FOSTERING VOCABULARY LEARNING THROUGH A CULTURAL CONTEXT AND ICTS RESOURCES IN AN EFL CLASSROOM

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ICTS RESOURCES IN AN EFL CLASSROOM

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2. Descripción

El presente trabajo de grado presenta los procedimientos y resultados de la implementación de una propuesta pedagógica en la que se maneja un contexto cultural dentro de un aula de clases real, teniendo en cuenta también el uso de las tics como material de apoyo; con el fin de impulsar el aprendizaje de vocabulario en Inglés de estudiantes de grado tercero del colegio Prado Veraniego. Bajo la luz del enfoque comunicativo, se llevó a cabo la ejecución de este proyecto teniendo en cuenta las necesidades e intereses de los estudiantes, para desarrollar una metodología que promueva el aprendizaje de la lengua extranjera conectado al contexto cultural y las experiencias reales de los escolares. De esta forma, se produce un acercamiento de los estudiantes al desarrollo de la competencia intercultural con la que puedan interactuar satisfactoriamente con los demás.

3. Fuentes

A continuación algunas de los referentes bibliográficos tenidos en cuenta para esta investigación.

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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 ciertas investigaciones hechas previamente que mantienen cierta relación con el 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 importantes 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 investigación se llevó a cabo bajo un modelo de investigación acción en la institución educativa distrital Prado Veraniego, teniendo como población objeto a 32 participantes de tercer grado de básica primaria y un promedio de edades entre los 8 y los 10 años. La información fue recolectada a través de los siguientes instrumentos: diarios de campo, encuestas y actividades desarrolladas en clase por los estudiantes. En cuanto a la propuesta metodológica, esta se desarrolló durante sesiones donde se introducen los conocimientos con apoyo de las Tics, para luego aplicarlos poniéndolos en contextos reales y conocidos por los estudiantes. Con ello se quería lograr que los estudiantes aprendieran vocabulario en inglés y a la vez conocieran aspectos importantes de su cultura y de otras que los rodean, y de esta forma desarrollar tanto habilidades interculturales como comunicativas.

6. Conclusiones

Es necesario cambiar las prácticas tradicionales de enseñanza de lenguas, donde el enfoque ha sido la gramática y el rol primordial de los docentes como dadores de información. Una alternativa interesante es la enseñanza de vocabulario con el cual los(as) estudiantes puedan desenvolverse en diferentes situaciones comunicativas donde sientan la necesidad de usarlo para expresar sus ideas y sensaciones, aprendiendo así las estructuras gramaticales según lo exija el contexto de la comunicación.

Es importante el papel que toma la enseñanza de vocabulario como base que los y las estudiantes tienen para desempeñarse en diferentes situaciones en la lengua extranjera. Por tanto, es necesario implementar metodologías en las que se refuerce el aprendizaje de vocabulario por medio de actividades que les exijan a los y las aprendices usar el léxico aprendido en situaciones contextualizadas, para así profundizar sus habilidades comunicativas.

De igual forma, esta propuesta pedagógica sugiere llevar a cabo un currículo con contenidos culturales con los cuales los(as) estudiantes puedan contextualizar lo aprendido en situaciones que les sean familiares y que los motive más a prender la lengua extranjera. De esta forma se creará un ambiente escolar significativo, donde los escolares puedan conectar los conocimientos con situaciones reales de su cotidianidad, generando también un aprendizaje significativo con el cual ellos(as) puedan conectar sus conocimientos y experiencias previas con las nuevas que adquieran en el contexto escolar. Además, es importante que los y las estudiantes conozcan su cultura para ir desarrollando su propia identidad, al conocer y sentirse identificados(as) con ciertas costumbres, creencias y valores que hacen parte de su ser. Por tanto, deben tener conocimientos de las prácticas culturales de los que los rodean con el fin de interactuar con ellos en base al respeto a las similitudes y diferencias que existen entre las personas.

Finalmente, se debe considerar a las Tics (Tecnologías de la información y la comunicación) como herramientas verdaderamente útiles en la práctica educativa, las cuales pueden lograr combinar y alternar los contenidos escolares con diferentes formas de presentarlos (texto, imagen, audio, video, Internet), elevando la motivación de los estudiantes para internalizar los conocimientos. Especialmente en el caso de la enseñanza de lenguas, estas herramientas ayudan a profundizar el desarrollo de las habilidades comunicativas a través de las diferentes formas de mostrar y aplicar los contenidos que nos ofrecen estas tecnologías.

