analysis related to foreign cultures.

Three different cycles of the intervention were carried out by implementing the three didactic sequences established: Welcome to the dancing contest (story: Ballroom Bonanza by Nina Rycroft); stories around the world (story: Little Red Riding Hood stories around the world: 3 Beloved tales by Jessica Gunderson) and The same differences (story: Same difference by Calida Garcia Rawles); every cycle was constituted by three stages before, during, and after reading and three phases, linking, development, and appropriation.

In the first part of every cycle, the stage of before reading started at the linking phase where vocabulary tasks related to the story chosen was developed ensuring those activities met the necessary criteria to reach the linguistic and intercultural objectives for every cycle and bearing in mind not only the comprehension components but also the intercultural ones. specially those related to attitudes proposed by Byram (1997). Similarly, during this phase motivation plays a very important role as through this it is possible to activate students background knowledge that helped them to be prepared for the activities. Questions, inferences and predictions were used.

The second stage aimed at the during reading activities through the development phase composed by four steps: enunciation, exemplification, simulation and training, part of the didactic sequence proposed by the school and whose main root departs from the constructivist two steps model proposed by Flynn (2004).

The third stage after reading, included in the appropriation phase that aimed to guide and instruct the readers by following the planned lesson or even being a spontaneous opportunity to discuss the contents learnt departing from students demonstrated knowledge. During this part the synthesis and conclusion were not developed individually, but in groups. The following table 7, shows the element that composed the intervention cycles.

Table 7. Elements of the Intervention's Cycles

Title	Intercultural attitudes component	Linguistic component	Story	Demo task
Cycle 1. Welcome to the dancing contest	culture shock, conventions of interaction.	The alphabet	Ballroom Bonanza by Nina Rycroft	Poster
Cycle 2. Stories around the world	Other's perspectives	Fairy tales	Little Red Riding Hood stories around the world: 3 Beloved tales by Jessica Gunderson	Poster
Cycle 3. The same differences	equality, question own values.	physical appearance, descriptions.	Same difference by Calida Garcia Rawles	Poster

Before reading.

Linking phase.

At the before reading stage the vocabulary tasks were very important as they aimed at improving not only the readers' background on the story features, but they became also a

motivational factor for students. The selection of the stories also required bearing in mind several

aspects such as appropriateness, attractiveness, richness of their visual and linguistic input, the

inclusion of the different contents proposed by the learners and of course that the material

enabled to address the intercultural attitudes while they develop reading comprehension abilities.

Approach and motivation.

During the approach and motivation phases the teacher-researcher made explicitly the

rules to be followed throughout the class development. For this purpose, the use of images,

videos and different visual aids not only allowed students associate the terms easily but also

contributed to the introduction process related to the topics of the class, in this case, the story that

to be read; those elements resulted in very catchy moments for children.

Additionally, it must not be forgotten that the implementation of these activities aimed at

engaging the students, to be motivated about learning and being attentive during the sessions.

The choice of this activities also resulted from the analysis of the questionnaire, the teacher

identified the topics that were attractive for the children, and also inquired about the activities

they enjoy in foreign language classes. Last, but not least, this phase allowed to look for

students' previous knowledge either in terms of vocabulary, the main idea of the text or the

inferences that rose from the first approaches to the story.

During reading stage.

Development phase.

Once learners had explored the previous necessary concepts for introducing the story, it

was time to start the development process where learners approached, understood and expressed

the reflections about the story read. To do so, the activities were chosen as they enabled the

observation of the learners' reflection about foreign language cultures by using different

linguistic components familiar for them such as Alphabet, Physical appearance, descriptions, fairy tales structure; as well as some intercultural attitudes resulted from the reflection about the texts.

Enunciation and exemplification.

During the enunciation and exemplification phases, the teacher-researcher as the accompanier in the guided reading process played a very important role. In the course of the enunciation the teacher-researcher had to make special emphasis on the story`s name, vocabulary, key words and general context (plot). In this way, it is possible to locate the students in front of what was to be learned, as well as in the contents that resulted from such reading. Hence, the linguistic objective of the class must be expressed without omitting details, one instance was the class objective to reinforce the knowledge about the alphabet through the reading of a picture book without forgetting clearly, the pragmatic objective too; this is, to encourage the development of intercultural attitudes through a guided reading approach.

Moreover, during the exemplification phase, the teacher must reproduce in a clear and detailed manner the exercises expected to obtain from the readers, such as: comparative charts, images, tables, writings, drawings, etc. what is more, this is the opportunity to establish the performances expected from the students. This exemplification-phase was as clear as possible since the teacher-researcher was the children's first model to follow.

Simulation and training.

In the simulation phase, the role of the teacher is complemented by the student's procedures. During this phase, the teacher moved on from being a guide to being an active supporter, as the class activities were done by the readers in the company of the teacher. Also, in

this part exercises of characters and setting identification, main ideas and general vocabulary among others occurred in a reciprocal way between the teacher and the child.

Simultaneously the teacher solved students` doubts, clarified terms and prepared students for the individual exercise, the confirmation questions were key, as well as proposing erroneous exercises, such as settings that did not correspond to the story and the like; so that, students were able to detect the errors and this guaranteed students` comprehension. Additionally, reading aloud of the text allowed small discussions, either in foreign language or mother tongue, this permits the recognition of the main idea by association or supported by their classmates, it means, collaborative work. This practice was carried out to wrap up the exercise and to establish general understanding among all the participants in the guided reading,

This exercise was valuable especially with elementary students as their attentional span is short and it helped either to align or redirect those readers who due to different difficulties did not clearly interpret the story.

After reading stage.

Appropriation phase.

At this stage, the students had finished the reading of the text, developing the ideas outlined at the previous stages of the guided reading process; and it was time to provide them with some feedback that supported the analysis and discussion of the after reading activities.

Demonstration and synthesis.

During the after reading phase of the guided reading, the processes of demonstration, synthesis and conclusion were developed. In general terms, it was in this part when the readers put on stage what they have previously learned. In the demonstration phase the students were free to discuss, reflect and even draw about the previously contents learned. In order to frame the

activities, the teacher generated questions that guided the exercise and facilitated the

development of it. At this time, the students designed a poster (artifact) in groups of 4 people,

this instrument gave students the opportunity not only to reflect upon the most important

elements of the story, but through drawings and keywords students informed about their point of

view on the aspects they consider important with respect to the activities included in the

sequence.

Finally, in the closure activity, considering this was also the closure of the pedagogical

intervention, learners were encouraged to develop an artistic representation in group through

which they represented what they had learnt during the classes (wrap-up session) AMAGr10.

During this synthesis and conclusion readers clarified doubts and gave their opinion regarding

the exercise. There also emerged the suggestions that contributed to the teacher-researcher's

feedback.

Chapter 5: Data analysis and findings

Data analysis methodology

With the purpose that the analysis was systematic, sequential and ordered, the research considered the steps proposed by Krueger, 1998 (as cited in Alvarez-Gayou, 2003).

The first phase, obtaining information, supposed data was collected in an orderly sequence from the least complex to the most complicated one, to go deeper in the population's introspection process. Thus, the first approach was given through the field notes that gave the first look from the perspective of the teacher-researcher and related in detail the process of implementation of the teaching sequence. Subsequently, through the artifacts (posters) the teacher-researcher investigated much deeper aspects of the analysis because these departed from the view of the population within the research process was carried out.

During the second phase the collection and organization of information, the teacher-researcher clearly and coherently discriminated the information separating it to have it perfectly identified and thus avoided confusion in the analysis. In this regard, the teacher-researcher transcribed the field notes collected during the exercises of implementation of the teaching sequences, including comments, reflections, and quotations made by the participants of the focal groups. In addition, the audio recordings of the classes were considered to provide feedback and complement the final writing of the field notes. On the other hand, as far as artifacts are concerned, they were differentiated by reading themes and in total there were eleven posters.

Finally, the phase of coding the information mainly included the labels assigned to the data that included comments, opinions, feelings, etc. As well as the possible repetitions. It is important to emphasize that these codes were aligned according to Krueger to the question and

objectives of the research in progress. During this process, the teacher-researcher coded based on the two forms proposed by the author, those are open coding and axial coding.

Open codes included the first approach to the data, and it was based on the first indications of categories. Comments were focused on the properties and dimensions of the information itself. These notes had a theoretical or an operational focus (Alvarez-Gayou, 2003), that is, they referred to theoretical elements already described in the research or to elements of the intuition of the teacher-researcher.

On the other hand, the axial coding included categories, subcategories or families of codes that were related to each other with the goal of finding an explanation for the coincidences. For this process, the use of reflexive notes, and even diagrams were included in the data analysis process.

Findings

As foreign language teachers one of the major constraints faced at a daily basis is not only to find the best teaching materials and strategies to apply, but also which are the most accurate contents to teach. What is true is the fact that the learners and their setting hardly determine the variables to address when selecting materials and applying them. This study was an attempt to develop this issue at determining the influence that a teaching strategy named guided reading approach including the use of narratives as picture books support the intercultural attitudes exploration in group of elementary learners in a private school located in Tenjo, Colombia. To portray the research results, after a rigorous analysis of the data obtained and guided by the objectives set previously, three findings developed through seven categories resulted from the analysis which are entitled; *Picture story books: cultural windows and mirrors, The G.R. ship: clear routes result in better navigating readers and Intercultural dialogues*

between the home culture and the foreign one. A detail description of the findings as well as the

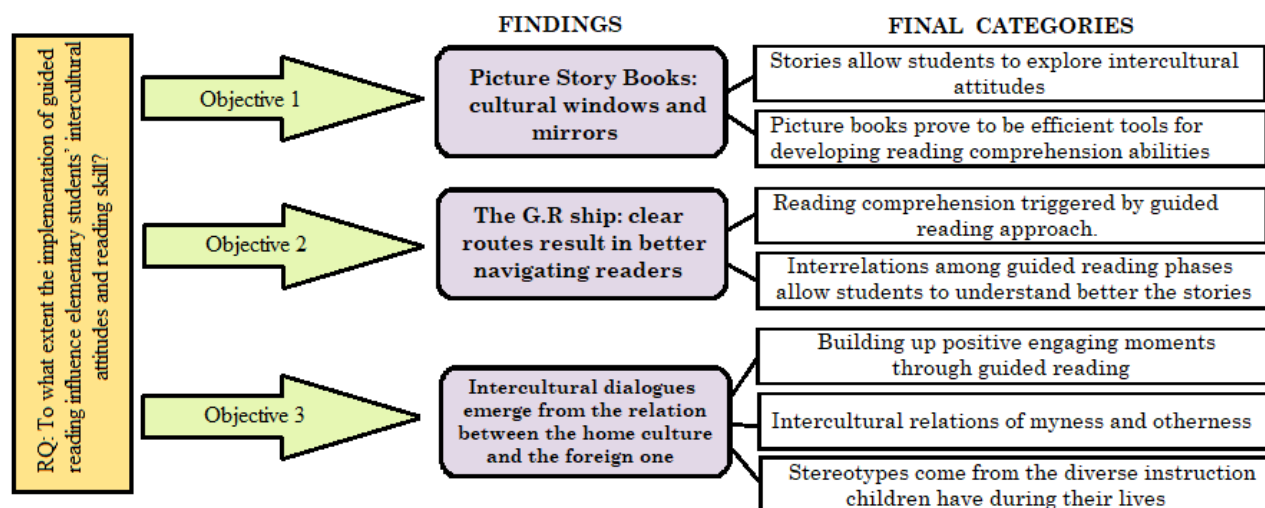categories emerged from the data analysis is shown in Figure 4.

Figure. 4. Findings and categories from the analysis.

Finding 1: Picture story books: cultural windows and mirrors.

> *"Reading the world always precedes reading the word,*
> *and reading the word always implies continually reading the world (…)"*
> *besides that, "reading the word is not preceded merely by reading the world,*
> *but by a certain form of transforming it by means of conscious,*
> *practical work"*
> *(Freire, 1987, p. 35).*

Stories allow students to explore intercultural attitudes.

