

**FOSTERING INTERCULTURAL AWARENESS THROUGH VOCABULARY
ACTIVITIES IN AN EFL CLASSROOM.**

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DEPARTAMENTO DE HUMANIDADES

BOGOTÁ, COLOMBIA

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in Spanish and English

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1. Información General

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2. Descripción

En este documento, se expone el contexto local y las características de la población en una institución pública. De la misma manera, el documento actual proporciona los primeros enfoques para un análisis de los datos recopilados durante las observaciones en esta institución, por lo que se presentan los resultados de los instrumentos utilizados para recopilar datos. Luego, el documento se mueve hacia la pregunta principal de investigación y con ella, la justificación del problema. Posteriormente, se repasan los estudios realizados relacionados con el tema principal de esta investigación y además de las bases teóricas que nos ayuden a comprender la naturaleza del problema presentado aquí. A continuación, se describe la metodología utilizada en la intervención pedagógica y todo lo que esto incluye (instrumentos, horario, entorno y participantes). Finalmente, se presentan las categorías en las que se analizaron los datos, los hallazgos y las conclusiones de la propuesta.

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4. Contenidos

El presente documento está dividido en seis capítulos; el primero consta de la caracterización de los estudiantes y de la institución educativa. Además, contiene la descripción del diagnóstico y del problema de investigación; por lo cual se incluye también la pregunta investigativa, objetivos y justificación del proyecto. El segundo capítulo expone el estado del arte, el cual reúne algunas investigaciones hechas previamente que presentan cierta relación con la actual y adicionalmente, se exhibe el marco teórico que sustenta los constructos sobre los cuales se basa esta propuesta pedagógica. En el tercer capítulo se encontrarán aspectos sobre el diseño metodológico del proyecto, como lo son el tipo de la investigación, los instrumentos de recolección de la información y el cronograma de actividades. El cuarto capítulo presenta el diseño y descripción de la propuesta pedagógica con base en los objetivos planteados. En el quinto capítulo se presentan y analizan los resultados obtenidos de la implementación con el fin de examinar su pertinencia para la población objeto. Por último, en el sexto capítulo se muestran las conclusiones de la investigación y recomendaciones para su futura aplicación.

5. Metodología

La presente propuesta pedagógica se llevó a cabo con una población de 31 estudiantes pertenecientes a la institución educativa distrital Prado Veraniego, con edades entre 6 y 8 años. La propuesta se desarrolló en sesiones semanales en donde se trabajó principalmente vocabulario referente a aspectos culturales en diferentes países con el fin de crear inquietud y conciencia de la existencia de otras culturas.

6. Conclusiones

El proceso de los estudiantes de adquirir un idioma extranjero en su nivel incipiente representa una oportunidad ideal para reconocer la existencia de diferentes culturas y para producir oraciones cortas en el idioma extranjero. El aumento del interés de los estudiantes por el idioma extranjero se hizo notorio debido a las conexiones que podían crear entre lo que ya sabían y el conocimiento entrante, lo que resulta en un aprendizaje significativo del vocabulario.

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Abstract

In this document, the local context as well as the characteristics of the population of a public institution will be revealed. In the same way, the current paper will provide the first approaches to an analysis of the data collected during the first observations in this institution, so the results of the instruments used to gather data will be presented. Afterwards, the document will move towards the main research question and with it, the justification of the problem. Subsequently, we will go over the studies carried out related with the main topic in this research and besides the theoretical basis that help us understand the nature of the problem presented here. Next, it will be outlined the methodology used in the pedagogical intervention and all that this includes (instruments, schedule, setting and participants). Finally, the categories whereby the data were analysed, the findings and the conclusions of the complete proposal will be presented.

Key words

Vocabulary activities, intercultural awareness, culture.

Resumen

En este documento, se expone el contexto local y las características de la población en una institución pública. De la misma manera, el documento actual proporciona los primeros enfoques para un análisis de los datos recopilados durante las observaciones en esta institución, por lo que se presentan los resultados de los instrumentos utilizados para recopilar datos. Luego, el documento se mueve hacia la pregunta principal de investigación y con ella, la justificación del problema. Posteriormente, se repasan los estudios realizados relacionados con el tema principal de esta investigación y además de las bases teóricas que nos ayuden a comprender la naturaleza del problema presentado aquí. A continuación, se describe la metodología utilizada en la intervención pedagógica y todo lo que esto incluye (instrumentos, horario, entorno y participantes). Finalmente, se presentan las categorías en las que se analizaron los datos, los hallazgos y las conclusiones de la propuesta.

Palabras clave

Actividades de vocabulario, conciencia intercultural, cultura.

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Context and problem

The current research takes place on a public institution located in Prado Veraniego neighbourhood, such neighbourhood belongs to the locality of Suba, which is the 11th locality in the city, it is situated in the northwest part of the city and it is the fourth largest locality in Bogotá. It is bordered to the north by the municipality of Chía, by the south with the locality of Engativá, by the East with Usaquen and by the West with the municipality of Cota (Secretaría Distrital de Planeación, 2011).

The school Prado Veraniego has two campuses, one for high school and other one for the elementary. The addresses are Carrera 46 No. 130-65 and Carrera 53A No. 128-51, respectively. Whereby, people can reach this institution from the East along the Autopista norte; from the West by the Canal Córdoba; from de south by the Calle 127 and from the North by the Calle 134 (Durán, 2013). Regarding socioeconomic stratification, it should be noted that there is significant presence of almost all strata in the locality, having greater involvement strata 2 and 3. (Ibid).

The institution consists of two floors, aside from having a system room and a didactic room, which allow students practising listening skills when learning English. The classrooms are all big and well illuminated and they are spaces full of colourful posters with the purpose of reminding children their schedule, the birth dates, and the important events, such as, the women`s day or the student`s day. The biggest place in the school is a coliseum where children usually go to practice extracurricular activities such as dancing and painting. The school proposes two shifts namely morning, from 7:00 am. to 12:10, and afternoon from 12:30 pm. to 5:30 pm., from Monday to Friday.


Describing the specific conditions of first grade, they take their classes on the first floor of the institution, in a very well-lit classroom because it has a big window connecting to the playground, there is a video projector plugged to a laptop in the back of the classroom, a pure white board and lots of coloured posters. First grade is composed by 31 children between the ages 6 to 8 of which 19 are girls and 12 boys.

In relation to students' cultural conditions, the majority of 104 students were born in Bogotá city; however three of them proceed from the Caribbean Coast. In addition, a girl belongs to a social foundation in charge of taking care of disadvantaged children.

The teacher who is in charge of this grade is a 51 year old woman who used to study Philosophy and Letters, but she did not complete that career, then she studied primary education and that is why she currently teaches children. Because she has not studied languages, the teacher speaks in Spanish the entire English class, although, she is strongly committed to teach them English.

Since the institution does not invest much time in English classes, students do not have the opportunity to work on language skills in a deeper sense. This grade only studies English one hour a week, that is to say when the researcher goes to the institution. For such reasons the improvement in the target language is pretty slow. In order to get to know in which level the students were, it was developed a vocabulary activity in the target language (see appendix 1) Taking by reference the Common European Framework (Council of Europe, 2001) these kids belong to an A1 level. Furthermore, first graders do not know neither writing not reading by themselves, in other words, they need to see a guide for them to start writing.

Diagnosis

In order to gather information for this research, data were collected using three instruments: 

The first one was fieldnotes. As Wolfinger (2002) stated “Fieldnotes serve the crucial role of connecting researchers and their subjects in the writing of an ethnographic report” (p.92). Each field note was systematized in a pro forma that contains the notes the researcher gathered plus the analysis of such notes (See Appendix 1). The second instrument were two surveys; in which not only linguistic attitudes but also cultural interests were disclosed (See appendix 2). Since in this kind of technique informants can respond more rapidly to the questions due to its clarity, (Burns, 1999) it was a meaningful instrument because children found it easy to answer. Finally, it was applied a drawing activity in a Colombian map where students had to point all the aspects they know about Colombian regions and the languages they know that are spoken in the Colombian territory (see appendix 3).

Through the fieldnotes, it was found that even though in the classroom are some allusions to the culture and to tolerate what is different, such as posters with kids from different cultures (see appendix 4), children are not pushed to establish any relation between cultures. Due to the lack of references in their contexts, they do not make connections with their reality, so they forget everything class after class. Thus, in the English class, the vocabulary related to the topics the syllabus demands should be presented, but having in mind students culture, as well as others, so students do recognize the existence of other cultures and make connections with their reality.

Surveys were another instrument aiming to deepen on students’ cultural knowledge of their country and English speaking countries. The surveys were organized as follows. The first survey was composed by questions about their interest in learning English and cultures. The second was designed to explore on students' perceptions of foreign people and the languages they know exist.

And last but not least, the third activity combined questions to look into the knowledge they have of Colombia and its pluriculturality. Students were given a map in which they had the freedom to draw cultural objects related to the different regions they know in Colombia.



Under those circumstances some questions related to cultural issues incorporated in the first survey clarified how students feel regarding learning English as a foreign language; the preconceptions they have in relation to this language, and the disposition about learning it. For that reason, the data collected were analysed in the following charts.