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Revisado por:	Fanny Abella			
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Abstract

Study developed under an action research frame and the pedagogical implementation addressed to further vocabulary learning, by taking into account students' cultural background and using ICT's as support into an EFL third grade classroom at Prado Veraniego School branch B. This project was carried out by means of two specific moments; first students were provided of suitable input of vocabulary and cultural information; and then they applied that new knowledge by putting it into context with real situations of their lives. The proposal was implemented through topic based approach, in that way a series of subjects related to students' cultural background was stated in order to foster meaningful learning and scholars' development of intercultural awareness. Additionally, many explanations and activities were supported by ICT's which served to get students' motivation to learn.

Key words: Vocabulary learning, cultural background, ICT's, intercultural competence, communication.

Resumen

Estudio desarrollado bajo el marco de la investigación acción y de la implementación pedagógica direccionada para promover el aprendizaje de vocabulario, teniendo en cuenta el contexto cultural de los estudiantes y usando las Tics como soporte en un salón de grado tercero del colegio Prado Veraniego sede B, donde se enseñe inglés como lengua extranjera. Este proyecto fue llevado a cabo en dos momentos específicos; primero se les facilitaba a los estudiantes del *input* adecuado sobre vocabulario en la lengua extranjera, posteriormente dichos aprendices aplicaban ese nuevo conocimiento poniéndolo en contexto con situaciones de su vida real. La propuesta fue implementada a través del enfoque basado en temas, en el cual una serie de tópicos relacionados al contexto cultural de los estudiantes fueron establecidos con el fin de impulsar un aprendizaje significativo y de profundizar la conciencia intercultural de los escolares.

Palabras clave: Aprendizaje de vocabulario, contexto cultural, Tics, competencia intercultural, comunicación.

Table of contents

List of tables

List of illustrations

Chapter 1 Characterization

Context and problem

In this part of chapter one, is presented a characterization of the Prado Veraniego School branch B, where the classroom research is made; and also a characterization of the third graders EFL students, the object population.

External context. Prado Veraniego School is a District Educative Institution divided in two branches; branch A is located at Carrera 46 Nº 130-65 and offers educational services from fifth grade of Primary to eleventh grade of Secondary level; and branch B is located at Carrera 53a Nº 128 -5 where are offered preschool and primary levels until fourth grade. This school gives the opportunity to girls and boys of attending in the morning or in the afternoon schedules.

Located in the north of Bogota city, Suba is characterized by having one of the biggest extensions and populations of the Colombian capital. Fast paths as Av Suba allow its inhabitants an appropriate displacement to and from the locality. There are more than 780.267 people among social strata 1 to 6, prevailing 2 and 3. The schools of the zone are divided into 444 private schools and 25 public schools.

Related to socio-economic and cultural environment of the Prado Veraniego School, it is a small neighborhood; there are around 3200 residents. In this area prevails the socioeconomic strata number three. There are several businesses like all kind of workshops, especially of carpentry and mechanic; the first floors of houses are used as provision stores, restaurants, fast food restaurants, and in some cases as offices or small companies. There are also recycling collection sites. The community has been affected by the increase of sale of drugs, insecurity and overcrowding in the Cordoba Chanel, especially from the setting of recycling storerooms in the neighborhood.

Talking about physical and technological infrastructure in Prado Veraniego branch B, it has a small building of two tiers. It worked only for primary grades but the last year was implemented kindergarten in the school. Each grade has two groups and kinder garden has one, so there are eleven classrooms distributed on the two floors of the building. On the first floor there are four classrooms, the dining room, the yard and the computer room, which has fifteen computers. On the second floor, there are the other six classrooms, the toilets, the teachers' lounge next to the coordinator's office and a little room with a microphone and a broadcast equipment to make the announcements to the whole school. The school counts with a group of 12 teachers, the coordinator, the secretary and the principal. Students are well distributed in the classrooms and do not present overcrowding.

Regarding to school´s PEI, the school works based on an internal schematization focused on human development; it fulfills all the requirements for this correct performance, as every educative institution ruled by the MEN. Its institutional foundation P.E.I. works according to the "Communication with quality toward the human development". Therefore, school actions, conceptual context, organization, pedagogic and administrative approach are all based on principles and values, which are humanistic, scientific and cultural. This contributes to the integral development of all members of the Pradist community, through communication with quality following the school's motto "Man and woman of honor".

Vision. The School IED Prado Veraniego is proposed to take up a stance at the local, district and national level to 2020, as an institution that prepares people for committed life with their human development. People who could continue with their academic formation, people who could experiment their values and lead positive processes of social change in order to enable a harmonic coexistence, which allows the construction of a fair and solidary country.

Mission. IED Prado Veraniego School generates and strengthens in the educative community cognitive and social processes oriented towards the formation of competent human beings. This is possible by communication with quality, which allows them to appropriate values for a healthy social coexistence.