A closer look at the data indicated that narratives such as picture story books demonstrated to be

incredible sources as the elements combined in these triggered facts for the students'

comprehension exercise. Furthermore, stories as reported in excerpt 1 were useful when

introducing intercultural topics. During this session, students were asked to think about the

popular fairy tale Little Red Riding Hood but transforming it into a Colombian version, some of

the students' answers included:

"Little red riding hood would have glasses [laughs], the wolf would be a pit bull, the grandma a
mother, but it could be also a cat, an angry cat or a witch [surprise expressions]. About the

setting they add It would be an apartment or a little house [they generally related the story to their near context] here we don't have hunters, another student said: Yes, they are, but they hunt bees"
[Excerpt 1 from ODCGr2]

The available evidence seems to suggest that as a result of the relation that children can stablish between images and words their understanding of stories like picture books is better. Properly selected the stories could be wonderful starting points in order to work in intercultural relations; because their richness, they are also triggers to learners' attention while they offer visual supporting too. One of the theoretical premise behind this claim is that in fact a picture book may be a locus for the interaction due to the combination of many sign systems in words of Sipe (2008) "it is a gesture towards semiotic repleteness" on one hand, the words and on the other, the pictures, of course they both words and pictures interact with each other.

Furthermore, literature is not only limited to merely one interpretation, due to its nature structure of the discourse and narratology in general, stories as material are perfectly aligned with the dynamism proper to cultures. In words of Gomez (2015) "culture is transformative not only static". Fairy tales could be a great example of this claim. Those narratives emerge many years ago however, they could be implemented in current days no matter the time the possibilities are multiple. The excerpt 2 was taken from ODC2, through it is possible to provide confirmatory evidence for this analysis.

"[Students were finishing the schema and then the teacher suggested a short discussion in order to inquire about children's opinions and feelings, some interventions include:] miss stories were very nice, I liked the ogre and the rope… another child added: Yes, I like the tigers they are from China, the white ones…and in Italy there are gates, and the Moises' river appeared in the story too, didn't it?"
[Excerpt 2 from ODC2]

As noticed, children's reflection on the materialized sources produced different interpretations, some of them about their current context and some others to the traditions they

had learnt during their lives. Similarly, on the basis of the evidence, it seems fair to suggest that

due to the multiple actors implied in a story creation or recreation, it contributes also to this

intercultural essence proper to stories. To this respect Sipe (2008), argues that in fact, picture

books allow a variety of interpretations since they are created taking into account the multiple

voices, some of them from the writer, the artist, the proofreaders, illustrators, colleagues, editors

etc.

Nevertheless, a problem that is often debated nowadays is centered to the uses of

literature with cultural purposes. Stories have been commonly considered among the EFL

contexts as a static entity transmitted by the people of a community, just to narrate generation

through generation. According to Cortazzi and Jin (1999) there are three groups of material

depending on the cultural content developed through them. The first ones are cultural materials

which draw on learners' own culture content. The second one, is target culture material which

explore the culture of a foreign country where English is spoken as the first language and the last

ones are the international target culture materials which take advantage of resources from

different countries not only the English-speaking ones.

Consequently, there should be a language as culture approach in order to go beyond the

traditional language-and-culture or culture-in language approach (Kramsch, 1996). In the end, is

not literature for literature, it is an intercultural approach through it, it seems to me that the

current task proposed in this research proved to be successful as students showed their

perspectives and it was possible to attempt attitudes that engage with otherness in relation to

equality. This interest that emerged in them in discovering other perspectives allow children to

interpret familiar and unfamiliar phenomena, of course all this as a result of the appropriate input

they received. During the guided reading process, it was possible to detect that stories go beyond

the merely comprehension exercises and became cultural mirrors that allow students to analyze

them from a different point of view, this is, literature as culture. The following excerpts 3-4 were

taken from artifacts AMAGr2 and AMAGr3.

[Excerpt 3 from AMAGr2]   [Excerpt 4 from AMAGr3]

During the reading of the picture book *Ballroom Bonanza* students discovered a story

about a dancing contest in the popular Tower Ballroom. From its root it would appear to be an

ABC book that mixes fantasy and fun by illustrating different types of animals that acquire

human behaviors; they have glamorous dresses, spectacular shoes, incredible accessories among

others. However, the focus of the story pointed by the teacher-researcher included the

exemplification of the variety of wildlife in one same story. Additionally, Rycroft's wonderful

illustrations are valuable source of material in order to determine the animal's origin as well as

their imaginary countries of origin. For this activity, it was necessary to build a PowerPoint

presentation during the before reading activities that allowed students to identify those animals

that were unknown for them as they are not in their near contexts. Alpacas from Peru, bears from

Asia, elephants from Africa, Flamingoes from Europe, impalas from Kenia, numbats from

Australia, penguins from Antarctica, quails from Europe, yaks from Himalaya, among others.

This way of developing the story goes beyond the merely practice of the ABC attempting for

new multifaceted an alternative way to read it. This was reflected in the posters as students by

their own detailed what according to them was the most important fact from the story in the

previous excerpts. Students went beyond the traditional biographical approach to addressing

literature, they drew upon a sociocultural view (Eagleton, 1983) which presented a broader

perspective and allowed them to work in an intercultural understanding of the texts.

Another very efficient way of using stories with an intercultural learning focus is by

giving enough input for simulations activities for learners to explore the foreign cultures inside

of the classroom. Also, on account of the fact that EFL intercultural encounters are less probably

in students` direct contexts those activities can handle with this problematic situation too. An

example of the effectiveness of this activity is portrayed in the following excerpt 5.

"The teacher showed to some flashcards while she explains what is it about? Description:
*-**Flashcard #1**- teacher's speech: Around the world, there are many ways to say hello, in Hawai*
Aloha! is what children said, in China, you greet your friends with Ni Hao! And in Italy, the boys
say only Ciao!
*-**Flashcard #2**- teacher's speech: In France, you will receive many kisses, while in Zimbabwe*
girls curtsey like misses. If you are in Japan just make a bow, but if you're in England a
handshake is enough.
*-**Flashcard #3**- teacher's speech: In Kenya Salama has a pet cow, In Canada, Angela has a cat*
that says meow! Pablo takes care of a lovely iguana, While Tabo pets his goat Botswana (...)

After that, teacher suggested a hands-on activity, students had to create their own greeting, it was
a really fun activity as they could explore not only their creativity, but they interact and move
around the classroom freely. Some of the greetings invented include jumps, handshakes, foot
shakes, spins, kisses, songs among others. As a result, there were 6 greetings: "the friendship
greeting, the funny greeting, the magic greeting, the clash royal greeting, the PJ Mask greeting,
the overflow greeting" (…)

Student A add a comment during the session related to the way people say Hi! In France by
telling me: "Miss, my mom prohibits me to give kisses to anybody." student B: "Yes, that's my
case too but only if they are unknown people" student C: "but that is to be educated" At this
point, teacher highlighted the fact children have different traditions even in Colombia for
example in Japan you have to make a Bow. Some other students add "Miss Lizeth what is the
bow?" (…) Most of the students, approach to the text correctly by inferring that around the world
there are many cultures different children and different animals too. In this respect, Student B
add "around the world there are different boys and girls and animals and games and families"
[Excerpt 5 from ODC1]

Taking this great chance, learners can recreate situations organized by the teacher for

socializing and asking about some cultural traditions. Simulation encourage learners to explore

the foreign culture and develop their understanding about the norms of interaction with native

speakers.

Picture books prove to be efficient tools for developing reading comprehension

abilities.

As visual windows, picture books give children enough input for them to understand

clearly the message of the story just as it had been noticed along similar lines in this document.

So that, findings lend support the claim of Sipe (2008) who suggests the visual perception is the

equivalent to sensory understanding. Sipe's literature affirms that "we see what we learn to see,

and the act of viewing a picture involves our active construction of its elements in a meaningful

whole rather than a simply passive reception" (p. 48). When a student is capable to understand a

message he or she becomes in an active participant during the reading, their interventions will be

founded in evidence reflected on their understandings. Relations between what they read and

what they know would take place too. This assumption was evidence during the reading of the

text *same difference* by Calida Garcia Rawles, excerpt 6.

"Additionally, despite of the fact that there are some vocabulary terms students didn't
know, it is remarkable that children's inferences were almost fully correct what suggest that in
fact images are potential comprehension markers. "they go together to the restroom disgusting!"
"they dress in the same way" "they go to the school together" "they are pretending to be
princesses" "they are fighting" (…) While the story was reading students create images in their
mind that enhance understanding as reflected in some interventions: "You mean they are very
near yes? that's the reason why they are together all the time?"
[Excerpt 6 from ODC3]

About this, Sipe (2008) also asserts that picture books offer a visual experience through a

high quality art that generally is related to tangible and familiar everyday activities.

Most importantly, it is the way those materials are selected, as teachers we are the first

mediators in order to select the proper sophisticated readings depending on the specific purposes.

Bearing in mind not only the contents but also, the population that read these stories. Perhaps,

the compelling evidence support the claim that picture books are accurate tools for this aim,

"through them children infer characters 'motivations and thoughts and connect them to actions"

(McGee & Schickedanz, 2007, p.6).

Additionally, "it is important to use authentic material but to ensure that learners

understand its context and intention" (Byram, Nichols, & Stevens, 2011, p. 24). Throughout the

development of the pedagogical intervention it was noticed that children feel tired and

overwhelmed when they face very long texts, especially when they don't feel identify by them

either for the vocabulary difficulties or the unknown context. Excerpt 7 from ODC1 reveals that

situation.

"During these phase students were not as attentive as usual they felt it is boring to review the
alphabet again, [I noticed it is necessary to clarify the whole sense of the activity, maybe if I
would have mentioned we'll work alphabet simultaneously with animals they would be more
comfortable] Students intervention include ideas like: "again the ABC" "A, B, C, D, E, F, G, H,
I… I already knew it" Other students started to sing the popular song about ABC. Once the
teacher started to paste the animals on the board interest emerged again. Students felt better but
some of them frustrated as there were many animals they did not know. Impalas, for example,
swan and oxen. (…) Students felt good by drawing the animals, the teacher brought a power
point presentation designed based on the picture book so that students can identify easily the
unknown word by observing it."
[Excerpt 7 from ODC1]

This situation could be directly related to the way the story was introduced as their first

impression was an ABC book, they were literally tired of that, however as they get the final

intention behind the story they felt engaged again.

Another important variable to take into account while choosing the stories for developing

guided reading sessions is related to the narrative complexity level, as it could be crucial for

improving or impairing the engagement levels of attention. However, narratives must include

aspects that give students the chance to learn new vocabulary too. This is to find the adequate

balance neither so easy nor so difficult. According to Carver (1994) "when students read books

that are moderately challenging, they have a better opportunity to learn new words than when

they read books that are easier for them" (p.12). Correspondingly, students take advantage of all

the elements they know for trying to reveal or guess the terms they don't understand, this fact is

portraying in excerpt 8 and image 1.

"Additionally, students were not pretty sure about some terms and nor even the context of the story some of them guess it was a circus, however, while the story goes forward students can make connections departing not only from images but also from the sequence. Fortunately, the ones who catch the meaning (a dancing competition) help the group to inquire and make connections between the pictures showed and the content of the story (…) [I would say in order to seek information to clarify and extend their vocabulary knowledge before, during the reading]"
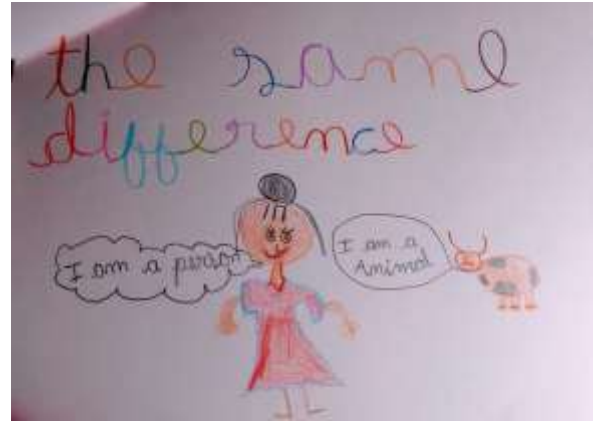[Excerpt 8 from ODC1]

[Image 1: Student's comparative chart]

As a result, the criterion for the selection of literary texts, picture books, for the ongoing

research resulted effectively as they include some of the following elements: they are in certain

way easy to read as they are brief compositions that usually deal with no more than one plot,

stories supported by images motivate students to hold discussions in an active way as

interpretations of the sequences are guided not only by the teacher but also by the relation

between image and word, some of the literature pieces included here are related partially to the

students experiences either in setting or their characters descriptions; finally, they are attractive

and catchy material that more than illustrating a new foreign culture give students the

opportunity to work in their attitudes or to debate about situations presented in the text, lives etc.

this through comparisons, talking about experiences or even questioning some contents.