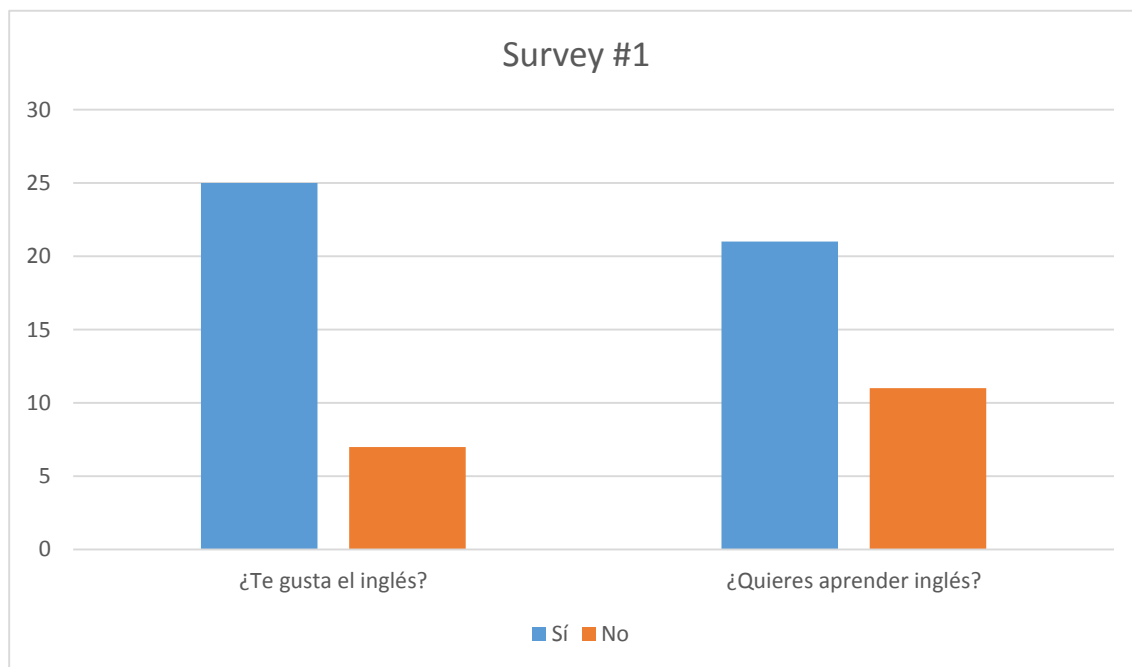


Illustration 1

Firstly, it is important to highlight that students do like English as a language; additionally, they express interest in learning it. However, it was important to know the reasons they had to learn this language:

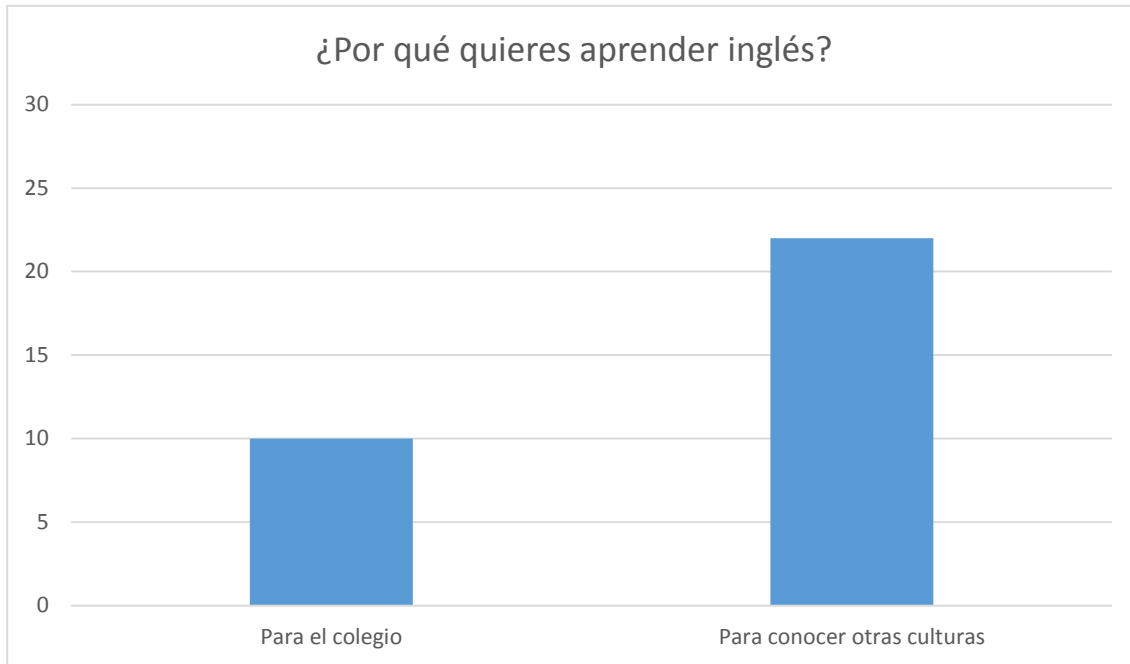


Illustration 2

When students were asked for the reason they wanted to learn English, they expressed their wish to learn the language to know other cultures. They do not only want to learn English, they also want to get to know different people, customs and traditions in other parts of the world.

The second survey was intended to list the countries the students have knowledge of, and if they knew which languages are spoken in those countries. Then, students were asked to make a draw of people that were not from Colombia. The chart below shows the results.

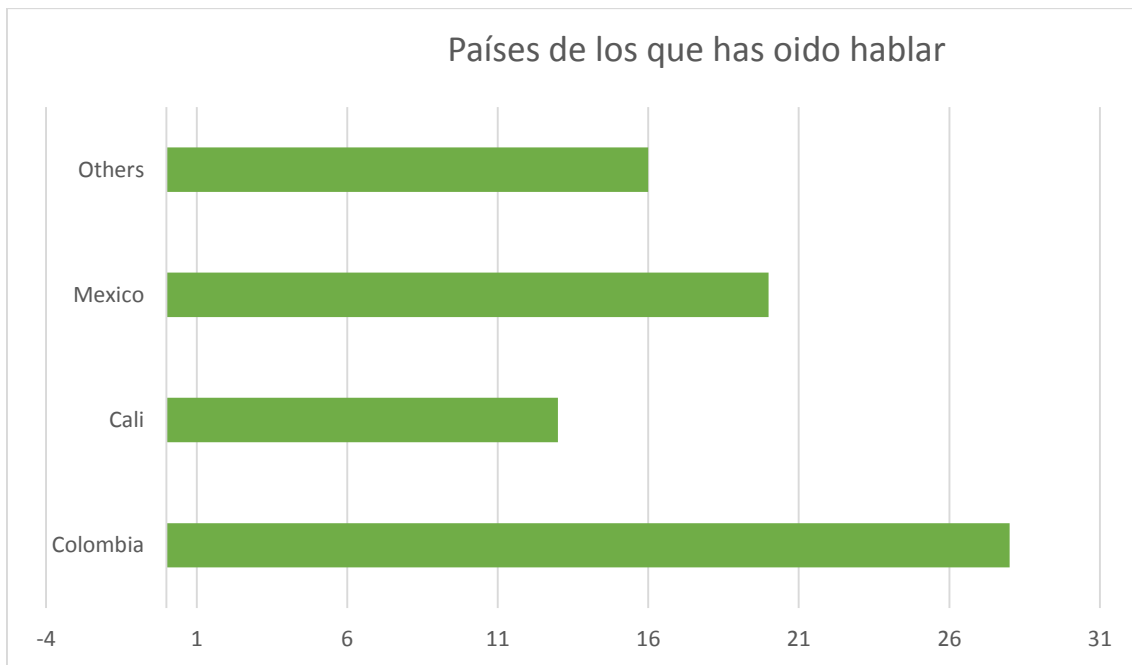


Illustration 3

In the students list of countries they are acquainted to Colombia is situated at the first place, which implies students are in the first stage on the process of developing intercultural awareness.

The first stage involves recognition of the existence and pervasive influence of culture. The second stage is characterized by either acceptance or rejection of cultural differences, and the skills to be developed at this stage focus on coping with ambiguity. The third stage concerns achievement of attitudes on a continuum from ethnocentrism to cultural integration.

Transcendence, or appreciation of one's own as well as others' cultures, is the final stage of intercultural awareness, and the skills to be cultivated concern the ability to respect. (Gaston, 1992, p.88)

Students' answers revealed on one hand, their recognition of Colombia as a country, because it is where they were born and raised, and on the other, the shortened cultural references they have on other countries in the world.

The last instrument disclosed students' knowledge on the country they were born and raised. To do so students were given a Colombian map in which they were asked to draw different aspects of the cultures they know in all the regions. Besides, they were asked to write down the languages they know are spoken in Colombia.

Students drew general objects that can be found in any place, such as houses, women, men, trees, and even churches; however, they did not reflect specific aspects belonging to the Colombian culture itself, neither they depict the wide variety of cultures in their country that can be observed in all the regions. As regards languages, students pointed Spanish as the main language in Colombia, in some other cases they recognized dialects as languages ie. caleño, bogotano, even though they did not differentiate San Andrés as a region with a different language.

Rationale

Based upon the data analysis, these two basic issues were identified:

Lack of connections between cultures

The evidence gathered from the techniques visualizes absence of cultural facts in the English class. Thus, students acquire knowledge stripped of context, that is to say they do not recognize any similarities/differences among cultures. Such differences are extremely important to mention in a foreign language class because as Kumaravadivelu 2008 points out “sameness is

defined in terms of difference”, (p. 142) which means that students have common features that make them different: nation, ethnicity, race, religion, class, profession, gender.



The surveys also revealed the students interest in getting acquainted to cultural aspects. To the question "Why do you want to learn English?" They showed their desire towards knowing other cultures rather than a commitment with school and society. In this sense teaching a foreign language should be accompanied by teaching culture.