 The school's pedagogical model is Piaget's Social Cognitive; this is based on the premise that knowledge and learning are social constructions that evolve with each experience, allowing the multifaceted development of capacities and interests of students. This model is implemented in all grades; during this process both teachers and students strengthen their values and knowledge reciprocally through cooperation and respect.

Prado Veraniego School, has adopted the cycle system proposed by the Secretaría de Educación Distrital (SED). They has implemented in public schools a reorganization of the scholar curricula through cycles, which purpose is to satisfy the demands of a contemporary education, in conditions of equity, quality and pertinence. This new curricula reorganization comprises five cycles, which extend from preschool to middle education. According to the SED, "each cycle develops integrally the cognitive, affective, interpersonal, psychologic and social aspects typical of each age in order to form happy and autonomous people and citizens that respond to their responsibilities with the society and the city" (Secretaría de educación, 2011, p. 17). The identity of each cycle has into account the particularities of children and teenagers, their interests and formative necessities.

As the target population of this research is the third grade students at Prado Veraniego school branch B, they belong to the second cycle according to the new cycle curricula reorganization. In this cycle, the imprint is about body, creativity and culture, with the discovery and experience as area of development; which could fit perfectly to the main purpose of this research with regards

to the students' English learning process. Thus, it is important to bear in mind body, creativity, culture, language and students' context in their learning process.

   Population. According to data collected it was established that the population target of this research are Prado Veraniego School students of 301 grade. They are thirty two (32) students, girls and boys from eight to ten years old, the most of them live in Prado Veraniego neighborhood and the rest live in near zones.

   Regarding to STUDENTS' SOCIO-AFFECTIVE CONDITIONS, Erickson (Erickson's stages of development, s.f) stated eight stages of social development by describing the impact of social experience across the whole lifespan; the Prado Veraniego School third graders belong to the fourth stage of "industry versus inferiority". In this stage, children from 5 to 11 years old begin to develop a sense of pride in their accomplishments and abilities; but this sense of pride depends on their social interactions with their parents, teachers and peers. In that way, these children are in the step of starting to develop self confidence and identity, by identifying their own qualities and values, and by the way others appreciate them in different spaces.

   In relation to STUDENT'S COGNITIVE CONDITIONS; it is necessary to take into account the Piaget's cognitive theory (cited by McLeod, 2010), according to him these students belongs to the Concrete operational stage about children from 7 to 11 years old. In this stage, "their thinking is more organized and rational. They can solve problems in a logical fashion, but are typically not able to think abstractly or hypothetically" (par.2) In this way, students of 301 Prado Veraniego school have the ability to solve a given problem by thinking in a logical way; as they are not able to think abstractly yet.

   On the other hand, there are several students with attention problems, which affect meaningfully their academic achievement. These children tend to get distracted with anything

that calls their attention; therefore, they usually get lost with the teacher's explanations, dragging out their learning process. These children need more attention and dedication from the teacher to be at the same learning rhythm of the rest of the group.

With respect to STUDENT'S CULTURAL CONDITIONS, it is important to say that there are some children from different parts of Colombia as the Caribbean coast, Antioquia, Neiva, Meta and one of them with roots from Tumaco. Therefore, there are varied cultural manifestations present inside the classrooms. According to observations, students presented some confusions about some cultural aspects of their context, they did not have clear some information about their origin, some of them did not know where their parents are from, neither about the diversity of people that live around them and their customs.

In a previous activity, where students had to recognize the ethnic group of some Colombian characters, they did not know the cultural differences between indigenous, afro-Colombian and mixed people; some said that all afro descendant people come from the Caribbean coast and they speak funny, even some of them said that Maluma and Falcao are afro descendants. Most of students did not know what a mestizo or mixed person was, therefore the training teacher explained them they are mestizo considering the mixture from white, indigenous and African ethnics that are in Colombian blood, but some of them got shocked about their indigenous roots, because they thought that indigenous were strange and mysterious people who cannot be related with them. (See Annex No 1.1 and 1.2)

Additionally, it is important to take into account that the school has been working with students about culture, diversity and respect to others through transverse projects like the *Proyecto de Educación para la Ciudadanía y la Convivencia* –PECC (SED, 2014). The SED has proposed this project to deal with several subjects as environment, human rights and peace,

diversity and gender, care and self-care, and social-politic participation. The Prado Veraniego School implements this strategy with the purpose of forming students that tolerate and respect the other as equal. As the institution is tackling in some way the cultural aspect in students' formation; thus the present classroom research aims to work in concordance with the PECC of the institution focused on English learning.