[Image 2: Student's review about difference]   [Image 3: Student's review about difference]

The story *same difference* by Calida Rawles has a very interesting plot as it is about a

story about two different girls that despite being really good friends they found they are different

in some way, talking about skin, hair, eyes, and physical appearance in general. Images 2 and 3

were taken from an exercise that was carried out during the demonstration phase of the third

didactic sequence, where Rawles' story was read, the detailed description appears in except 9

from ODC3.

When students have to work in the demonstration section before doing the poster, they focused
the attention not only in the problematic situation set by the book (differences between the two
girls) but also, in the discussion we had, students were constantly reflecting about the idea that
everyone is different in physical appearance but not in their inside, they mean everyone by all
living things, as noticed in the cardboards' drawings they elaborated."
[Excerpt 9 from OCD3]

As we can notice, readers go deeper than the merely surface of the story, they relate that

context to their near one. This allow us to infer they were not only developing intercultural

attitudes but also there seems to be compelling reasons to argue that they are approaching to intercultural skills as they are discovering, relating and interpreting based on their familiar experiences.

In like manner, these decoding and comprehension strategies when they look out on difficult words; interpret pictures, confirm through clues or questions the unknown words, rereading when text does not make sense, nonverbal communication, follow the sequence of the story, and constantly checking. Demonstrate that reading enables independence as children are forced to lay hand on the different strategies, they have in front of them. However, when readers face any problem teachers' responsibility should include some more instructions in different skills or abilities such as vocabulary knowledge, digraphs, comparative charts or even a gesture. So that, students may benefit from this additional instruction but of course keeping in mind that it doesn't imply we need to omit the chance to give students the opportunity to their own strategies exploration "self-monitoring behaviors are used by proficient readers" (Allington, 1983; Burkins & Croft, 2010).

Finding 2: The G.R ship: clear routes result in better navigating readers.

> *"it [Guided reading] is an instructional context*
> *where the precise teaching moves and language choices*
> *are related to the behaviors observed, moment by moment,*
> *and which guide the reader to expands his or her reading power*
> *(...) each element supports readers in a different way,*
> *with the goal of helping them think and act for themselves.*
> *(Pinnell's, 2012, p. 279)*

Reading comprehension triggered by guided reading approach.

The research results as well as the process let us to notice the importance of tracing a clear route for students to feel comfortable as well as sure about what they are doing. It has been noticed that in order to work in literature, in this case, picture story books, it is always necessary to choose a way to do it. For this aim, Guided reading emerge as a good strategy as the

combination of the elements proposed by this approach permit not only to organize, introduce, develop and close a reading exercise but it also, is an alternative way to enhance students understanding by scaffolding literacy processes. It is adequately for a pedagogical intervention as this, to check, to test, to reevaluate contents and to evidence student's improvements.

Similarly, reading as a cognitive experience demands an approach that grants teachers the possibility to explore multiple uses in terms of social studies, historical views, multicultural perspectives, vocabulary revisions, comprehension exercises, etc. To sum up, Guided reading is completely aligned to the purpose of this research that is exploring intercultural attitudes while developing reading skill.

To this respect, Kern (2000) asserts "there must be a multidisciplinary approach which includes not only cognitive but also social and cultural dimensions to reveal a broader understanding of how comprehension takes place" (p.132). When referring to reading comprehension skill. In the same line of though, Kitsch (1988) affirms that the reading activity departs from a cognitive architecture, through cognitive procedures and by using the text devices.

During the guided reading sessions most of the readers can identify easily aspects related to the contents of the stories, by following the stages of this approach readers became aware of the key vocabulary terms of the story and then, they were asked to identify two basic elements of them, characters and setting. As noticed in images 4 and 5.

 [Image 4: vocabulary review L.R.R.H.]   [Image 5: Versions' comparative chart]

For the vocabulary review students had to remember the characters and their

corresponding names according to their previous knowledge, then after reading the Taiwanese

and Italian versions of the same story *Little Red Riding hood* they had to complete the charts by

drawing the characters and setting for each one of the stories. Activating background knowledge

allowed students to predict and generate visual images while they self-questioned about the

relations and similarities of the characters and settings depending on the different versions of the

story.

"Teacher noticed also that despite of the fact that the characters from the story were different students realized there is a negative and a positive role, interventions include "Miss the is the ogre the bad one? And the little girl the good one, aren't they? That means the ogre is the wolf" (…) [It is remarkable to mention that experiences with diversity of texts could be the trigger that change students view of the foreign cultures. That was the perfect opportunity to talk about the reasons why the characters change from one culture to another one.] In the Italian culture for example the figure of the ogress represents the "dreadful "and departing form the myths and legends from the region water mythology as well as the gates figures around the country let us to supposed that stories are the reflect of the culture. Teacher explained that according to the culture the stories and tradition emerged. Then she proposed students to think about the little red riding hood Colombian version."
[Excerpt 10 from ODC2]

This assumption confirms Smith (1971) statement who says, "…child uses all his sensory system for acquiring information which he integrates and stores in his brain. In the brain he constructs a model of the world. The model is a summary of all his past experiences and a basis for all the future activities" (p.28).

Consequently, in order to implement Guided reading in a correct way or at least the most effectively one for this context requires teachers to be aware about the impact of including any type of material always bearing in mind the diversity of the classroom. Under these circumstances, teachers should make sure that the materials and the approach selected are aligned to students' needs including their expertise. What is more, teachers have to be prepared since learners are not always going to respond in expected ways, not because of the lack of vocabulary, but because their diverse contexts. So that, sessions should focus on teaching reading strategies, in order to think their way through texts (Burkins & Croft, 2010). Thereupon, learners can understand better the ideas or interpretations constructed on their own or with the support of others` attempting also, as suggested by Vygotsky, (1978) Zone of proximal development (ZPD).

During the research interventions it was noticed also that is better to begin by supporting the readers by giving them enough input for active interventions during the after reading activities. Then, throughout the development of the activities and stages, and of course, if the session is working with the appropriate materials, readers will find solving strategies that will allow them to be able to do the majority of the reading process. Along with the support of partners, observation and pair work, students will begin to feel empowered readers.

"Gestures and non-verbal communication was imperative as through this teacher can express easily the unknown words for the kids. Readers felt happy and even fun while teacher acted some of the words they inquired about. (…) It is remarkable that students were inferring the meaning of the story as a result of the previous knowledge they received in before reading activities but in an unexpected way, I noticed that some of them confirmed the terms by yelling the words in L1 and supporting the partner's comprehension process. Furthermore, some of the

students started to ask about how was it possible? that an animal use clothes and more impressive to dance in a room. Some others confirmed that we were reading a fantasy story and that it was no necessarily completely real."
[Excerpt 11 from ODC1]

This argument, let us think about students' independence when they read the story despite of the fact that most of them are not familiarized with the vocabulary presented, some comprehension strategies become visible. During this session the teacher as always provided support, but simultaneously she was prompting reading comprehension strategies.

This finding supports the claim that it is possible to create independent students through guided reading scaffolding. By exemplifying these actions during the classes, teachers help students to reproduce different methods that would end in more proficient readers. Just as importantly, it was noticed that by applying these strategies during the guided reading sessions, it had an immediate, noticeable influence on students` actions. As a result, readers became more confident in their abilities.

"During the brainstorm, most of the students participate actively, by giving their opinions and ideas related to the question What is this story about? By analyzing only, the covering page, they noticed generally that the story was about two girls, that they are friends but that they are different because their skin, their hair, their eyes. Some other students think they were in a party as in the covering page there are many circles of different colors. Finally, there were the ones who though we will could continue talking about previous stories."
[Excerpt 12 from ODC3]

As noticed in excerpt 17 teacher tried to stimulate student to work on inferring and predicting the main idea of the story. This type of activities resulted very attractive and interesting for students who conceived it as a guessing competition.

Interrelations among guided reading phases allow students to understand better the stories.

During guided reading there are three specific stages we must cover during the didactic sequences namely, before reading, during reading and after reading. Due to the multiple options this approach offers us, it follows an organized sequence of events that simultaneously help the readers to scaffold literacy processes in an accurate way.

Thorough guided reading students are in an engaging environment as the preliminary which activates a preparation of the learner, somehow as a risk-free training, of course, taking advantage of all the sources that students had previously received. As competent readers, children made mistakes and supported each other by applying collaborative work.

In the same way, expectation and motivation are some other conditions for learning that indeed are included in guided reading sessions. As one of the main requirements the students background has to be as catchy as possible generating in reader the interest about knowing more about the coming reading. During this reading part, it is required that students make decisions, create hypothesis, organize ideas, ask doubts and clarify concepts. Similarly, during the reading responsibility from the student is required as he or she are the ones who are going to approximate to the narrative by comprehending it.

Finally, in the after reading phase, students have the chance to put into practice what they have learnt their attempts of course could be complemented by the teacher but the center of this part are the students. Discussion are common in this section as well as the individual, and collaborative work.

Before reading

The data yielded by this research provides convincing evidence to support the claim that before reading activities strongly motivate and prepare student to be a competent and active participant during guided reading. Additionally, these introductory activities allow teacher to recognize the previous knowledge students have and to assist of course what they need to know according to the class purposes.

For this aim the activities carried about included vocabulary review, discussions, warming up activities and also some introductory motivations that allow students to have a first approach to the stories' sense. The following excerpts and images evidence some of the activities carried on during the before reading sessions:

[Image 6: Vocabulary review]

[Image 7: vocabulary review]

[Image 8: Sharing our art work]

"(…) the teacher asked students to imagine a world where we all act in the same way, no differences. Students generally agreed it will be bored and that it will be a grey world, there won't be girls or boys. There won't be schools and no friendship. One of the students add: "Sad world", Other student: "It would be bored".
Now let's try to imagine a world when you can be all together Colombia's guys, Chinese children, Italian friends, Africa boys and girls, Peruvian kids, (Some of the students continue: United States, Chile, Ecuador, Europe, Spain, Chinacota, Boyaca, Medellin) (…) The conversation included reflections from the teacher who asked about the experiences they will have in the hypothetical case that foreign animals lived here in Colombia. They commented that would be great, however, some of them think that there are some animals that will probably die because the weather conditions in the world. Teacher designed this activity to introduce students to the reading (Ballroom Bonanza).
[Excerpt 13 from ODC1]

"After the discussion activity, the brainstorm (mind map on the whiteboard) was composed by the following keywords: Respect others, share, explore, care, love, Colombia, world cultures, family, mommy, daddy, sister, brother, dogs, goats, cat, iguana, flea, louse, habitats, travel, polar bears"
[Excerpt 14 from ODC1]

"Let's see these flashcards and analyzes how gestures mean different things in different parts of the world. Some of the countries including during these exercises are Britain, Japan, Italy, Jordan, USA, France, Russia, Bulgaria. (…) Now let's imagine a situation in which we use these gestures improperly. (…) they were a kind of surprise because of the way gestures are different depending on the culture, they started to talk between them about the gestures they use in their context: hello, bye, no, yes, asco, ok, very good, excellent, raise your hand, silence. (…) [Teacher explore commonalities and differences between cultures which according to Cross 1991 contribute to the kids to construct their own self-identity] (…) About this aim teacher explain the importance of knowing about the culture where we are immersed, just as an example teacher suggest a situation in which one students have to ask for help but they use the incorrect signal for it. One student adds: I cry (laughs). In fact, students noticed that crying is a signal almost universal around the world interventions: "but, all the children around the world cry" "I can cry, and the police officers will help me" "If I take the incorrect bus they will help me" Then, the introductory activity was closed (…)"
[Excerpt 15 from ODC2]