As, (Buttjes & Byram, 1991) suggest “In engaging in language, speakers are enacting sociocultural phenomena; in acquiring language, children acquire culture” (p. 18) which implies an inseparable relationship between culture and language. Otherwise, teaching is to imply that a foreign language can be treated independent of other sociocultural phenomena. A foreign language teacher then, should propose an environment where students attain to make connections between target culture and their own; this process would trigger not only the development of the foreign language linguistic competence, but also the awareness of the existence of other cultures.

Presenting vocabulary stripped of context

Students this age and foreign language level need an understanding of vocabulary to start communicating in English, vocabulary works as an important basis to start producing utterances. The significant role of vocabulary was pointed by Stephen Krashen like this, “Vocabulary is basic for communication. If acquirers do not recognize the meaning of the key words used by those who address them they will be unable to participate in the conversation. If they wish to express some idea or ask for information they must be able to produce lexical items to convey their meaning” (1985 p.155).

However important the teaching of vocabulary is, most of students complain for being boring and little interesting; most of the times they are taught vocabulary by heart and mnemonically. Through the fieldnotes there were found vocabulary activities developed in English classes in which students tasks were rewriting and repeating different words relating to a topic, yet such activities did not integrate real references to their closest environment. As a result, when they were asked for such vocabulary they seemed to have forgotten it.

Learning English has become a necessity in our society, Colombian educational policies concern the learning of this language in all grades at schools. The National Bilingual Program has pointed out the importance of creating the conditions in our educational system for learning English in all stages (Ministerio de Educación Nacional, 2004).

Developing foreign language linguistic competence entails developing cultural competences since our current intercultural contexts demand the realization of discussions about cultural meanings. For that reason, children who study English as a foreign language should be aware of the hugeness diversity in cultures.

In order to start raising interest for cultural elements, foreign language teachers must include cultural content in foreign language classrooms, moreover cultural elements may increase students' interest in learning a foreign language since they will be able to find relations with their own context. Cultural content should not set aside in a foreign language classroom, this research converges with the idea of cultural content as principal motivator in language learning exposed by Buttjes (1988).

The history of language teaching demonstrates how the concept of language was perceived as a set of rules that students could acquire mostly by repetition; nonetheless in the last two decades

there have been an interest in studying the language in relation to society (Thanasoulas, 2001). To that extent the way of teaching a foreign language has changed from linguistic approaches to a broader way of perceiving students' necessity of being aware about the huge variety of cultures.

In those terms, it is essential for this research to make students conscious about cultural aspects through the use of contextualized vocabulary activities that lead them to understand and appreciate different contexts.

Taking into account the Colombian context, it is important to highlight that even though the inclusion of culture in the perception of language teaching is an issue that is gaining ground; in this matter very little attention has been focused on applying strategies to foster such competence. Thus, children keep working on vocabulary without cultural references, as can be observed in the fieldnotes (Appendix 1).

The Ministry of Education in accordance with the standards of the Common European Framework, created the curriculum guidelines that rules the teaching of English in Colombia (Ministerio de Educación Nacional, 2006). In the same document are mentioned the respective skills that students (depending on the level) should develop in accompaniment with teachers.

Taking that document as a reference, children from first to third grade should "Understand the basic language of family, friends, games and landmarks" (p.18), so the educational system should prioritize learning vocabulary at A1 level. Given the conditions presented before, the usage of vocabulary activities becomes important when working with children.

In spite of the fact that the Ministry of Education integrates some important competences with a view to forming communicatively competent speakers, the cultural component is not mentioned

at least in the level we are centred on. That is to say, the curricular research concerns the teaching and learning of semantic units devoid of cultural meaning.



In that sense, this research questions about the possibility of using contextualized vocabulary activities with three main purposes: to generate children curiosity for other cultures; to trigger children interest in English as a foreign language, and last but not least developing language skills.

Research question

The gathered information leads us into the following research question:

What happens in terms of intercultural awareness when vocabulary activities are incorporated in an A1 EFL public classroom to trigger interest for a foreign language?

Research Objectives

General objective

To analyse the outcomes in the application of vocabulary activities with the purpose of fostering intercultural awareness.

Specific Objectives

- To document the importance of implementing cultural content in an English class.
- To identify activities that contributes in learning vocabulary in a meaningful way.
- To suggest a methodological intervention to work on the process teaching/learning English as a foreign language.

Through the diagnosis resulting from the observations and the instruments implemented, this paper is intended to provide a pedagogical proposal having into account the students' needs in the foreign language. In the next chapter, the theoretical background from which this research stands it is shown, also the researches that have been developed on the same field.

Chapter 2 Literature review

This chapter serves the purpose of stating the conceptualization of the main constructs that ground this experience. They are: vocabulary activities, intercultural awareness and its variable; culture. Besides, it explores the researches undertaken in accordance with our main topic in the local context as well as in a more international context.

State of the art

The history of languages teaching tells us about the interest in linguistic features methods had. From the beginning of this century, with the Grammar-Translation Method were settled the bases for linguistic-centered approaches. Over the years, theorists noticed the necessity of including a broader vision of students, for instance the way the Community Language Learning started perceiving students as whole persons; however, such vision was insufficient in order to understand the process of communication from a social perspective. It is not until the late 1970s that the methods turned from a linguistic structure -centered approach to a Communicative Approach (Larsen-Freeman, 2000).

In spite of the fact that the Communicative Approach positioned culture as something that could provide certain aspects which are especially important for communication, it does not consider a dialogical relationship between cultures. As a result of this, the Intercultural Approach

creates an inclusive environment in which diversity is a positive characteristic in a learning process.

Due to the rise of globalization and subsequently cultural studies, the increasing interest in interculturality has led to many enquiries. Claire Kramersch analyses the deep historical resistance among many foreign language teachers to going beyond linguistic training and the anecdotal transmission of cultural facts. She presents the reason why a foreign language teacher should teach culture (Kramersch, 1996). Similarly, (Byram M. , 1997)) asserts that intercultural competence is an essential skill for language teaching professionals. That is to say educators need to understand student's conditions and diversities and to use them with the purpose of helping their students to become intercultural individuals.

Interculturality has an important role in societies nowadays, research projects have been undertaken in diverse spheres. Byram, 2001 concerns on one hand about creating and developing sensitivity to cultural differences in foreign language students, this idea led him to engage in serious researches with the purpose of developing intercultural awareness which play an important role in second language acquisition. Turning to a more local context, the Colombian Applied Linguistics Journal, has published some research articles that embrace an understanding of students' intercultural interpretations in foreign language learning, 2007.

Another study to consider is the one led by the teachers Valentin Ekiaka, Patricia Gómez and Kan-Fan Jen in 2012, in which they first explore the responsibility all foreign languages teachers have on sensitizing about culture in non-native English speakers, to do so they point three different stages (1) concerning, understanding and use of students' cultural background for teaching purpose; (2) familiarity with each student reality through home-connection ,

enhancement of intercultural servant leadership skills; (3) understand characteristics of ethnic communication styles and cultural values, improve teacher-parent connection.

In respect of Universidad Pedagógica Nacional, there have been developed some inquiries in which the construct “intercultural competence” is taken into account. As a matter of fact, there exists one research undertaken in the same institution this research takes place, in 2016 a student belonging to the Departamento de lenguas developed a pedagogical implementation with the purpose of enhancing the vocabulary learning supported on Colombian cultural context and ICT tools. *Fostering Vocabulary Learning Through a Cultural Context and ICTs Resources in an EFL Classroom*, however, unlike the current research, it is not concerned on arising intercultural awareness in students.

Other researches, such as the one by the master's student Yenny Vargas in the program teaching of foreign languages, *La incorporación de la cultura en clases de español como lengua extranjera en Bogotá* explores the inclusion of culture in teaching Spanish as a foreign language.

Although those proposals consider the importance of having intercultural students, they differ from the perspective shown in this document. Firstly, this research is not interested in creating an immersion environment, because as its definition asserts, it is an artificial process. González Tardón (2010) points out, “It is a psychological process that occurs when a person stops clearly to perceive their environment by focusing all their attention on an object, story, image or idea that immerses you in an artificial environment” (p. 312).

Reversely, for this research it is really meaningful to take into consideration the real context in which students are, and from their identities create intercultural awareness. Secondly, this inquiry does not pretend to pursue an intercultural competence, due to this concept refers to

the meeting of two cultures and languages from different countries, Kramersch (1998). Given the social conditions of a public institution, it is less realistic that students have contact with native speakers; what this research proposes is to awaken cultural interest in children through the implementation of contextualized vocabulary activities.

Theoretical Framework

Intercultural awareness

The concept of intercultural awareness is defined as the understanding of differences between people and people from other countries or other backgrounds, especially differences in attitudes and values (Collins, 2002). The concept is defined more deeply by the Common European Framework of Reference for Languages as follows:

Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of the target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes (CEFR, 2001, p.103).

The concept of intercultural awareness can be applied to any subject; in fact, it is usually applied to business settings in order to understand workers’ self-attitude towards selling items.

Nevertheless, it is important to highlight at this point that the current research interprets the concept of intercultural awareness in accordance with communication and language teaching.

Following this idea, intercultural awareness makes part of a bigger and more known concept developed as well in the Common European Framework of Reference for Languages as Intercultural competence. Intercultural awareness is the first step towards intercultural communicative competence. As this work is undertaken in a public school, where students usually have limited possibilities of direct contact with native English speakers, what is realistic to achieve is intercultural awareness rather than intercultural communicative competence.

As it was stated before, the intercultural awareness includes the appreciation of the diverse environment the foreign language is taking place. In the case of Colombia, such appreciation should be wide since it is a country enriched of cultural phenomena. Colombia is a territory with different regions that have their own characteristics, and this condition is considered as an advantage in the current research to start working from students' closest cultural reality.