"After she clarified the term the teacher showed some vocabulary-flashcards that will help students to identify some of the most important terms of the stories: velvet, wolf, grandma, hunter, gate, bread, oil, ogress, hairy, tail, rope, heels, river, ring-shaped cakes, grandaunt tiger, bell, coarse, moles, disguise, water pail, died. In order to emphasize these words, the teacher brought a matching game. By using some pieces of wool students have to match the image with the corresponding word. This activity took place outside of the classroom in one of the green spaces of the school. Students really enjoy this activity, they were running and yelling the words while some others look for the correct couples. Additionally, at the end of the activity inside of

the classroom teacher confirmed that students memorize better the concepts and words through the use of games that imply them to be in the outside area of the school."
[Excerpt 16 from ODC2]

"Furthermore, the teacher asks students to imagine what will be the setting, students first impressions include: park, school, party, street. This exercise facilitates students to think about the text and the art and even the previous knowledge in order to construct meaning beyond what is literally stated."
[Excerpt 17 from ODC3]

"Teacher will make a list of vocabulary terms that will be important in order to support students' comprehension of the story by introducing a dominoes game. Students have to find coincidence between the image and the word. Vocabulary about the story include the following words: twins, play, dance, sing, sit, swim, pool, imaginary friend, tea party, pearls, mirror, dark, light, hair, contest, diverse, happy, smile, pink dress. During this activity, students were very happy they really enjoy the game as through it they can practice the vocabulary, the card was enough big for them to manipulate them and they enjoy playing the dominoes game in the outside area of the classroom. Teacher constantly monitor the activity supporting the process and help those students who were confused about the vocabulary, but in general terms students understand and finish the activity in a good way."
[Excerpt 18 from ODC3]

These before reading activities once again confirm Perfetti, Yang and Schmalhofer (2008) claim, since they remark the importance of giving students enough tools for them to integrate the meaning into a mental model of the text. These introductory activities are very beneficial for understanding the text. There is no doubt that this preparation work helps students get connected to the new information with what they already know. As noticed in excerpt 13 through the preliminary questions, students respond by talking about what they already know. Also, they were capable to express their own ideas and opinions.

In terms of reading comprehension, the vocabulary review greatly supports the interpretation and facilitates following the sequence of the story. Activities such as role plays encourage students' reflection about their own experiences related to the foreigner's ones. As noticed in excerpt 15 when students were capable of concluding that gestures as nonverbal signals are also different depending from the culture.

Reading comprehension abilities as inferencing and predicting allowed students to construct a whole view of the text taking advantage of all the elements of the book, words, images, coloring, among others. This was evident in excerpt 17.

Finally, through games teacher facilitates students to make connection between images and words clearly showed in excerpt 18. These activities prepare students to face the reading in a meaningful way.

During reading

The aim of this section is to discuss about the elements revealed in the data related to the comprehension markers illustrated through the excerpts and activities suggested for the development phase. A closer look to the theoretical framework indicates that the fact that there are certain abilities and procedures that support comprehension is being successful. To this respect, Perfetti and Stafura (2014) affirm that elements such as paraphrasing reflects comprehension, as through this the student show that he or she effectively integrates words with the text representation while maintaining coherence.

"It is remarkable also that students make relations and compare some animals they did not know in order to find different commonalities between them. Additionally, some of them try to explain to their partners by giving to them some familiar examples. For talking about the yaks they related them with a bull, the impalas with goats, the orangutans with monkeys, the quails with pigeons, the swans with ducks. Gestures and non-verbal communication was imperative as through this teacher can express easily the unknown words for the kids."
[Excerpt 19 from ODC1]

"(…) teacher explain that almost all the animals in the story are wild, children felt confused about this term but a student's explanation positively engage understanding his textual speech was: "miss that means they are carnivores, herbivores, omnivores they live in the forest aren't they?" [This is the result of the science class where they are talking about this topic. The interesting fact is how students are capable to relate the discourse they have learn with the new vocabulary that emerge from the stories]"
[Excerpt 20 from ODC3]

As noticed, those comprehension markers can result in skilled readers that will be capable to make predictive inferences about the text meaning by relating it with similar concepts they already know, therefore this reveals students` comprehension.

In the same sense, what was absolutely clear in the interventions was the tendency that readers have to follow the reading system framework delimit by Perfetti, Landi and Oakhill, 2005 and included in the current research theoretical section. In general terms, this framework proposed that readers become experts in comprehension by including a language cognitive architecture to their reading routines. This process departs from a visual process and include such important elements like: knowledge sources, inferencing, monitoring, visual input, word identification, text representation, phonological units among others. Through them they extract the meanings of the text.

"It is remarkable also that making groups students can support or be supported in the comprehension strategies. As those ones who interpret the text literally helps the ones that infer better by making connections. There are some others that synthetize better by setting the words and images they will show in the poster. Finally, teacher notice they were very engaged with the activity they reflect upon the contents learn even talking about their own likes, the fact that they think about previous knowledge and bring them to the present by inferring, comparing, contrasting, and even evaluating shows that in fact, this was a really interesting and enriching exercise.
[Excerpt 21 from ODC1]

This aim is also confirmed by authors like Clay (2001) who asserts that readers often take advantage of several strategies when they are facing difficulties during reading, those strategies can include the use of confirmation by pictures, inference, predictions, visualize compare, contrast, etc.

"Then, teacher read the Taiwanese version, during the story reading they were quiet attentive and captured by the story. Students similarly related the bad actor of the original version to the tiger and the good ones to the girls in this version. As a result of the previous exercise they were capable of making relations about the figure of the tiger by adding: "Tigers are very popular in

China / They are savage" They supposed that is the reason why tiger is the wolf in the Taiwanese version."
[Excerpt 22 from ODC2]

Kester (2008) suggests also that "during reading activities teachers may include reading aloud, reading silently, reading to answer questions or for information, and opportunities to discuss comprehension or word difficulties as they arise" (p.4). These activities confirm the huge importance of following the steps proposed by the approach, as through them it is also possible to identify students' difficulties and doubts. Specifically talking about during reading activities teacher support the literacy development by monitoring the students' efforts and providing appropriate ongoing guidance. This of course, deals with motivational factors too, when student feel underpinned their risk free increase.

After reading

When students have been properly engaged and guided following the stages proposed by this approach, it is time to include the discussion and demonstration phase. This requires students to reflect on their own points of view by taking advantage of the prior knowledge they already have.

During this follow up sessions it is possible to include the specific skill assessment while including strategies that allow students to go deeper in the language exploration. In the current pedagogical intervention artifacts namely posters are extension strategies that can motivate students to work in independence and autonomous skills as through them they are capable to organize ideas and discuss freely in groups or to reflect in individual exercises.

Additionally, the use of activities related to artistic development are very catchy for kids, they work more focused and make an effort to show the better result in the posters.

"Students work in three posters divided into groups of 4 people. During the elaboration's students make agreements about the contents, the drawings, the keyword they will use, they

share ideas about their likes, their favorite animals, their favorite books. Some interventions included St:1"Why don't we draw the muñeco viviente? St2: Let's draw the animals and the flags of the countries they live? St1: Yes and habitats, forest, desert, water St1: I want to draw St3: I want to write St 4: I want to color it" It is remarkable also that making groups students can support or be supported in the comprehension strategies.
[Excerpt 23 from ODC1]

[Excerpt 24 from AMAGr6]

[Excerpt 26 from AMAGr4]

As it can be seen in the previous excerpts students' creations reflect the previous training received as in some of them, key words are included as well as characters, settings or even the experiences shared in the classes. Those elaborations promote collaborative work too, as they became in engagement resources to avoid shyness in the class. All the readers participate actively during this stage.

Finding 3: Intercultural dialogues emerge from the relation between the home culture and the foreign one.

*"Learners need to foster what Kumaravadivelu (2008)
has called global cultural consciousness,
through which students learn to interact appropriately with new cultures
that are often very different from their own"
(Gómez, 2015, p. 168)*

Building up positive engaging moments through guided reading.

When planning, implementing and guided reading sessions it is also important that teachers develop awareness of the story itself. As it has been noticed so far, the stages proposed

by this approach imply teachers evaluate the inclusion of several materials that can strengthen

students' improvements and interventions in the class. For this purpose, elements such as videos,

flashcards, music, games and input in general can be used as a means of expanding learners'

ability to be curious about the behaviors of the target culture. This also, due to the fact that

classes are neither in native contexts nor with native speakers.

In the same way, readers can increase their engagement departing from the observation of

elements proper of the culture, reflections and experiences too.

"In order to introduce students to the reading *same difference* teacher will show students a video
related to the differences around the world in terms of food, clothes, traditions etc. Then students
have to build a card in which they represent why are they different by expressing their likes or
dislikes. In The end, students will share their cadrs orally in class"
[Excerpt 27 from ODC3]

[Image 10]   [Image 11]   [Image 12]

By observing cultural behaviors through different multimodal materials learners will

"become aware of the ways in which their own cultural background influences their own

behavior, and develop a tolerance for behavior patterns that are different from their own"

(Tomalin & Stempleski, 1993, p. 82)

Moreover, materials had a great influence on students' engagement and interest in the

class. Most of the students expressed their opinions about the ones used during the lessons and

showed their curiosity for learning about other cultures.

"Students showed good comprehension of the story in general terms they can follow the
sequence; they were really interested in knowing more about children around the world

traditions. Images were a great tool as students can infer the meaning even when the teacher narrated the story using the foreign language all the time."
[Excerpt 28 from ODC1]

"Students were happy and some of them show it with expressions like: "again miss, yes miss again, they are going to be together every single year" even some of them applause. Additionally, it was really interesting for them the fact that the story at the end invites the reader to look for the hidden instruments that are all along the text pages."
[Excerpt 29 from ODC1]

Simultaneously, it is important to take into account the students` likes and needs, bearing in mind that assumption through the instrument EC2 it was possible to inquire about these aspects. In the surveys, students gave suggestions regarding the materials and activities that should be included in the class. This confirmed what Nieto (2002) suggests in terms of giving the students the opportunity to build a better atmosphere in the classroom.

Furthermore, the fact that students are prepared for these activities by memorizing or just being introduce to vocabulary terms, contexts, characters, setting and the general plot of the story reduce the possibilities that they commit mistakes so that they feel comfortable about participating in the activities.

"However, they feel attracted with the reading aloud activity by showing interest and attention, this was noticed as interventions during the reading were pretty common some of them include predictions and opinions forward the story. Then teacher stop the reading and discuss about the next story, the Italian one."
[Excerpt 30 from ODC2]

During the reading aloud students can also be focused on the meaningful vocabulary to bridge the gap between their own experiences and the learning environment Rupley and Nicholas, 2005 to link lexical outcomes with current ideas it is necessary also that grammatical sources such as nouns, phrases, verbs, prepositions, among others would be included in the students' introductory activities. We have to keep in mind always that comprehension is preceded by the multiple input that teacher suggest to the readers.

Some other activities such as the recreation of authentic environment to trigger learners' interest and curiosity for foreign cultures learning, could be developed by decorating their classrooms with images of different cultures including their own ones'. This technique is known as the culture island (Hughes, 1986).

What is more, the contents must be appropriate for students McKay (2002) argues that teachers have to avoid puzzling content that causes cultural conflicts, instead of that the content needs to be relevant for the contexts. The author claims that in order to attempt for better results the teachers need to motivate reflections on students' own culture in comparison to the target one.

"The teacher also showed on the TV the corresponding flags according to the place we were talking about as well as the positions in the globe. In that way, students will be capable to recognize the country by placing it in their real context (Through maps). [Teacher explore commonalities and differences between cultures which according to Cross 1991 contribute to the kids to construct their own self-identity] Some of the students mentioned that some gestures were strange and that are not the same as the Colombian ones. About this aim teacher explain the importance of knowing about the culture where we are immersed, just as an example teacher suggest a situation in which students have to ask for help but they use the incorrect signal for it." [Excerpt 31 from ODC2]

"(…) St: "because in China there are many white lions that is the reason" St: "in Italy there are many gates" St: And the Moises' river appeared in the story miss because it talks to the girl". It is interesting to notice students make relations between its own context and the stories proposed by the teacher. Students identify the close relation between context and stories, additionally, they create connection even with bible [relations between different types of text], we can notice through reading students even develop abilities that go beyond the merely literally aspects." [Excerpt 32 from ODC2]

[Image 13]   [Excerpt 33 from AMAGr10]

Also it is evident that students read the foreign culture in the light of their familiar

contexts, it means, their home culture.

"At the end partners walk around the field by observing the dominoes did it by their partners. It
was interesting to notice that students show affective responses by talking about their own lives
while they are playing the games making connections between the terms. "I like to play clash
royal" "I have a twin" "At Chinacota we have a bed for the pool" "I like tea parties too" "I have
a pink unicorns dress too/me too" Additionally, those games help those students who were very
shy to integrate and participate actively in the activities."
[Excerpt 34 from ODC3]

According to Biddulph (2002) Guided reading is an interactive process in which readers

actively engage with texts, building not only their own understanding but also the author's

message. The story itself is the voice of the author representing a culture.

Similarly, it is important to highlight the fact that behavior during these activities is

better, as students are surely engaged. In Crone and Horner (2003) words, "One way to help

teachers with discipline problems is through positive behavior support".

"Students showed good comprehension of the video in general terms they are really interested in
it. In fact, during the observations the teacher-researcher noticed they were talking about the
relations between the video and the commonly likes they have, then noticed for example that
football is a global sport. As soon as the video finished teacher proposed a short discussion in
which students could talk about their likes and dislikes, teacher noticed that they are
concentrated and focus this allow they detect some other things that are not properly from
Colombia like the food (sushi) just as one of the girls mentioned in class"
[Excerpt 35 from ODC3]

According to Gómez (2015) "The teaching of literature in any classroom whether in our native language or in the EFL classroom should not only be based on merely teaching the literary text itself, the literary text should be studied through the use of appropriate teaching approaches that might provide the possibilities to negotiate meaning and construct knowledge." (p.116)

Intercultural relations of myness and otherness.

The question of whether intercultural studies could be developing in foreign language contexts has caused much debate in our colleagues over the years; however, as Cakir (2006) affirms, teachers play a key role in breaking down those cultural barriers, before initiating teaching or learning activities it is necessary to find the most accurate tools to do it. The compelling evidence has supported the idea that literature is a good way indeed. Besides, the procedures teacher implemented in class also determine the final results.

The fact that by implementing a pedagogical intervention in an educational environment requires to think not only in the objectives to set but also, the purposes of assessment determined of course by the context where the classes are taught. Bearing in mind this assumption and being conscious about the multiple and complex ways to assess attitudes, it was necessary to build a matrix of analysis that allows to approach to the artifacts in a theoretical way. Additionally, it is important to highlight that the basis of this premise is founded on the definition of assessment proposed by Byram (1997); in this way, he asserts "Assessment is not an exact science and we must stop presenting it as such. This is of course part of the post-modern condition- a suspension of belief in the absolute status of 'scientific' knowledge" (p.88). As a result, the matrix of analysis is presented as follows:

Table 8. Matrix of analysis.

Categories	Objective	Evidence
	Equality	Representation of daily life
Intercultural attitudes	*Other's perspectives*	Represents other's perspectives
	Question own values	Evaluates of phenomena society
	Culture shock	Affective responses at different points
	Conventions of interaction	Self-analysis

Note: The elaboration of this instrument bears in mind the ICC assessment proposed by Byram (1997).

Equality.

Exercises such as emphasizing in similarities among people or even comparison between the one's own culture and the foreign one are pretty valuable too. Moreover, the topics presented in the classes should be better recognized by calling the near experiences students have. It means, their familiar contexts.

"[It is remarkable too that animals like the oxen or the impala were far from their context even for the teacher it was difficult to describe an animal that is not familiar for them, it was really interesting to notice that students tried to make relations between the animals they already known and the new vocabulary, the oxen for example they talk about bull and cow. With respect to the impala, they think about deer, cattle among others.]"
[Excerpt 38 from ODC1]

To this respect, Gudykunst and Kim (2003) emphasize that culture always affects the way people communicate because competent speakers should take into account what is considered acceptable or appropriate and what is not in a specific context. The way people communicate depends directly on the particularities of the culture in which they have learnt their language, rules and norms. However, as Gudykunst and Kim affirm, most of the times people are not aware about this influence.

[Excerpt 36 from AMAGr5]   [Excerpt 37 from AMAGr6]

As notice in excerpts 36 and 37, those are two of the posters students did at the end of the

didactic sequence, most of them reflect their own contexts by drawing and writing key words

that are related to their families and context. In this specific case students were free to design this

self-analysis section by including the aspects they think are related to the story purpose and

intention. As basis for explaining the foreign culture authors' intention, some of them choice

elements from their own culture.

Other's perspectives.

The interest about knowing more or discovering other's perspectives base of course in the

interpretation of different social implications, in this case through stories, allow us to think that

the student might recognize that in fact, there is an otherness that doesn't imply we have to

prioritize our personal view over the others`.

The importance of assuming their own view demonstrated that children are familiarized

with their social norms, values, perspectives and culture in general this can be identify through

the use of terms that are signals for this self-view. In this regard Danielewicz (2001) states: "Our

identities are manifested in what we regard as the self, the internal state of consciousness we

refer to in everyday speech whenever we say I" (p.59). The readers show this social self by using

in their speech words like we, us, our, in Colombia, here, me etc. On the contrary, they use some

other words like different, there, country, they, and specific countries' names such as China,

United states, Spain, Italian etc. in order to contrast the home culture with the foreign one.

"As a result of the previous exercise they were capable of making relations about the figure of
the tiger in the Taiwanese culture students in class interventions add: "Tigers are very popular in
China (…) About the girls, students didn't comment anything when teacher asked why do you
think in this story we have two girls? Suddenly, a student said "Because in Taiwan there are
more girls than boys (…)"
[Excerpt 38 from ODC2]

[Exceprt 39 from AMAGr6]   [Exceprt 40 from AMAGr7]

In these excerpts 38, 39 and 40 it is possible to notice how students dialogue about others perspectives by expressing not only the otherness conception but also, by determinate which is the communicative intentions in each one of the stories according to the author's purpose. In excerpt 39, for example, the group of kids showed a very good comprehension exercise by discriminating correctly the characters and setting of the story. But in addition to that, in the self-analysis section they included a key word "care" that if we review the stories, I mean the three versions of the story, we notice is a common pattern among them. Furthermore, the fact that they include the three little pigs drawing, could be interpreted as a way to refer about not only fairy tales but also, they are making connections between the moral of both stories, that is, to be careful about strange people.

Those reflections allowed us to think about what the author called the "third place" that is according to Crozet (2007) "the turning inward of cultural information through self-reflection leading to enhanced understanding of the role of culture/language in the construct of worldviews" (p. 5). So that, through these actions students developed in their self-analysis section, they are kind of being near to that "third place". In this process, learners are supposed to decenter from their home culture, observe the foreign culture and assume a third place where they can observe and reflect on both their home and foreign culture (Byram, 1989; Kramsch, 1993). To sum up, language learners bridge the gap between cultural differences and achieve their personal and communicative goals.

Question own values.

In relation to the theoretical framework proposed in this research it is remarkable that intercultural education should include different identities that more than being static they all are dynamic. As mention before in finding 1 this notion can be greatly developed though literature

sources. Of course, the importance of talking about the values that each society has, motivates

students to inquire in actions such as: negotiations, perspectives, ideologies, ethical issues and

interests "in this border space of relationship and negotiation are also built and emerge new

strategies, expressions, initiatives, meanings and intercultural practices that challenge cultural

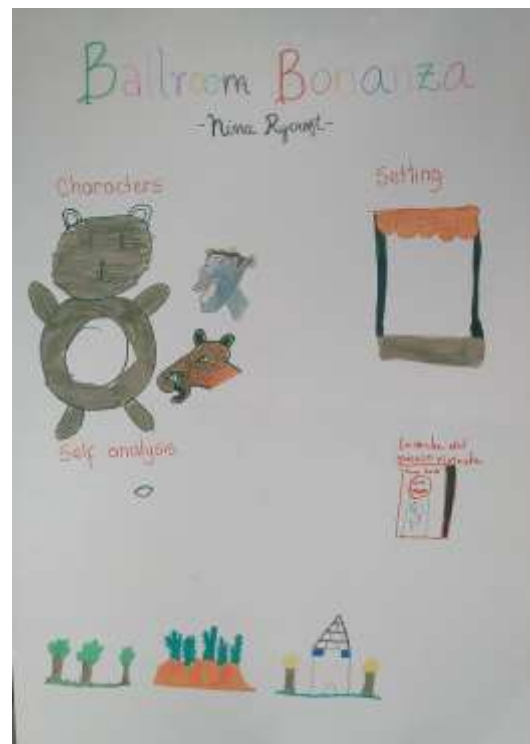control, and the hegemony of the dominant culture "(Homi Bhaba, 1994, p.10).

"During the collection of ideas for the brainstorm, most of the students participate actively, by talking about opinions related to the story read in the first session. Interventions include: St: "we all are the same and there are many kids that can be sad in other place of the world, because their parents are not with them", St: "And here in Colombia we greet with a handshake o or sometimes we don't greet (laugh)" In this moment teacher ask (…) "What do you mean with children who are sad in other countries? St responds: "Yes teacher (silent moment and laugh) (…) Yes teacher they are not ok; I mean they are sad my mom show me a video about children in China their parents abandon them" Teacher try to explain to the class that these kinds of sad episodes happen not only in Colombia but all around the world (…)"
[Excerpt 41 from ODC3]

Exploring cultures then, engages learners in the process of exploring their own and the

foreign culture values by motivating reflections and of course promoting language production,

negotiations and intercultural attitudes. So that, those relations of interaction are depending on

the willingness to observe the other's behaviors, beliefs, actions etc. "The foundation of

intercultural competence is in the attitudes of the intercultural speaker and mediator." (Byram,

2002, p. 11)

What is more, literature confirms again that could be a valuable source of material to

work in cultural topics Knutson (2006) establishes that "the culture-specific content includes

knowledge about societal values, practices, and products" (p. 592). The vision suggested by an

story plot offers to the reader a wide variety of forms, including relations, beliefs, perceptions,

norms, customs, celebrations, and in general patterns of interaction.

[Excerpt 42 from AMAGr1]   [Excerpt 43 from AMAGr2]

Culture shock

First of all, and despite of the fact that this aspect proposed by Byram (1997) was related to an interaction with another culture during a period of time, I decided to include it as there are aspects such as experiences of otherness, acceptance, rejection, reflection, feelings, retrospection and previous experiences that can be develop in EFL contexts in order to motivate self-awareness. Furthermore, self-awareness motivation allows the student to reflect about his own learning processes, also to be conscious of their strengths or weaknesses.

According to Byram, when a learner is exposed to another culture this provides an opportunity for comparison with one's own culture; this means, confront us with things we haven't confront before. As a result of this confrontation we have to be face to face with a reality that is not our own this exercise no matter the way provides opportunities to develop pragmatic awareness too.

Similarly, the process of comparing one's own culture with the foreign one is the key element for an intercultural communication; in that way, when a child is using his cultural context as reference to talk about the others, he is going beyond the limited vision of the world. Byram and Planet (2000) assert that "comparison makes the strange, the other familiar, and makes the familiar, the self-strange and therefore easier to reconsider" (p. 189).

[Excerpt 44 from AMAGr10]

Excerpt 44 is the poster that all students did during the wrap-up session. In this last activity, it was possible and fascinating to take a look of all the knowledge and reflections students generates during the elaboration of this artifact. The general instruction for them was to show through drawings, key words, phrases, colors etc., what they have learnt during the sessions. As notice vocabulary terms are multiple and the myness and otherness is showed through drawings and affective responses that more than supporting that in fact comprehension

increases, give us the opportunity to notice that intercultural attitudes also were developed. At

least, the final aim to descender the view of English as a United States property was aimed. The

self here is the starting point to develop the exercise; but finally, the comprehension of the

foreigner's culture, discuss about it and contrasting it with others including their own, are of

course the result of becoming intercultural aware.

Conventions of interaction

Showing examples of all the different ways in which students, in this research

application, connected their own knowledge to foreign cultures, goes beyond the possibilities of

this document. What is true, is the fact that reading to engage conventions of interactions among

students is a true need.

The ample growing support that emerge from intercultural studies in education let us to

reflect also about the role that and intercultural speaker has when is immerse in a foreign culture.