It is quite relevant for students to recognize Colombia as a pluricultural state, and with it the construction of an identity. The English class should aim to the raising of students' identity as well as to the awareness and respect for other existing cultures.

At this point it is important to clarify that this research does not pretend to lead students towards the whole stages in cultural awareness because of two main reasons: students level in the foreign language, which would be an obstacle in reading comprehension activities and others, and because of population ages, which would not create the possibility to discuss on further hypothetical situations. In that extent, as stated by Byram (1997): "the current proposal is to be

focused on the first stage that involves recognition of the existence and pervasive influence of culture” (p.88).

Taking into account what have been considered in this research, the concept of cultural awareness is taken in the current research as the ability students develop to tolerate and assume the existence of other cultures.

Culture

A general vision of culture is provided by Richards (1999), “it is the total set of beliefs, attitudes, customs, behaviour, social habits, etc. of the members of a particular society” (p52) This culture is built over generations and groups of people, so we can talk about Caribbean culture, Maoris culture, North Korean culture and so forth.

A more specific way of perceiving culture is the one proposed by, Kramsch (1993) in which culture is situated in a language teaching environment “At the intersection of multiple native and target cultures, the major task of language learners is to define for themselves what this 'third place' that they have engaged in seeking will look like, whether they are conscious of it or not” (p. 52).

It is important how the author put on the spot that “third place”, which is to say, other place, not the native speaker, neither the non-native speaker understanding of culture, but where the learner understands and how native speakers understand their own culture.

The anthropologist E. Hall (1959) related the concept of culture to communication, and declared that culture shapes people's identity since it takes all the verbal and non-verbal communicative features.

This work refers culture to the way people think, feel, and act. Geert (2002) has defined it as "the collective programming of the mind distinguishing the members of one group or category of people from another" (p.36). The category can refer to nations, regions within or across nations, ethnicities, religions, occupations, organizations, or genders. A simpler definition is 'the unwritten rules of the social game'.

Culture is, certainly very important on the shaping of identities. The more awareness about other cultures, the easier to define our identity, "We may, in fact, need each other for self-definition. How can we know what is distinctively British, French, or Mexican without describing what is peculiarly German, Italian, or Dutch? How can we know what is distinctively Latin American without defining what is North American?" (Novinger, 2001, p.17).

Through these visions of culture, the English class becomes a culturally enriched place, where there are references to the local culture and to foreign cultures. Students will strengthen their identity and in the same time, they will be conscious of the existence of others.

Vocabulary activities

Many theorists assert in considering vocabulary an important part of the teaching process. When learning vocabulary, students are given the opportunity to start producing in the foreign language. In fact, the Ministry of Education in Colombia in the bilingualism program (2004) establishes "the comprehension of basic language about family members, friends, games and places" as the main objective for students who belong to first grade. For that reason, working on vocabulary activities would result interesting and meaningful for children.

Besides, it is important to mention that in order for students to acquire new vocabulary, it should be contextualized. In those terms, vocabulary activities are activities in which students make relationships between their home cultural concepts and the concepts that belong to the target language. In that regard, Kumaravadivelu (1994) believes in a humanistic education that promotes personal freedom, intellectual growth and human dignity. Particularly for language teachers this means "an inevitably must for language teachers to build a connection between the word and the world, and also help steadily our students understand that connection and take advantage of it" (p. 41).

Culturally contextualized vocabulary activities are understood in the current inquiry as activities designed to raise awareness among first graders about the different existing cultures. For example the word `car` presented in diverse contexts. This kind of activities would lead us into questions such as *how is a car in United States? Are cars different in South Africa?*

Students then will assimilate there are other cultures around the world and depending on the place social dynamics may change. In other words, their curiosity for knowing other cultures will be awoken.

Chapter 3 Methodological design

Research design

“Action research is a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview” (Reason & Bradbury 2002, p.1)

Taking into consideration the previous quotation, the current inquiry is a qualitative action-research which stands from a practical method of study, since it is intended to describe and document what happens with students' intercultural awareness when using culturally contextualized vocabulary. In Kumaravadivelu's words, we are taking into account the context and local conditions to carry out a pedagogical intervention, in that way we are situated from particularity.

In this action research we assume, as Kumaravadivelu 1994 that knowledge emerges from practice and not the way around. So the holistic interpretations of particular situations in this experience will contribute to the development of further researches.

Timeline

Bearing in mind these considerations, the next table presents the timetable of the activities developed in the current project.

Week	Activity	Outcomes	Research process
1	Vocabulary about weather.	At the end students are able to link kinds of weather to territories.	Collect data (Fieldnotes)
2	Vocabulary about clothes	At the end students are able to differentiate the clothes wore in different countries.	Collect data (Survey)
3	Vocabulary about food.	At the end students are able to say which kind of food they like the most.	Collect data (Fieldnotes)
4	Vocabulary about	At the end students are able to name	Collect data

	hobbies.	some hobbies in other cultures.	(Fieldnotes)
5	Vocabulary about means of transport.	At the end students are able to differentiate means of transport.	Collect data (Pictures)
6	Vocabulary about animals.	At the end students are able to link animals with territories.	Triangulation of data
7	Vocabulary about places in the city.	At the end students are able to link animals with territories.	Triangulation of data

Setting and participants

This research takes place in a first grade of a public institution. The institution is located in the northwest part in Bogotá. The participants in this study are 31 students from 6 to 8 years old, they belong to 2 and 3 strata. The school does not establish English as a main subject in this course; instead they well committed in teaching children mathematics and writing in the native language. In addition, the observation was developed in weekly sections of one hour.

As students are classified in A1 level, (according to the CEFR) the English class is intended to show them vocabulary about the most common aspects, namely clothes, food, family members. They do not work on listening activities, only on repeating what the teacher says.

Instruments

The first instrument used in order to gather data was fieldnotes, which resulted extremely important since it allowed not only to describe what happened in the class, but also to analysed it

(Wolfinger, 2002). Even fieldnotes were useful tools to gather data, the notes taking required a great amount of time, so the observer needed to write the whole class.

Secondly, it was decided to use surveys to get deeper into students cultural knowledge. These two surveys were a useful mean to stablish the point the researcher could start from, because as it has been stated in the current paper, students' reality and previous knowledge are very significant to make connections with the topics that were presented in the intervention.

In order to analyse the gathered information, triangulation and validation were used. These elements were methods to classify and analyse the information and finally the researcher could come up with categories of the current study.

With the use of these two instruments the way in which children conceive learning new vocabulary and the way they express it in the foreign language was analysed. In that sense, the research question about the validity of the pursuit of intercultural awareness in young learners was answered.

Procedures

In order to analyse the data collected through the instruments mentioned before, triangulation was used. Bogdan (2006) asserts that, "triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. It refers to the application and combination of several research methods in the study of the same phenomenon" (p.24).

Ethical considerations

As a central point in this research, there are the ethical considerations for the treatment of students' data. The current research project was developed having parents' previous acceptance, they also read and signed a prior informed consent (see appendix 6). Last but not least, it is important to highlight all the students personal information was used only with academic and research purposes.

Chapter 4 Pedagogical design

Pedagogical intervention

All the information gathered led us to the following research question

What happens in terms of intercultural awareness when vocabulary activities are incorporated in an A1 EFL public classroom to trigger interest for a foreign language?

Listed below it will be given the general understandings from which this research was standing. Namely, the vision of language, learning and classroom.

To begin with, as this research stood from a social perspective, language was conceived here not only as the grammar rules and linguistic features, but also as a social construct that has the main purpose of communication in different cultural contexts. Besides, language is intrinsically joined to culture because of the complex interactions given in communicative situations.

Secondly, learning was assumed as a process of interaction between the students and the world they live in. In those terms, we took a realistic view of such process. The more real the activities were, the more significant the students' learning was. Additionally, previous knowledge is valued

in this study; the teacher did not perceive her students as *tabula rasa* but as cultural subjects immersed in a specific environment.

Finally, classroom was defined under the cultural and social conceptions presented before. From this perspective, a foreign language classroom should not be far away from students' reality; reversely it will put on the spot commonly cultural facts that lead children into curiosity for knowing other cultures. Besides the classroom is an environment in which converge students from diverse cultural places and they are recognized as such, their differences and similarities are taken into account.

Chapter 5. Data Analysis

The categories of analysis are concepts built by the researcher from the intervention results; they help in the process of answering the research question in the project and articulating it with the research objectives. So a graphic that articulates the three categories in the current project is presented below, then, it is considered the repeated patterns found in the categories of analysis, and finally the contrast among the outcomes of the analysis of the data are shown.



Illustration 4

1. An enriched diverse cultural setting

The eagerness for raising interest in students for English as a foreign language was one of the main concerns in the current study; it was clearly intended to get students attention with the purpose of coming to a meaningful learning. According to Ausubel, (2000) the new knowledge to acquire must be interesting for the learner for it to be significant, so the contents students accept may result intriguing in some way, otherwise, learners are not going to create a real connection between the previous knowledge and the coming information.

In the class about hobbies, (see appendix 7) students were presented flashcards on different leisure activities; they were told to repeat the pronunciation and create a short sentence with each verb. In spite of having difficulties when trying to organize the words in the correct order, what resulted interesting was the fact that they did it much better with the hobby they recognized more. For example, boys were excited about soccer and they brought memories to the class about this game, in such conditions the learning becomes significant and students will not forget it easily:

Teacher: Which is your favorite hobby?

Student 1: Me gusta el soccer!

Teacher: You say "I like soccer"

Student 1: I like soccer, nosotros siempre jugamos soccer!