This fact doesn't imply necessarily that the intercultural interlocutor adopts or imitate native

speakers' patterns of interaction. Instead of that, he or she needs to adopt attitudes that engage

their own personality and culture roots, including nonverbal communication, to the foreigner's

way of interacting. When the learner can go beyond the merely individual position and they

begin to observe that the others are different but important too; in that very case, emerge an

important chance to become critical and by the way being aware about the other's positions.

This assumption, for teacher imply a very challenging task, especially for those who

handle with foreign cultures. This means that this aim should be included in all the educational

policies, as linguistic, social, economic and political features impact significantly on the reality

of children (Garcia Canclini, 2004).

Therefore, EFL training must be rethought by departing from this assumption, when we talk about intercultural competence, in all its forms; attitudes, knowledge and skills, it is mandatory to deal with the comprehension of myness and otherness, only in the case we want to motivate students to value and respect the cultural diversity.

Stereotypes come from the diverse instruction children have during their lives.

In this section, the claim of stereotypes is placed, whereas those are founded in three entities that surround the students' development; first, the family, second, the society and third, the academic training. Additionally, it is important to clarify that although, it is not the focus of this research to work on that field, it is relevant to include the last data analysis on that interest, which was a superficial finding at first, but that surely could result in a very interesting topic to develop in further research.

Allwright (1991) asserts that an ideal classroom should encourage learners to make efforts to understand both cultures, first and second, besides to help them to remove the cultural misconceptions and prejudices they have. So that, those learner's preconceptions are very important as they more than being the motivation for a research, such as the current one, they are also socio-cultural factors that portray the different beliefs or notions that students have about language learning. In fact, Horwitz (1987) suggests that students' behaviors and actions in the classroom are strongly predetermined by their beliefs and perceptions. This can contribute to, or impede the engagement in the process of language learning.

Then, an intercultural view in education, as we have noticed throughout all the document, is no more than trying to build an identity in the students. To this respect, Collins (2000) asserts that identity involves the self-concept, which has three aspects: the cognitive (thinking), the affective (feeling), and the behavioral (actions). Bearing in mind this claim, I assumed academic

training (cognitive factor), family instruction (affective factor), and society instruction (behavior factor).

Family instruction

The data yielded in the analysis let us to think that family has a great influence on student's way of assuming foreign language cultures. During the application of the third didactic sequence and the reading *same difference* which basically talks about two girls exploring their differences in terms of skin, racial root, physical appearances, etc. It was noticed:

"At this point teacher stop the reading and asked which girl was the better one? After some silence mostly of the students respond that both were beautiful in the same way. However, there were two from the group that stated that the white people are better basing their arguments on prejudices about black people "Most of them live in the street and they are thieves". Similarly, students' interventions generate a short discussion in which the 10 students try to convince the two left that the idea they have was not the correct. Apparently, students achieve their goal and they all agreed they both are the same. [This intervention and short discussion was extremely interesting for the study, even when the teacher implemented activities related to tolerate among others there are social markers that define student's way to see the world could be related to the academic instruction or maybe the familiar context. However, it shows pretty good the stereotyped version of some children. The discussion that initiated the 10 students was unbelievable, they understand they were different but the same as human beings, I noticed additionally, that family can model the way students built this intercultural attitude specially in the first stages of learning.]"
[Excerpt 45 from ODC3]

Attitudes then, are shaped by the individual experience and when interacting with other learners these attitudes can be expressed and, in my point of view, reevaluated as in some cases they could be negative or positive.

Academic instruction

The second entity influencing those stereotyping ways of thinking is the classroom and the teacher as its main influencer and discourse speaker. According to Kramsch (1993) teaching culture should be done as a process, not just as a collection of facts, which may help to understand the others. Similarly, Byram and Risager (1999) state that teachers act as mediators

between cultures. This involves the responsibility to help learners to understand other peoples and their cultures.

This factor was almost the most remarkable in the very first part of the study, during an interview to the teacher who designed and organized the subject "Anglosaxon", where the current classes where developed, his definition of culture was: "culture are beliefs, values and behaviors that arise from roots and traditions of a decent" (Anglosaxon teacher's interview).

According to the definition of culture the teacher gave, there are part of the culture the beliefs indeed, assumed as the vision of one's own reality; values are also addressed from an intercultural perspective. However, he refers to behaviors that are proper from the roots and traditions of a descent (linaje), that is, the culture seems to have a single line of development that is according to the personal descent. This first vision already gives us a certainly discouraging picture of what is developed in the foreign culture classes. His vision of the world is reflected in the fragmented topics he applied, the study of emblematic personalities of the countries of North America, the reading of the same narrative material resulting from the current canons, the memorization and repetition of national symbols, students must learn the anthem of North America, reproduce games such as Easter eggs and valentines and there is a null presence of one's own culture. In other words, there is no an intercultural view. In the first part of the study an interview was carried out also to the students, one of the questions was, which are the ones who talk in English? Students respond 11 in 12 United States only one of them said China.

According to Byram (1998) teaching culture is a complicated task because the language teacher might face different dilemmas, such as what topics, what culture and how to teach them avoiding stereotypes.

"The teacher-researcher notice that through this exercise, students can talk about the way they feel when they are not doing well activities in class. A student added "the thing is that some of

them believe they are more intelligent than others, but that is no true we all are intelligent" [the
teacher-researcher, noticed that not only academic training and familiar ways of thinking
influence this prejudices of the children but also, the evaluation system]"
[Excerpt 46 from ODC3]

The fact that students are measured under a binary way (good-bad, 10-50, pass-fail, large-

short, correct-incorrect etc.) also have repercussion or an echo in the way students assume their

reality even toward another culture. They think about national and international; familiar,

strange; we, they, me and the other. This finding is important as reveals that as noticed that is the

context we must depart from.

Social instruction.

In this regard, to sum up the finding with Moran's affirmation (2001), the author suggests

that language is the means to manipulate or to impose perceptions, values, attitudes, and beliefs

that rule the society.

The influence of higher demand that people receive every day, it can be said that it is

focused on the media and the virtual interactions. The fact of assuming a behavior as our unique

and that it is not, begins to discard those lines of what is conceived as foreign culture and gives

an effective step to what has to be developed as intercultural encounters in this document. This

would be no more than the meeting of two cultures, in the same context by using strategies of

effective communication.

Once again, it is confirmed what was suggested in the theoretical framework about

pointing for an equity perspective through interchanges between cultures in equal conditions,

fostering permanent co-construction in students whose main objective have to be foster

reciprocity, growth, and learning from the other (López, 2010).

Chapter 6: Conclusions and implications

Conclusions

The conclusions resulting from this research, in regard to the general objective set which consisted in determining the influence that guided reading as an approach, has on elementary students' intercultural attitudes and reading skill let us to conclude:

In relation to Intercultural attitudes.

-The research confirms that the teaching of a foreign culture in an EFL context should be focused on improving cultural awareness, appreciation, and acceptance of other cultures.

-Mostly important are the application of activities that motivates students to put themselves in a position to reflect as if they were in native environments, in that way they could be introduced and able to explore easily the foreign culture.

-Learners can also develop their intercultural attitudes through personal experiences. Tomlinson and Masuhara (2004) argue that cultural awareness is gained through experiencing the culture, either directly through visiting a culture or indirectly through, for example, literature.

- By providing enough input for students, it would be easy to stimulate discussions about the family values and on the way improve motivational levels.

- By observing cultural behaviors through different multimodal materials learners can become aware of the behavioral patterns that are different from their own ones.

- There is the need to implement an instrument that allows to know more about student's suggestions regarding the materials and activities that are included in the class.

- When exploring cultures through literature sources it is important to keep in mind not only be based on merely teaching the literary text, but it should also be studied through the use of appropriate teaching approaches, such as guided reading.

- Culture as a complex term to define requires assuming a theoretical view that makes less complex the assessment, necessary and mandatory in the school contexts, considering it not as an exact science, but as a starting point to new positions.

- Bearing in mind that those didactic sequences carried out in a context of EFL teaching and learning, it is necessary to include in the development of the units as an approximation to culture objective and also, some other focus on the improvement of language skills, in this specific case reading comprehension abilities.

-The fact of exploring foreign cultures doesn't imply necessarily that the intercultural interlocutor adopts or imitate native speakers' patterns. Instead, he or she needs to adopt attitudes that engage their own personality to the foreigner's way of interacting.

- The importance of reevaluating both, daily practices in the community and in academic areas is clear. Since as a result of this practice, can make possible a much more successful approach towards the otherness or reinforce the existing gap of selfishness.

- The culture is in constant updating and struggling context dynamic as itself so that, it is a constant challenging task for teachers; who have to be reshaping or organizing new materials, approaches, activities, motivations in favor of students` learning processes.

-Foreign language teachers should avoid an ethnocentric view of the culture in order to interpret better and adopt ways of thinking that encourage reflections in classes.

- It is evident that foreign language teachers in EFL contexts require a training that guides the cultural teaching procedures they carry out in their classes; since, while it is true that intercultural studies are not recent, they are unknown for many.

- The comparison between cultures can result in commonalities in both positive and negative aspects, and that doesn't mean they are not okay.

In relation to Guided reading

-Tracing a clear route for students to feel comfortable as well as sure about what they are doing is such an important motivational factor.

-The success of guided reading had less to do with student knowledge of skills and more to do with behaviors in classes.

-Through guided reading it is possible to foster self-monitoring abilities that help the teacher to decenter his/her unique position by giving students voice and promoting independent readers.

- When implementing Guided reading it is to make sure that the chose materials are aligned to students` needs including their expertise. However, we must include narratives that give students the chance to learn new vocabulary too. Neither so easy nor so difficult.

- For Guided Reading to be as effective as possible it is necessary to follow all the steps proposed by the approach, so that the students can be competent and active participants during reading.

- Guided reading is a complete approach that helps to work on intercultural issues through the application of a cognitive procedure's guidance.

- The Guided Reading approach considers also lots of variables that are very important in a students' intercultural explorations such as: previous knowledge, vocabulary terms, discussions, comparing, contrasting, inferring, relating, observing, evaluating, make connections, questioning among others.

In relation to the material.

- Narratives such as picture story books demonstrate to be incredible sources as the elements combined in these are triggering facts for the student's comprehension exercise.   -

-When introducing intercultural topics literature is an ideal material as through narratives it is possible to the writer's cultural view.

- Literature is not only limited to merely one interpretation, due to its nature structure of the discourse and narratology in general, stories as material are perfectly aligned with the dynamism proper to cultures.

- Picture books, and literary text in general are effectively as they include some of the following elements: they are easy to read as they are brief compositions that usually deal with no more than one plot, stories are supported by images, are related to the students' experiences either in setting or their characters' descriptions.

Pedagogical implications

Nodaway's multicultural world requires that language teachers and learners develop not only their linguistic competence, but also their intercultural communicative competence in order to overcome both linguistic and cultural barriers usual during the daily interaction with people from other cultures. In the same way, when we as teachers attempt to develop these cultural components, we engage learners in cognitive, behavioral and also affective components.

Furthermore, the variety of activities that we can include to develop this intercultural knowledge, skills and attitudes allow us to be as creative as possible leaving behind those traditional approaches to cultural issues.

This research in fact contributes to EFL teachers as it emerges from professional questioning related to the development of an intercultural plan designed for language teaching and that in general terms has to be reviewed from its root. As a result, it is one of the main constraints for this research to enhances student's awareness about language and culture.

Furthermore, the current research helps to develop teachers' intercultural perspectives that surely will have an impact on their language teaching methodology and why not? the syllabus design. As noticed, this can be a starting point to implement intercultural communicative competence specially when we are talking about children in elementary school.

What is more, it would be interesting to think beyond an ethnocentric view of culture as the merely study of fragmented knowledge that, of course it is necessary. But that is not all the matter specially when stimulating communicative environments.

This study also contributes to the pedagogy field as it motivates for a reflection on the need to transform the traditional conception of assessment. Instead, it should go beyond the merely measure of the products, but to conceive it as a process that will not always satisfy the teacher's predictions. Of course, during this process, the communicative intention is very important but learners are the ones who by discovering will find their own self-awareness, make decisions based on their previous knowledge and create new discourses.

Finally, as the research's population are kids from elementary grades, this study also contributes to this research field as noticed in the literature review most of the compelling evidences related to intercultural studies have been focused on secondary and post graduated scholars. Through this the document about children`s critical and communicative processes, it can also be further developed and explored beyond, but most importantly a first attempt to understand those processes in relation to interculturalism.

Considering that pupils have numerous ways to approach different realities (foreign culture, in this case), it is strongly recommended that educators use a wide diversity of materials to make sure their classrooms are places of learning for everyone. The use of video is strongly suggested due to the great influence that it puts toward students' class engagement, and on their production of multiples responses which ultimately enrich the teaching and learning process. Regarding the nature and the role of materials in students' understanding of home and foreign cultures, resources must motivate students' curiosity to know about different worlds, and the resources need to touch pupils' lives because they could foster students' engagement in foreign language classes and teamwork.

Limitations of the study

It was noticed that in the most harmful limitations for this study was the stablish curricula set by the school. As mentioned before the insufficient preparation that almost all the EFL teacher have related to the way of implementing cultural aspects in our classes, has huge repercussion on the lesson plans designed as well as the contents proposed. Due to this fact it was necessary to review the very first part of the problem, among other aspects because the amount of time that would imply to redesign a whole studies plan.

Similarly, the mandatory assessment format in a way affects the final intention of the intervention. Fortunately, during this application this requirement was not necessary but surely for future researchers it could be another issue. So that, potential ways of assessment have to be included, different types of material, just as posters, portfolios etc. But always bearing in mind to approach it by choosing a theoretical support.

Finally, in some cases factors such as the level proficiency, the reading materials, the limited time played a role in limiting students from giving their full potential. For instance,

guided reading sessions can become dominated by the excess instruction during before reading stage, leaving little or no time for students to develop their viewpoints, read, connect and discuss the text.

Further research

In this research, one form of literature, picture books, were used to explore intercultural attitudes, but they have a great variety of versions such as novels, poems, comics, short stories, etc. which in fact will foster not only literacy process but they can promote reflection on their content, this represents wide possibilities to addressed this exploration of foreign cultures.

Besides, it is necessary to explore the teachers view related to the study of cultures, it would be necessary to address a research focus on the difficulties that colleagues have in everyday classes when they are teaching or including intercultural views in their classes. Through this type of research, it could be possible to set a training program that contribute not only to the teacher's development but also to the school's expertise.

Furthermore, the exploration of many other different types of artifacts would be very interesting as well as the ways to assess intercultural approaches in classes. Parallel, it would be fascinating to conduct further studies focused on the improvement of writing skill with kids.

In the end, this research project presents only one possible attempt to transform the conception of the foreign language teaching in the cultural field. So that, it is necessary the development of new pedagogical studies that means to address other areas of human development and different thinking skills. Only by transforming the EFL view, it could attempt for better foreign language experiences.

As suggested by the jurors it seems necessary to move towards the possibility of replicating this study in different populations, which different socio-demographic characteristics.

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Appendices

Appendix A. Sample of thematic plan from the school.

Colegio Bilingüe Lerner & Klein "EL Valor de los Valores"	GESTIÓN DE LA FORMACIÓN		
	"La importancia sel Ser para el éxito en el Hacer"		
	PLAN TEMÁTICO DE LA FORMACIÓN		

DIMENSIÓN / ÁREA:	INGLÉS	ASIGNATURA:	ANGLOSAXON	GRADO:	1º

COMPETENCIA:	To recognize, acquire a general knowledge and talk about the culture through United States country.

CONTENIDOS TEMÁTICOS	PRIMER TRIMESTRE	SEGUNDO TRIMESTRE	TERCER TRIMESTRE
	1. Anthem and flag	5. Geography	9. Famous people
	2. Symbols	6. Music, characters	10. Celebrations
	3. Food	7. Dance	11. Sports
	4. Literature	8. Clothing	12. Economy and politic

DESEMPEÑOS	EJES CONCEPTUALES	PRIMER TRIMESTRE
	History	Identify and recognize the anthem and the colors of the flag
	Geography	Locate in map the correct position on UK and its capital
	Culture	Comprehend and related the image with the definition of the symbols
	Literature	Identify and name the different kind of food and plates
		Describe the most important books and novels
DESEMPEÑO NIVELES DE	COGNITIVISM	1.1 Illustrates with the specific colors the American Flag. 1.2 Recognizes the main symbols of United States.
	AFFECTIVE	1.3 Distinguishes three symbols of Easter celebration. 1.4 Follows instructions and is respectful in class.

Appendix B. Observation, August 15, 2017.

LUGAR: Colegio Bilingüe Lerner and Klein. Sede Tenjo Salón First b.
FECHA: miércoles 15 de Agosto/2017
NOMBRE OBSERVADOR: Diana Lizeth Triana Romero.
No de Registro: 1

1.   **CONTEXTO:**

El grupo base se constituye de 22 niños pertenecientes al grado Primero B del colegio Bilingüe Lerner Klein ubicado en el municipio de Tenjo. Sus procedencias tanto demográficas como de estratificación social son variadas sin embargo hay una mayor tendencia de estudiantes procedentes de Bogotá, de estratos 3 y 4.

Clase de Anglosaxon: Surge como una estrategia metodológica de la institución con el ánimo de responder a los requerimientos de inmersión cultural en el área de Lengua Inglesa, así como una estrategia de desarrollo de pensamiento crítico-reflexivo en el aula. Su plan de estudios, así como el desarrollo del mismo es autonomía del docente.

2.   **FOCO DE INTERÉS INVESTIGATIVO:**

Uso de literatura infantil como medio de integración holística-crítica de contenidos en clases de Anglosaxon, para potenciar habilidades de lectura y reconocimiento de la cultura anglosajona frente a la cultura propia.

3.   **REGISTRO DE LA OBSERVACIÓN:**

La observación y recolección de datos centra su atención en las clases de la rúbrica 'Anglosaxon' dadas las recientes dificultades que muestran los niños en el desempeño de la clase 2 trimestres seguidos en el que más del 40 % de ellos reflejó un desempeño entre básico y bajo. Así como atendiendo a observaciones puntuales del colegio sobre la importancia de la implementación de esta rúbrica en pro del desarrollo de pensamiento crítico.

Inicialmente se recibió una respuesta negativa de parte del docente quién se negó a que se observaran la clase pues estaba en cierre de notas y no lo consideraba pertinente, motivo por el cual esta recolección de información se hizo basado en tres instrumentos: visión de los niños, material escrito en cuaderno del área a observar y corta entrevista al docente (Vía WhatsApp).

Luego de haber estado en clase de Anglosaxon se realizó un conversatorio con los niños del grado primero B atendiendo a unas preguntas puntuales sobre la recién acabada clase y los aspectos generales de la misma. Las preguntas fueron:
-      Podrías contarme brevemente ¿Qué hicieron en clase de Anglosaxon?
-      ¿Qué fue lo que más te gusto de la clase de Anglosaxon del día de hoy?
-      ¿Por qué crees que es importante aprender inglés?
-      ¿Qué tiene de diferente la clase de Anglosaxon, frete a clases de Language Arts y de Science?

A la pregunta Podrías contarme brevemente ¿Qué hicieron en clase de Anglosaxon? Los niños relataron de manera general en palabras parafraseando 'Hoy vimos instrumentos musicales el profe nos trajo un video de música en Estados Unidos, tijeras una cartulina y pegante, recortamos los instrumentos se consignaron en el tablero y luego los pegamos en la cartulina, fue muy chévere'.

A la pregunta ¿Qué fue lo que más te gusto de la clase de Anglosaxon del día de hoy? Los niños respondieron: Recortar, usar cartulinas y pegante, el video de música, "el profe nos dejó dibujar".

A la pregunta ¿Por qué crees que es importante aprender inglés? muchos de los estudiantes por no decir que el cien por ciento de ellos coincidieron en que es una necesidad hablar inglés para poder ir a Estados Unidos.

Finalmente, al cuestionamiento ¿Qué tiene de diferente la clase de Anglosaxon, frete a clases de Language Arts y de Science? Los niños dicen que 'en clase de Language Arts jugamos y aprendemos a hablar con vocales y sonidos además leemos cosas, en Science hacemos experimentos y en Anglosaxon conocemos cosas como la música y la comida de Estados Unidos'.

Partiendo de los resultados de la charla informal con los niños se planteó un corto cuestionario de preguntas para el docente encargado de la clase de Anglosaxon, quien manifiesta que por cuestiones de tiempo le es imposible hacerlo de manera personal por lo cual se acude al recurso tecnológico WhatsApp.

Este ejercicio centro su atención básicamente en tres aspectos fundamentales: el objetivo de la clase de cultura anglosajona, la concepción de cultura del docente y lo que es ser un maestro de lengua.

Al primer cuestionamiento el docente respondió: "El objetivo de la clase de Anglosaxon es mostrar diferentes perspectivas culturales tanto en ámbitos cotidianos como sociales". Con respecto a la definición de cultura, el docente argumenta: "Son creencias, valores y comportamientos que nacen de arraigos y tradiciones propias de un linaje" Finalmente definió la labor del docente de lenguas como: "La labor del docente de lenguas es mostrar al estudiante nuevas perspectivas de comunicarse, relacionarse e interactuar con el otro en un entorno diferente al que se está involucrado".

Para terminar, se hizo un corto análisis del cuaderno base de trabajo en clase, se observan temáticas de índole descriptivo: bandera de Estados Unidos, música de Estados Unidos, Símbolos patrios de Estados Unidos, himno de Estados Unidos, como

las primeras 4 temáticas a desarrollar en el primer trimestre académico. Por su parte es evidente en los desempeños la importancia del desarrollo crítico-reflexivo, así como la apropiación de la cultura propia frente a las angloparlantes.

REFLEXIÓN:

Durante el ejercicio de reflexión surgieron resultados importantes sobre la clase de Lengua inglesa (Anglosaxon) sus implicaciones fortalezas y vacíos que de manera gradual es importante replantear e innovar. Por un lado, la clase, se constituye como pieza fundamental del proyecto de bilingüismo del plantel que pretende incluir de manera gradual aspectos de la cultura anglosajona. Atendiendo a las necesidades actuales de inclusión y conciliación histórico- culturales.

En la primera parte de la actividad (Charla con los niños luego de la clase) se indagaron aspectos claves de análisis:
-*Didáctica de la clase*, como es notable en la primera indagación en claro el carácter descriptivo, repetitivo y de memorización en la clase. Si bien es cierto que se traen recursos extra como recortes, tijeras, Colbon; el uso tal vez no es el adecuado pues la apropiación de la temática misma de instrumentos musicales no se hace en tanto el ejercicio básicamente centra su atención en la reproducción del conocimiento literal (palabras fuera de contexto) luego de que fue enunciado por el docente.
-*Interés/ Motivación*: Los niños muestran fascinación frente a la clase dados los recursos que se traen a ella: videos, actividades de manipulación y ejecución de tareas relacionadas con la parte manual.
-*Aprendizaje de una lengua extranjera:* De este primer acercamiento surgen varios aspectos importantes por resaltar. En primera medida, es clara la tendencia cultural de los niños y docentes a homogeneizar la cultura anglosajona encasillándola en la concepción de Norte América como ente regulador de la Lengua Inglesa. La presente ideología dominante estuvo y está presente de hecho en muchos de los estudios "culturales" que se han tratado de implementar en el aprendizaje y enseñanza de las lenguas, lo que genera sin duda estereotipos una de ellas el mal llamado "sueño americano". Muchos de los niños por no decir que el cien por ciento de ellos coincidió en que quienes pueden hablar inglés son "los de Estados Unidos", una de las estudiantes curiosamente los llamó "gringos", otra respuesta que también me llamo la atención la hizo un niño quien literalmente mencionó que quienes podían hablar inglés eran: "En Estados Unidos, los hombres".