Student 2: Sí teacher, nosotros jugamos soccer.

Teacher: You say, "We always play soccer"

Student 1-2: We always play soccer.

To the extend students showed their very real interests, they were more capable of creating sentences and remember the vocabulary studied in the class.

Other example of this was the class about food where students were presented images of people from different nationalities eating the typical food in their countries; then they were asked to draw the dishes they liked the most. The majority made drawings of hot dogs and hamburgers, the teacher pointed out those kinds of dishes are very popular in the United States. Students wrote the name of the country in their drawings, whereby they were realizing the existence of a

different country with different eating preferences. In this case, they did not only express interest in the class, but also they linked some food they like with typical food in other places.

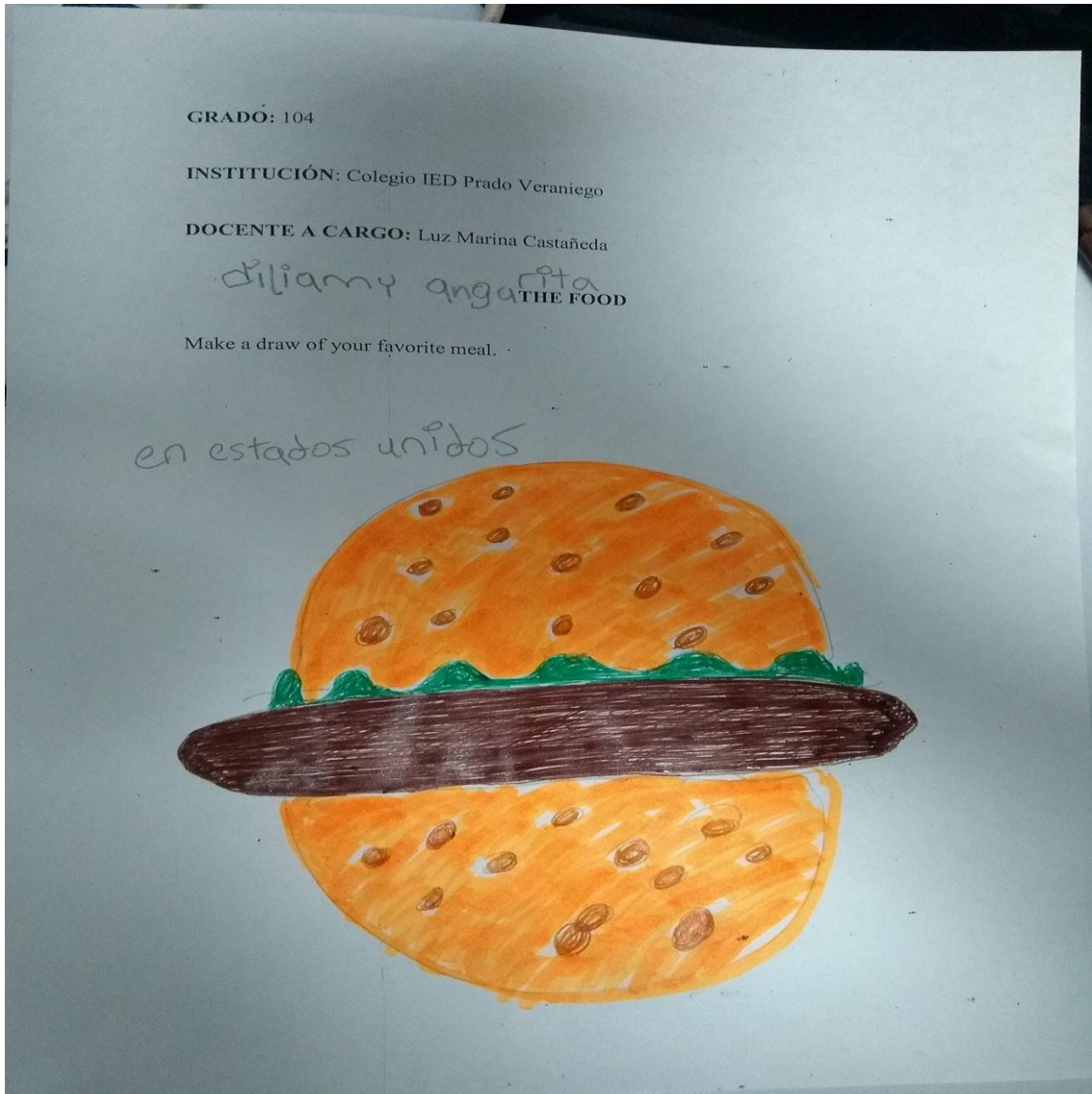


Illustration 5

As pointed in the theoretical framework, in this research project the concept of culture was understood as the total set of beliefs, attitudes, customs, behavior, social habits, etc. of the members of a particular society (as cited in Richards, 1999), in this particular class the topic

worked was “food”, which is a social habit in certain societies, so it changes depending on the country.

Furthermore, a student made a connection between an image with a Chinese person eating rice and a place he usually goes to buy Chinese food with his family. The image is presented below as well as the passage in the fieldnote.



Student 1: Teacher! Yo voy a un restaurante chino con mis papás.

Teacher: Oh nice, you usually go to a Chinese restaurant with your parents. And, what do you eat?

Student 1: Yes teacher. I eat rice.

Illustration 6

As seen in the notes taken the kids were always making connections between the contents in the lessons and their own experiences, and this is something very meaningful due to the impact it has in the learning process. By linking the knowledge presented in class along with the memories they have, the conditions for learning significantly a foreign language increase.

In that order of ideas, an enriched diverse cultural environment is important in the pursuit of students' interest for a foreign language. Through the implementation of different vocabulary activities in the English class, students assimilate the existence of other territories, customs and people around the world. At this point, we are talking about intercultural awareness, which has three stages. Students here reached the first one which is *Cultural Knowledge*, "Familiarization

with selected cultural characteristics, history, values, belief systems, and behaviors of the members of another ethnic group" (Adams, 1995).

In this regard, it must be recognized that students did not reach all the stages in the intercultural awareness process due to the complexity it implies. The intercultural awareness competence should be fulfilled with discussions on cultural topics and the creation of outcomes that reflect the remarks such cultural topics suggest. However, the first grade students in the current study did not have the opportunity to create either the discussions or the big writing outcomes. What they reached, on one hand, was the opportunity to know different features of other cultures, and on the other hand, the students started recognizing vocabulary in English in association with different cultural references.

When students wrote and mentioned other countries by linking them to their likes and dislikes, they were being aware of other cultures, in other words, they were recognizing their culture is not the only and there exist many others with different characteristics. Even more meaningfully students were associating the cultures mentioned in the English class with aspects they noticed in their reality, such as a Chinese restaurant, a soccer player from another country they see on TV, typical food in other nations. So they can perceive the multicultural world we live in at the time they learn English.

Images in the process of learning vocabulary meaningfully

The main strategy used in the pedagogical intervention described in the current research were the vocabulary activities. Such activities were not only a tool to raise students interest in English, but they also made part of a meaningful methodology to teach a foreign language in

emerging levels. It meant the possibility for children to acquire new vocabulary in English and start building sentences.

To begin with, in each lesson it was considered a topic and important words related with the topic were chosen, for example, Hobbies: horseback riding, playing soccer, swimming.

The next graphic exemplifies better this idea:

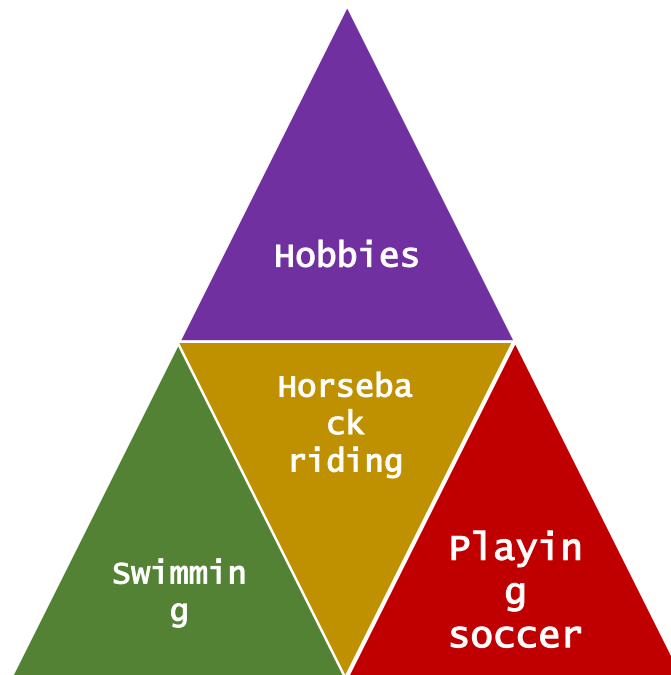


Illustration 7

A useful way of presenting the vocabulary in each class was through images because students demonstrated more interest and they linked faster the new words with their reality. For example, in the class about means of transport, the session was started by listing different means, but students did not seem to recognize them. It was until the images of different means of transport in the story “*Around the World in 80 Days*” were presented that students started linking the new words with the ideas they had on the topic (See lesson plan 5).

Furthermore, once students were showed the images, they started making comparisons between the means of transport presented in the story and the ones they knew. The next images and impressions describe this idea:



Illustration 8

Teacher: Have you seen a train in Colombia?

Student 1: Yes! In Cali, “El Mío”

Student 2: ¡El tren de la Sabana!

Teacher: “El Mío” is not a train, but it is the most important mean of transport in that city. “El tren de la Sabana” is a train, but it is not a mean of transport.

Student 2: Yes teacher, I have Tren de la sabana

Teacher: Can you buy a ticket and go from one place to another in the city?

Students 3 and 4: Nooo

Teacher: Well, in London and other cities people can.

How about animals as a mean of transport?

Student 3: No elephant, pero donkeys.

From the images and students' comments, it can be analyzed three important comparisons: first, students are trying to find a similar mean of transport to the one presented in the image; even they have not seen a train, they establish a connection between the mass transport system in one Colombian city and the London train. Second, students realize there exist means of transport in other parts of the world they do not have in their country. And last but not least, children realize that in their country there are typical ways of transporting that do not exist in all the parts of the world.

Hence, the use of images was not only important in catching students' interest, but also in presenting the cultural component that was vital for the proposal research. In order to show students how varied cultures are, it was shown a bunch of images that contributed to their awareness of other people and customs.

Throughout all the mentioned outcomes it can be said that images make part of the activities that contribute in learning vocabulary in a meaningful way. When teaching a foreign language from a cultural understanding, it is relevant for students to notice there are many other cultures apart from ours. Although it is not possible to visit those places, students must be referred to them in the English class, to do so, there are different strategies to be used namely games, songs, movies, and images. Images do not only get students attention, but they also get children to understandings and comparisons among cultures.

Raising students' awareness of their own culture towards the recognition and respect for others

Second grade students are children from 6 to 7 years old, which means according to Piaget (1951) their thoughts and communications are typically egocentric. Children at these ages are in the preoperational stage, unable to see a situation from another person's point of view. This idea might imply students' difficulty to assume the existence of different cultures as can be noticed in an activity proposed to disclose students' familiarity with other cultures:

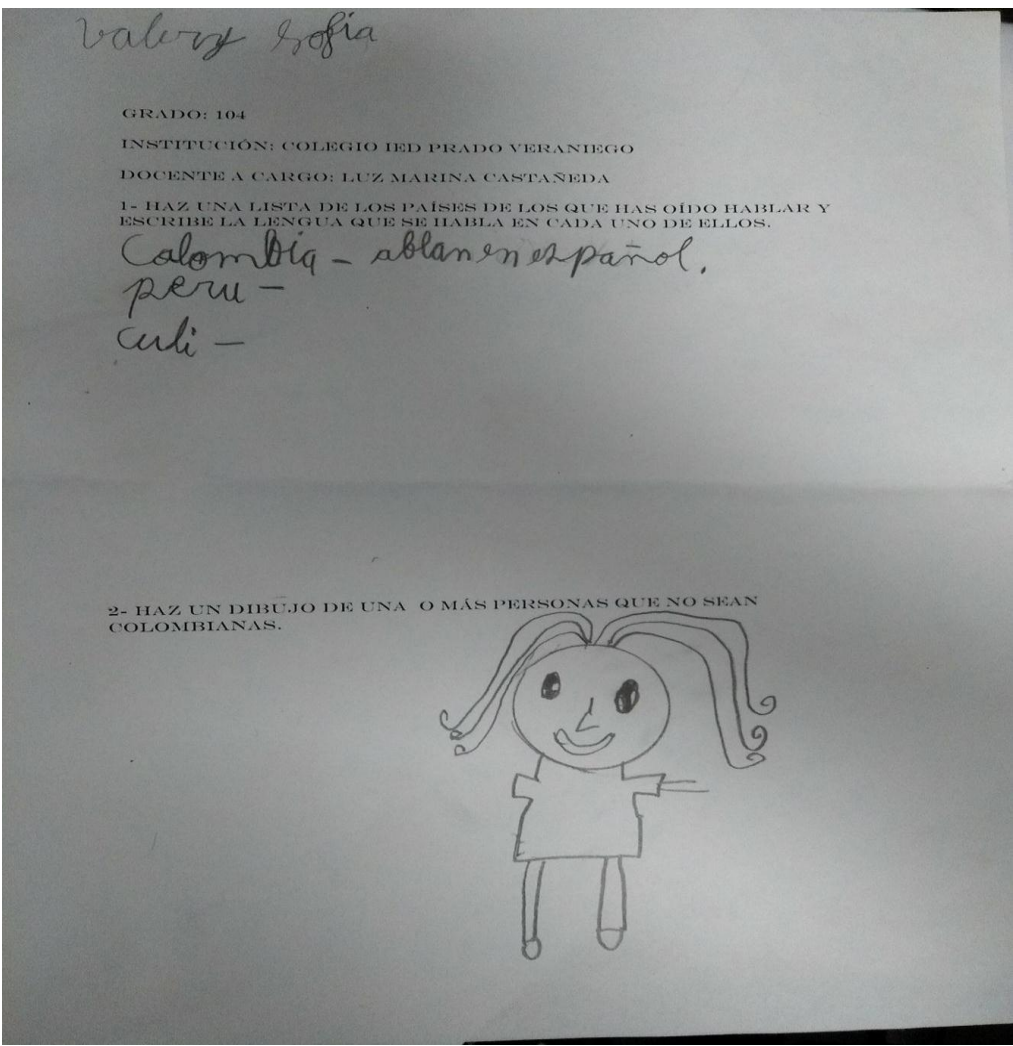


Illustration 9

At first sight the fact of having students in an egocentric period seemed an objection to work on the sensitization of other cultures; on the contrary, it represented a huge opportunity to work

from students' reality towards awareness for other cultures. Having into account students' cultural background is relevant when teaching a foreign language, because it is important to strengthen children's identity.

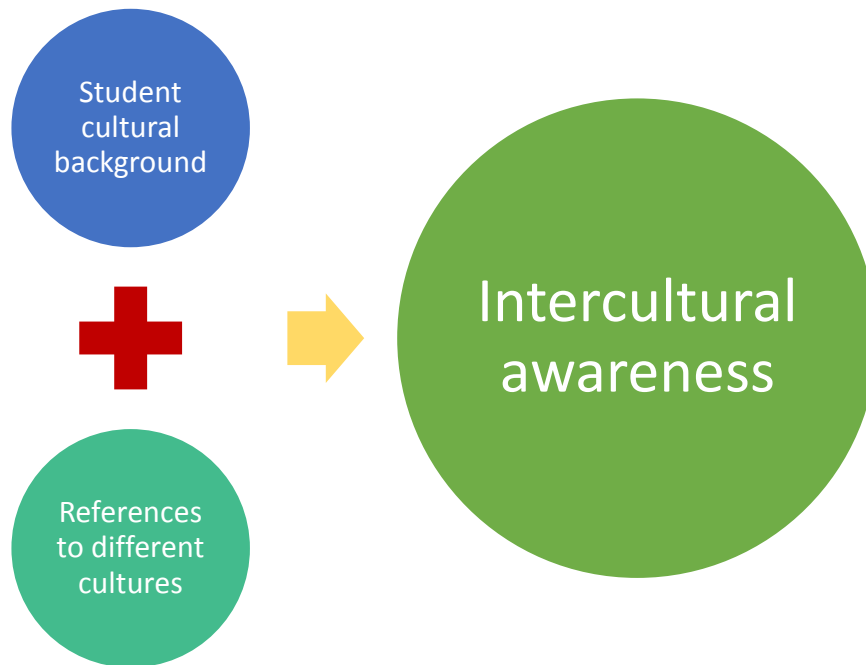


Illustration 10

Through the vocabulary activities there were provided Colombian examples of each topic, afterwards, students were invited to make comparisons between their own culture and the rest. In the lesson about weather, students were shown a world map on the application Google Earth and they were taken to the Colombian territory to observe the climate behavior in our country. Then, they were shown other territories around the world and they started creating comparisons. The following chart recreates better this idea.

Teacher: Look! This is what the weather is like in Colombia, a tropical country.

Student 1: In Bogotá always rains.

Student 2: En Venezuela siempre hace mucho calor

Student 3: ¿Usted vivía en Venezuela? Ahí queda la playa, ¿cierto?

Teacher: In Venezuela there are regions with different kinds of weather, just like in Colombia. Let's explore the Venezuelan territory.

As it can be noticed in the class section, students confront their realities according to the topic developed in each class. Also the presence of students from different contexts is a convenient opportunity to discuss about differences and similarities among cultures, and furthermore to consider all the cultures at the same level of interest, respect and importance. At this point students may recognize any culture as valuable, neither superior nor inferior with regard to their own.

About the idea of positioning the home culture at an important place in the language teaching, Kramersch (1993) supports the purpose of establishing a “sphere of interculturality”, which implies that a foreign culture and one's own culture should be placed together in order for learners to understand a foreign culture. In the classes carried by the current proposal, students were always referred to Colombian cultural referents. In order to exemplify better this argument, the next chart reveals some of the examples given in every section:

Class No	Topic	Starting question	Example provided by the teacher	Students associations
1	Hobbies	What is your favorite leisure activity?	In Colombia we play 'rana'.	My father plays 'rana' on Sundays
2	Food	What is the food you like the most?	'Ajiaco' is the typical dish in Bogotá	La Bandeja paisa en Medellín
3	Means of transport	Name some of the means of transport	We do not have train in Colombia,	I went to the Tren de la

	you usually use	but we have metro in Medellin.	Sabana
4	Weather	How is the weather like in Colombia?	In Bogotá always rains
5	Clothes	What kind of clothes do people wear in our country and why?	Mi abuelita tiene una 'ruana'

From these examples it can be seen how the first culture was taken into consideration in the English class, the use of the native language was ineludible for students to understand the topic of each class, so if the teacher showed 'Ajiaco' as an example, students immediately inferred the main category in the class was 'Food'. In addition, it allowed comparisons among different foods children knew. This strategy also opened the possibility for students to bring their own reality to the class, thereby a student from Venezuela could appeal to his own culture.