En resumen, creo que es muy clara la necesidad de replantear las prácticas dentro del aula de enseñanza de las lenguas, en este caso inglesa. Sin embargo, es mucho más preocupante el hecho de que en el colegio ya se han implementado proyectos piloto para potenciar estas habilidades de inmersión cultural una de ellas la clase "Anglosaxon".
Posteriormente, para nutrir el análisis de este fenómeno encontrado en el aula se consideró pertinente realizar una breve entrevista vía WhatsApp (dadas las dificultades de tiempo y disposición del docente). Este ejercicio centro su atención básicamente en tres aspectos fundamentales: el objetivo de la clase de cultura anglosajona, la concepción de cultura del docente y lo que es ser un maestro de lengua. Al primer cuestionamiento el docente respondió: "El objetivo de la clase de Anglosaxon es mostrar diferentes perspectivas culturales tanto en ámbitos cotidianos como sociales". El cuestionamiento que surge ahora es si efectivamente se está cumpliendo con ese objetivo, la idea de mostrar diferentes perspectivas culturales difiere mucho de la realidad en tanto la primera unidad temática del año es conocer los símbolos patrios de Estados Unidos (Según como lo pude constatar en uno de los cuadernos de los estudiantes). Ahora bien, se sugiere una didáctica critica integral que permita el desarrollo de pensamiento. La idea y objeto de la rúbrica Anglosaxon debe replantearse desde su raíz ya que si los contenidos no motivan a que se genere un cambio en la percepción de los alumnos se pierde su vitalidad educativa, esto es en pocas palabras generar un discurso emancipador que conjugue la necesidad del mundo globalizado, pero en esencia posibilite la nueva visión de mundo y fomente diversas perspectivas, esto es por supuesto, sin dejar de lado la propia. Con respecto a la definición de cultura, el docente argumenta: "Son creencias, valores y comportamientos que nacen de arraigos y tradiciones propias de un linaje" A pesar de ser una definición objetiva, clara y holística surge un cuestionamiento acerca de la concepción de cultura como el resultado de un linaje, en pocas palabras la cultura es exclusivamente de unos y o es diferente entre unos y otros. Además, mucho de esta definición no concuerda con las practicas del docente en el aula, remitámonos a la definición que dio sobre la labor del docente de lenguas: "La labor del docente de lenguas es mostrar al estudiante nuevas perspectivas de comunicarse, relacionarse e interactuar con el otro en un entorno diferente al que se está involucrado". Esta es una de las principales falacias de nuestra comunidad docente en general, de las palabras a los hechos la brecha es grande, se mal interpretan los postulados teóricos y se asumen visiones bajo subjetivaciones que poco contribuyen al progreso de la comunidad en general.
En conclusión, el reto de la escuela del hoy es combatir y replantear las practicas pedagógicas que como una especie de tiranía ejerce sobre nosotros los llamados "saberes establecidos" que sin darnos cuenta todo el tiempo estamos reproduciendo y los cuales sin duda tienen repercusiones en lo que enseñamos, así como en las practicas que adoptamos en el aula. Esto puede ser una visión poco probable dada la complejidad del termino y del contexto. Sin embargo, esto es en teoría a lo que se debe apuntar, generar que el ser se reconozca a sí mismo y a los demás como entes de conocimiento con identidad y saberes construidos, como docentes no es más que reconocer y asumir el poder del saber.

INTERROGANTES:
A manera de conclusión surgen los siguientes interrogantes:

- ¿De qué manera se puede desarrollar unos contenidos temáticos establecidos, atendiendo a necesidades de desarrollo de pensamiento crítico?
- ¿Cómo desarrollar una clase de cultura anglosajona que, de manera paralela al desarrollo de la misma, refuerce la identidad sobre la cultura propia?
- ¿Cómo entender la didáctica y su esencia misma sin encasillarla en el juego o la manualidad?
- ¿Cómo nuestra visión de mundo permea nuestro desarrollo de clase?
- ¿Pueden las clases de Lengua Inglesa reforzar estereotipos sobre la lengua extranjera que se aprende?
- ¿Qué tanto aplicamos la evaluación, autoevaluación y coevaluación como docentes de Lengua?
- ¿Quién y con base a que temáticas desarrolla un plan de contenidos a seguir en clases de Lengua Inglesa?
- ¿Cómo se desarrollan o refuerzan las habilidades de Lengua extranjera en clases de Anglosaxon?
- Tabús de los docentes frente a la observación de clase.

OBSERVACIONES:
- Hora de inicio de clase: 10:00 am
- Hora de finalización de clase: 11:50 am

Disposición del salón de clase:
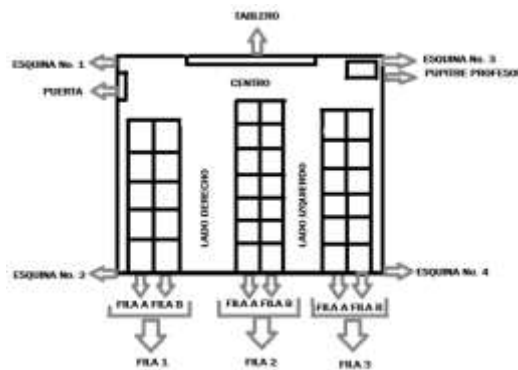
Appendix C. Anglosaxon Teacher's interview transcription.

Interviewer:
1. According to you, what is the main objective of the Anglosaxon class?

Anglosaxon' teacher: "The objective of the Anglo-Saxon class is to show different cultural perspectives in both the everyday and social areas."

Interviewer:
2. According to you, what is the meaning of the term 'culture'?

Anglosaxon' teacher: "They are beliefs, values and behaviors that are born of roots and traditions of a lineage."

Interviewer:
3. According to you, what is the main function of a foreign language teacher?

*Anglosaxon' teacher: "*The main task of the language teacher is to show the student new perspectives of communicating, relating and interacting with the other in a different environment to the one that he or she is involved."

Appendix D. Consent letter for participants' legal representatives.

Universidad Pedagógica Nacional- **Facultad de Humanidades** *Maestría en Enseñanza de Lenguas Extranjeras*
Investigador(a): Diana Lizeth Triana Romero
Asesor: Mélany Rodríguez Cáceres

Comunicado 039/18: CONSENTIMIENTO INFORMADO PARA PADRES SOBRE PARTICIPACIÓN DE LOS MENORES EN PROYECTO DE INVESTIGACIÓN

Enfoque del proyecto: Desarrollo de Competencia intercultural (IC) en niños de primaria
*Entidad patrocinante: **Universidad Pedagógica Nacional***

La legislación vigente establece que la participación de toda persona en un proyecto de investigación requerirá una previa información sobre el mismo y la prestación del correspondiente consentimiento informado. Establece igualmente el ordenamiento jurídico que cuando el sujeto sea menor de edad la autorización será prestada por los padres, o quien ejerza la patria potestad o, en su caso, el representante legal del menor, a continuación, se detallan los objetivos y características del proyecto de investigación arriba referenciado, como requisito previo a la obtención del consentimiento que habilita para la colaboración voluntaria en el proyecto:

1. **OBJETIVO:** Determinar qué tanta influencia puede tener la implementación de material narrativo (picture books) en el desarrollo de habilidades de comprensión lectora, así como la competencia intercultural en niños de grado segundo.
2. **DESCRIPCIÓN DEL ESTUDIO:** La investigación se llevará a cabo a través de tres (3) secuencias didácticas que buscan indagar acerca de los posibles avances en competencia intercultural y habilidades de lectura en los niños. Para el análisis se aplicarán 4 instrumentos de recolección de información: *encuesta, diarios de campo, artefactos (productos de autoría del estudiante) y entrevista.*
3. **POSIBLES BENEFICIOS:** La investigación docente, permite tanto al docente como al estudiante beneficios en cuanto a sus prácticas en el aula y los procesos evaluativos de la misma. A través de la indagación en aspectos interculturales se pretende generar en los niños una reflexión acerca del contexto global de la lengua partiendo de su propia cultura. Se potenciarán o al menos introducirán aspectos que le permitirán desenvolverse de manera acertada en contextos de habla inglesa. Paralelamente, se monitorearán avances en cuanto al desarrollo de la habilidad de comprensión lectora.
4. **PREGUNTAS E INFORMACIÓN:** Toda la información requerida se manejará de manera escrita (encuesta, diarios de campo, artefactos) y oral (entrevista). Eventualmente fotografías de los trabajos (NO DE LOS ESTUDIANTES) serán necesarias.
5. **PROTECCIÓN DE DATOS**: Este proyecto NO requiere la utilización y manejo de datos de carácter personal ya que su participación en el mismo será anónima (padres y estudiantes). En cuanto al material creado por los niños, este será tratado con las exigencias requeridas por la legislación de protección de datos vigente garantizando la confidencialidad de estos. Esto en caso de que el niño incluya en su producto algún nombre o dato personal sin que este le sea requerido.

La participación en este proyecto de investigación es voluntaria. Finalmente, para que conste por escrito a efectos de información de los padres de familia y/o de sus representantes legales, se redacta y se entrega el presente consentimiento informado
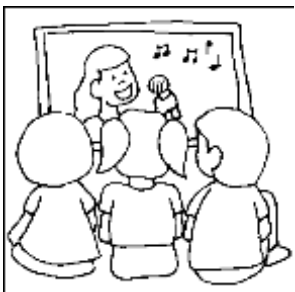
Yo_____ padre, madre ó representante legal del estudiante: _____ autorizo que mi hijo(a) haga parte del proyecto de investigación anteriormente descrito. Firma: _____cc: _____

Appendix E. Technique: Survey. Instrument: Questionnaire. (EC2)

Hello!

Las preguntas que encontrarás fueron diseñadas con el propósito de conocer tus gustos, deseos y necesidades en la clase de Anglosaxon. Te pido que leas de manera atenta y respondas de la manera más sincera posible. Por último, no olvides que tu nombre no será necesario pues esta encuesta quedará entre tú yo. Gracias

1. Here you have a list of <u>activities</u>, **color** the ones you like more.

1	Notebook	2	Reading
3	Videos	4	Outside activities
5	Drawings	6	Song, chants, rhymes
7	Writing	8	Craft activities

9	Workshops	10	Coloring

2. Here you have a list of <u>topics</u>, **color** the ones you like more.

1	Animals	1	History

3	Adventures	4	Folk Tales

3. Would you like to know more about foreign countries?

                                Yes_____   No _____

4. Do you consider is it important to learn English?

    Yes_____   No_____

5. Do you like to read books in class?

    Yes_____   No_____

THANK YOU!

Appendix F. Technique: Observation. Instrument: Field Notes (ODC1-3)

Research Title	
Date	
Setting	
Time	
# participants	
Observation purpose	

Setting diagram

Field note #_____

Reflexive notes	Observation
	LINKING STAGE (INTRODUCTION)
	APPROACH:
	MOTIVATION:
	DEVELOPMENT STAGE (DEVELOPMENT)
	ENUNCIATION
	EXEMPLIFICATION
	SIMULATION
	TRAINING
	APPROPIATION STAGE (CLOSURE)
	DEMONSTRATION
	SYNTHESIS/CONCLUSION

CONVENTIONS

[ ]	Researcher's comments
" "	Direct quotations
( )	Adding/Clarify information
/ /	Nonverbal communication
*	Time

Appendix G. Technique: Artifact. Inst.: Documentary matrix of analysis. (AMA1-10)

Documentary matrix of analysis

Categories	Objective	Evidence	Artifact 1
Intercultural attitudes	*Equality*	Representation of daily life	
	Other's perspectives	Represents other's perspectives	
	Question own values	Evaluates of phenomena society	
	Culture shock	Affective responses at different points	
	Conventions of interaction	Self-analysis	
Reading comprehension	Using prior knowledge		
	Making connections		
	Visualizing		
	Questioning		
	Inferring		
	Compare/ Contrast		
	One's own voice- Evaluating		

Note: Adapted from Byram, M. (1997). Teaching and assessing intercultural communicative competence. Great Britain: Multilingual matters.

Appendix H. Field Notes suggested Matrix of analysis

Field notes' suggested Matrix of analysis

Attitudes

Objective	Kind of evidence	Where "Excerpt"
Equality		
Other perspectives		
Question own values		
Culture Shock		
Conventions of interaction		
Socialization		
Others emerged from the data		

Reading comprehension

Objective	Kind of evidence	Where "Excerpt"
Vocabulary knowledge		
Inference making		
Comprehension monitoring		
Reading Skills		
Memory		
Referential entities (links)		
Sensitive responses		
Coherence and cohesion		
Production abilities		
Others emerged from the data		

Note: This suggested matrix of analysis was designed based on the intercultural assessment proposed by Byram (1997) as well as the high and low-order processes in reading stated by O'connor (2009).