To conclude, bringing students culture and the target culture together increases the scope of appreciating and experiencing the cultural variables that affect the language learning process. It also limits the possibility of undervaluing other peoples and cultures because of being different.

Chapter 6

Conclusions

Through the pedagogical implementation at issue the first conclusion to bear in mind is the one regarding the main concern in the current paper; to reiterate the importance of including the cultural matter in the teaching of foreign languages. As Byram stated 'knowledge of the grammatical system of a language grammatical competence has to be complemented by understanding of culture-specific meanings communicative or rather cultural competence' (1994,

p.4). In other words, foreign language teachers might transcend the boundaries of linguistic forms into a more complex understanding of languages in its inherent relationship with culture.

Nevertheless, teaching culture is not an easy work due to the complexity of the topic and the language level this proposal was developed on. Indeed, culture cannot be learnt as it can be learnt to walk or to talk, what we can do, though, is to show the pluridiversity of cultures or, even better, make students aware of the many cultures that exist. However, it is important to highlight there are no such things as superior or inferior features regarding cultures, but that they are just different.

In these terms teacher's purpose should be fostering students' interest in the foreign language and culture. The current proposal intended to show students vocabulary contextualized in different cultural environments and this took us to the idea that the more varied the teaching context is regarding culture, the more sensitive students become to face such differences.

On top of that, the English class for first grade students came to raise awareness not only in the target culture, but in their own. That is to say, students' identity was strengthened by the activities allusive to the Colombian culture. Thus, children had the possibility to compare their native context with other foreign contexts they have not been in personal contact with yet.

As far as the vocabulary activities, it resulted very meaningful for students to learn words about different topics because their contact with English had been little and learning vocabulary is an important basis for starting producing accurate sentences in the foreign language. Additionally, the vocabulary activities plus the cultural inputs led students to empathy and respect toward different cultures.

On the other hand, students' interest for images and audiovisual material created the conditions for building paths by which the teacher could disclose vocabulary of indispensable categories for this grade such as means of transport, animals, hobbies etc. Images and videos contributed in the attempt of the faster association between vocabulary and real referents on the part of students.



In conclusion, students' process of acquiring a foreign language in their incipient level represented an ideal opportunity to recognize the existence of different cultures as well as produce short sentences in the foreign language. The raising of students' interest for the foreign language became noticeable due to the connections they could create between what they already knew and the incoming knowledge, resulting this in meaningful learning of vocabulary.

Recommendations

Here, suggestions to improve students' experiences in the foreign language in the institution are presented. Firstly, we highlight the importance of taking into account the students' cultural background when planning the English classes, due to its positive consequences in the final results expected; the achievement of meaningful learning.

Secondly, diverse intercultural references should have a privileged position in the English class for students to relate their realities with others. This consideration should raise students' interest for the class as well as strengthen their sense of respect for other cultures. Besides, the incorporation of cultural phenomena in the English class will train students in future interactions with people from different cities and countries.

Finally, for a future implementation of the current study, it is suggested to assess the level of students in the foreign language through the application of activities and tests. In the same way, it is also suggested to diagnose the students' main issues in the foreign language learning in order to adapt the activities proposed in the current project.



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Field note # 2

Teacher Proxedas Montañez

Grade 103

Date 03rd March 2015

Notes taken	Notes made	Issue	Back up
<p>The teacher tells students they are going to learn how to greet. She starts telling them some greetings and farewells such as "how are you doing today?" and "see you soon".</p> <p>The teacher draws some images in the board for children to associate greetings with those images. For example a moon with "good night".</p> <p>The teacher shows portraits with the famous characters from United States as Barack Obama, Tom Cruise and Eminem then, students have to assign a greeting for each character.</p>	<p>The teacher starts the class telling what the topic is and she continues explaining.</p> <p>The idea of association with images is really interesting, since children enjoy it more.</p> <p>Children easily recognize the characters in the flashcards and they start performing as them. (Obama, Eminem, Cruise)</p>	<p>There is no warming up.</p> <p>Students are assuming that United States is the only place in which English is spoken, because they are not provided other examples. They are only referred to the English of North America.</p>	<p>Lesson planning.</p> <p>Cultural knowledge. Intercultural awareness.</p>

GRADO: 103

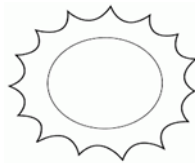
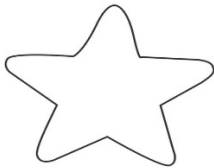
INSTITUCIÓN: COLEGIO IED PRADO VERANIEGO

DOCENTE A CARGO: PRAXEDES MONTAÑEZ

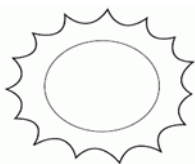
ENCUESTA

COLOREA LA ESTRELLA SI TU ES SÍ. COLOREA EL SOL SI TU RESPUESTA ES NO.

1- ¿TE GUSTA EL INGLÉS?



2- ¿QUIERES APRENDER INGLÉS?



¿POR QUÉ?

**PARA CONOCER OTRAS CULTURAS ____ PARA EL
COLEGIO ____**

3- ¿QUÉ CULTURAS TE GUSTARÍA CONOCER?

GRADO: 104

INSTITUCIÓN: Colegio IED Prado Veraniego

DOCENTE A CARGO: Luz Marina Castañeda

1- Haz una lista de los países de los que has oído hablar y escribe la lengua que se habla en cada uno de ellos.

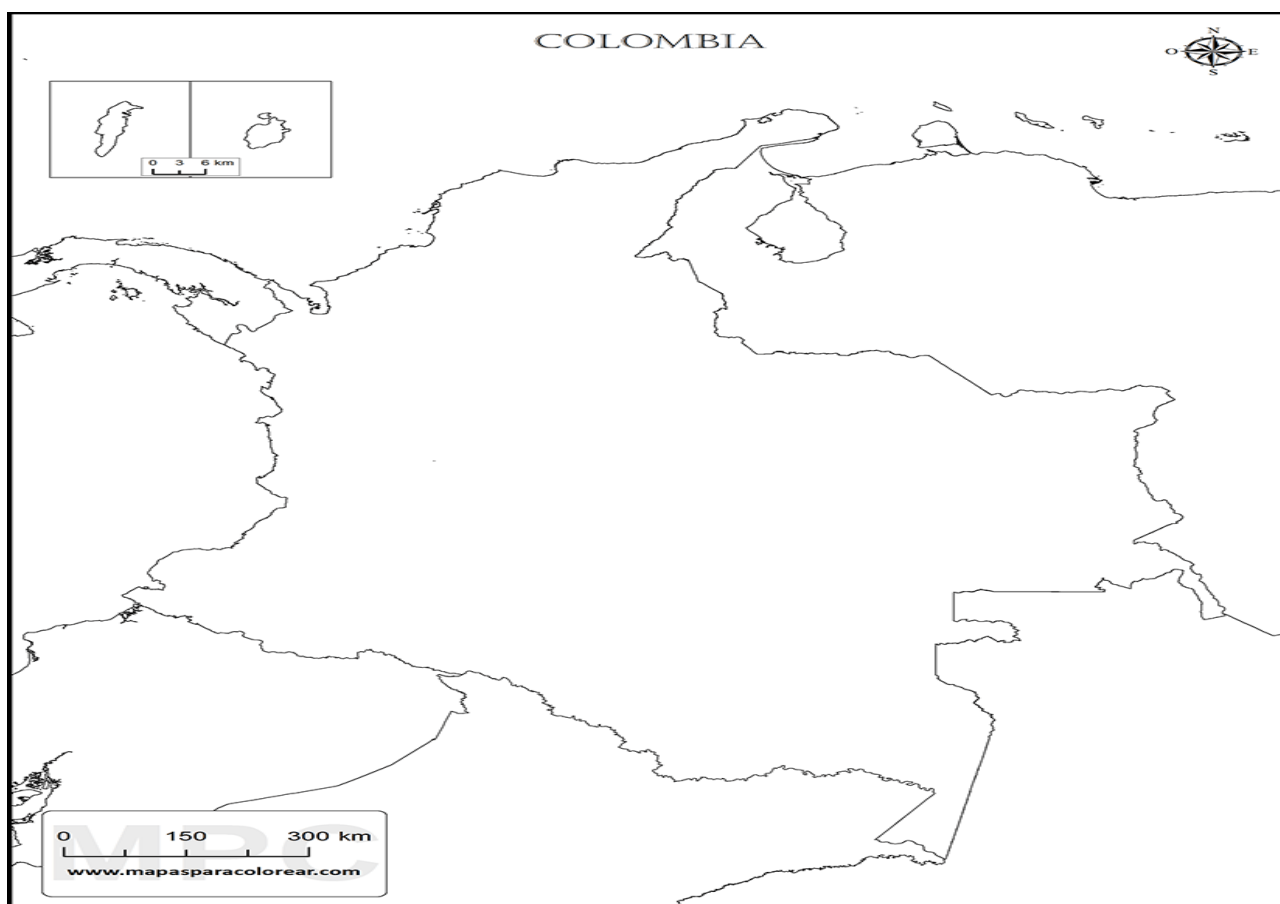
2- Haz un dibujo de una o más personas que no sean colombianas.

GRADO: 104

INSTITUCIÓN: Colegio IED Prado Veraniego

DOCENTE A CARGO: Luz Marina Castañeda

1- Dibuja en el siguiente mapa de Colombia los diferentes grupos étnicos y regionales que conozcas de tu país.



2- Señala también la o las lenguas que se hablan en tu país.

Appendix 4



Fieldnote # 3

Teacher Sandra Bohórquez

Grade 104

Date 24th August 2017

Notes taken	Notes made	Issue	Back up
The teacher starts the class by showing some pictures of people eating the typical food in their countries.	Students really enjoy and show interest for the class when they are shown images.		Audiovisual material as an important tool to raise SS' interest.
The teacher gives SS a worksheet with colorless drawings of fruits, fast food, soups and ask the students to color these drawings.	It is very important for the pronunciation because SS start repeating different words.		Cultural awareness
The teacher asks SS to make a draw of their favorite meals.	SS have the opportunity to express their likes.		SS cultural background

Appendix 6

Señores padres de familia

IED Prado Veraniego

Bogotá 05 2015

Con la presente me permito informarles que quien escribe Sandra Bohórquez, estudiante del Departamento de lenguas de la Universidad Pedagógica Nacional, se encuentra realizando un proceso de observación en el grado 104, para lo cual es necesario la recolección de datos a través de fotografías y algunas actividades. Debido a lo anterior se hace necesario el permiso de cada padre de familia para recoger dicha información. A continuación se hará explícita la autorización:

Nombre

Firma

CC.

Appendix 7

Grade:104	Teacher: Sandra Bohórquez
Lesson plan N°: 1	Date: 11 th August 2017

NAME OF THE UNIT: How's the weather?	GROUPING	TIME
OBJECTIVE: To recognize that in some parts of the world the weather is different.		
LEARNING OUTCOME: Students are able to link kinds of weather to territories.		
OPENING: The teacher plays a song called <i>how's the weather</i> .	individually	15 minutes
SEQUENCING: PRE-ACTIVITY: Students are presented flash cards with drawings about weather, and they are asked to repeat the same pronunciation.	individually	15 minutes
ACTIVITY: The teacher presents a world map and indicates where the weather is rainy, sunny, snowy and windy. Students link parts of the world map with weather situations.	individually	10 minutes
POST-ACTIVITY: Students chose weather and draw it, and	individually	20

then mention things related to that weather. For instance, winter: gloves, snowman, ski, and seal.		minutes
Closure: The teacher ask students which place and weather they like the most and why.	individually	10 minutes
Resources: - flashcards - map		
Homework: Students research about extreme situations of weather, for example Sahara's desert.		



Grade:104	Teacher: Sandra Bohórquez
Lesson plan N°: 3	Date: 24 th August 2017

NAME OF THE UNIT: What do other cultures eat?	GROUPING	TIME
<p>OBJECTIVE: - To identify different meals and to say about likes.</p> <p>- To see different kind of food in different cultures.</p>		
LEARNING OUTCOME: Students are able to say which kind		

of food the like the most.		
<p>OPENING: The teacher shows students images of people from different nationalities eating the typical food in their cultures. I.e. an Italian man eating pizza.</p>	The whole class	10 minutes
<p>SEQUENCING:</p> <p>PRE-ACTIVITY: The teacher gives students a worksheet with colorless drawings of fruits, fast food, soups and candies. The students will color these drawings.</p>	Individually	15 minutes
<p>ACTIVITY: The teacher teach the structures "What fruit do you like?" and "I like"</p>	The whole class	10 minutes
<p>POST-ACTIVITY: Students are organized in couples and they ask to each other for his/her favourite food and from which place it comes.</p>	Couples	15 minutes
<p>Closure: Students say what does their classmate prefer and he/she expresses his likes.</p>	Individually	10 minutes
<p>Resources:</p> <ul style="list-style-type: none"> - Flashcards. - Colorless food worksheet. - Colored pencils. 		
<p>Homework: The teacher offers a culture that was not worked on the class and students have to research the most common food in</p>		

that place.



Grade:104	Teacher: Sandra Bohórquez.
Lesson plan N°: 4	Date: 30 th August 2017

NAME OF THE UNIT: What is your hobby?	GROUPING	TIME
OBJECTIVE: - To say what activity is the most interesting to do. - To see different activities in different countries.		
LEARNING OUTCOME: Students are able to name some hobbies in other cultures.		
OPENING: The class plays the “Hangman” using vocabulary referred to hobbies.	The whole class.	15 minutes
SEQUENCING: PRE-ACTIVITY: The teacher explains some vocabulary about hobbies.	The whole class.	10 minutes
ACTIVITY: The teacher writes on the board a list of countries and a list of hobbies, the students will match	The whole class.	10 minutes

hobbies with countries. I.e. Skiing-USA.		
POST-ACTIVITY: The teacher asks students to draw their hobbies.	Individually.	10 minutes
Closure: The teacher chooses a likely hobby to carry out inside the school and the class performs it. I.e. To play soccer.	The whole class.	15 minutes
Resources: - Color pencils. - Ball.		
Homework: The students write hobbies of three of their relatives.		

Grade:104	Teacher: Sandra Bohórquez.
Lesson plan N°: 5	Date: 13 th September 2017

NAME OF THE UNIT: In what means of transport d will travel?	GROUPING	TIME
OBJECTIVE: - To recognize different means of transport.		
LEARNING OUTCOME: Students are able to differentiate means of transport.		
OPENING: The teacher summarises the story <i>Around the world</i>	The whole class.	15

<i>in 80 days</i> emphasizing on the means of transport named on the story.		minutes
<p>SEQUENCING:</p> <p>PRE-ACTIVITY: The teacher explains each means of transport and groups them according to the environment in which they can travel. I.e. Water: ship, vessel, barkentine.</p>	The whole class.	10 minutes
<p>ACTIVITY: The teacher has previously put images of those means in different parts of the classroom. When the teacher mentions a means of transport they have to move to that part of the room.</p>	The whole class.	15 minutes
<p>POST-ACTIVITY: The teacher talks about means of transport most used in some countries: I.e. The train in England.</p>	The whole class.	15 minutes
<p>Closure: Students are given a route and they will choose a means of transport to undertake such trip.</p>	Threesomes.	5 minutes
<p>Resources: - Flashcards.</p> <p style="text-align: center;">- <i>Around the world in 80 days.</i></p>		
<p>Homework: The students draw the means of transport they use the most in Colombia.</p>		



NAME OF THE UNIT: Animals around the world.	GROUPING	TIME
OBJECTIVE: - To recognize animals in different environments.		
LEARNING OUTCOME: Students are able to link animals with territories.		
OPENING: The teacher brings glove puppets to the class and she asks to the puppet <i>where do you come from?</i> Imitating a different voice. Then, she answers <i>I come from...</i> depending on the animal. I.e. The polar bear says <i>I come from Alaska.</i>	The whole class.	10 minutes
SEQUENCING: PRE-ACTIVITY: The teacher explains why some animals cannot live in other environment. I.e. A polar bear cannot live in Africa because of the weather.	The whole class.	10 minutes
ACTIVITY: The class plays a game in which the teacher provides an environment and students have to say what animal live in it.	The whole class.	15 minutes
POST-ACTIVITY: The teacher offers four different environments and she assigns one for each student, who will draw the environment and the animals that inhabit it.	The whole class.	20 minutes

Closure: Students express which animals they like and which ones they dislike.	Individually.	5 minutes
Resources: - Glove puppets. - Color pencils.		
Homework: The students make a list of the animals they have seen.		

Grade:104	Teacher: Sandra Bohórquez.
Lesson plan N°: 7	Date: 27 th September 2017

NAME OF THE UNIT: Places in the city	GROUPING	TIME
OBJECTIVE: - To learn about culturally famous places in the world.		
LEARNING OUTCOME: Students are able to recognise places.		
OPENING: The teacher shows the video <i>Seven wonders of the world</i> and students choose the ones they like the most.	The whole class.	5 minutes
SEQUENCING: PRE-ACTIVITY: The teacher presents flashcards with	The whole class.	5 minutes

<p>cultural places in the world and she explains why these places are important. I.e. The coliseum in Italy is important due to its history.</p>		
<p>ACTIVITY: The teacher explains the expression “I would like to go to ... and visit...”</p> <p>After, each student will say his/her preference, using that expression.</p>	<p>Individually.</p>	<p>20 minutes</p>
<p>POST-ACTIVITY: The teacher chooses some cultural places in Colombia and talks about them. Besides she asks students whether they have gone or not.</p>	<p>The whole class.</p>	<p>15 minutes</p>
<p>Closure: The teacher talks about culture as something important.</p>	<p>The whole class.</p>	<p>15 minutes</p>
<p>Resources: - Video <i>Seven wonders in the world</i>.</p> <p>- Flashcards.</p>		
<p>Homework: The students will practice the vocabulary used in class.</p>		

Grade:104	Teacher: Sandra Bohórquez.
Lesson plan N°: 8	Date: 4 th October 2017



NAME OF THE UNIT: Occupatios	GROUPING	TIME
OBJECTIVE: - To identify some occupations and kinds of jobs.		
LEARNING OUTCOME: Students write down what they want to be as adults.		
OPENING: The teacher plays the song <i>What do I wanna be when Im older_</i>	The whole class.	5 minutes
SEQUENCING: PRE-ACTIVITY: The teacher presents flashcards with different occupations and students are asked to repeat the pronunciation,	The whole class.	5 minutes
ACTIVITY: The teacher explains the expression “I want to become a-an When Im older...” After, each student will say his/her choice using the previous expression	Individually.	20 minutes
POST-ACTIVITY: The teacher brings a word search to the class with 20 different occupations they have to find on iy,	The whole class.	15 minutes
Closure: The teacher socializes where can be found all the	The whole class.	15 minutes

words.		
Resources: - Video <i>What do I wanna be when Im older</i> _		
- Flashcards.		
Homework:		