In regards to STUDENT'S LINGUISTIC CONDITIONS IN ENGLISH LANGUAGE, it is essential to find the students' level in English in order to identify their probable linguistic needs, to try to fill these with a suitable pedagogical proposal. Firstly, it was important to appreciate students' level on their mother tongue because Spanish is the language with which they started to develop linguistic and communicative skills that affect their learning and interaction with a second language. Thus, it was possible to set out that students can communicate orally successfully in Spanish according to their communicative level (MEN, 1998), which fits to third graders language level. However, some of them present some difficulties in reading and writing, since they do not have meaningful reading habits and a deeper support in their writing process. Therefore, those problems are reflected in the development of learning a second language, because it depends on their communication skills.

In relation to English subject, it is important to say these students did not have an English teacher at the moment of the observation process. Therefore, it was necessary to develop some activities to analyze their English level. According to the MEN(Ministerio de educación nacional, 2006), EFL students of first to third grade with an A1 level must "understand short stories narrated in a basic language, comprehend some words, expressions, sentences and recognize basic language about family, friends, games and known places with a clear pronunciation" (p.18) However, Prado Veraniego third graders presented many gaps on those

skills mentioned on standards. Thus, the training teacher of the Universidad Pedagógica Nacional who arrived there to develop their classroom research project, had to take the role of English teacher of grades 301 and 302 from the beginning.

　　Finally, it is important to confirm that 301 students at Prado Veraniego school are an EFL group, because as Richard Nordquist (2015) stated, English as a foreign language (EFL) is usually learned in non-native environments where English is not the language used in the community and schools as a local medium of communication. On the contrary of ESL (English as second language) communities, where the language is "the medium of instruction in education and government, although English may not be the native language" (par.3); which is not the case of our Colombian context.

Diagnosis

　　The diagnosis was made with the aim of identifying students' level in the English communicative skills according to school's syllabus and Standards in foreign language by MEN (2006); this in order to establish student's English weaknesses and strengths to plan further request. Therefore, teacher-researcher applied some activities at the beginning of the second semester of 2015, which helped to discover students' needs related to their abilities in the target language.

　　The first activity had as purpose to determine vocabulary recognition, it was a competition where each students passed to the front in turns of three and the training teacher gave a word in Spanish to each one (an animal, a part of the body, a number, an article of clothing or a pronoun), subjects that they studied on the last semester. The student that first wrote and said correctly or approximately correct the word in English won the point for his or her group; and in that way successively.

The second was a description workshop. First, they had to draw two characters according to their descriptions (age, description of their bodies and clothing). Students had to read that information and to try to identify the vocabulary and grammar structures studied previously, in order to draw the characters correctly. Secondly, they had to watch two pictures of two famous Colombian characters (Shakira and Cuadrado); they had to write Cuadrado's description following the example of the description of Shakira and applying the subjects studied on the last semester. (Annex No. 1.3)

Thirdly, they heard the song "The adjectives", an easy song in which are presented some adjectives and their opposites. The training teacher put the adjectives illustrated with pictures on the board with the aim that students could have a guide to sing the song. Once they were ready, they all sang the song by relating it with the pictures on the board that correspond to each adjective. Finally, they had to say some sentences in which they described themselves, by using the adjectives that characterized their physical appearance.

According to those activities, there were some results that showed the level of students in the foreign language. With the first activity, students presented little difficulties when they had to remember the words in English, especially the writing of many words. They remembered some vocabulary learnt previously, for example vocabulary about animals, the parts of the body and the colors. However, their vocabulary was too basic and limited in comparison to all subjects they studied on the last semester.

In the second activity, their writing level at the moment of making descriptions of a famous character was not enough. They forgot some grammar structures they were practicing, and the vocabulary they used was almost the same for all of them. When they had to draw a character according to a basic description given, most of them failed drawing and coloring things different

to what the information said. That means that their reading skills are really basic, which is understandable because they had not developed yet a proper level in reading skills, not even in Spanish according to what their teacher in charge said. Here, it is important to mention students' interest when they worked with images that helped to understand the messages along the implementation of the activities, to which the Information and Communication Technologies (ICTs) are very useful.

The results of the song about adjectives showed that students use to retain information easier if they apply it in a song or with pictures. That is why children react positively to the song, because they could associate the pictures of the adjectives with what they were listening in the song; that means that it was not necessary that the training teacher told them the meaning of each word they heard in the song because they could deduced by the pictures and the opposites. However, at the moment of use that vocabulary and previous structures studied previously, they could not remember successfully that lexicon and the correct way of pronounce it without the support of the song.

Therefore, in general terms and according to the standards for foreign language (MEN, 2006) English students' level is really basic in the four skills (reading, writing, speaking and listening), and vocabulary recognition in context is not enough to understand any message in the target language. According to Meara & Jones (1990) students can have a dialogue and some communicative situations only with little knowledge about the foreign language, especially by having some vocabulary basements. Thus, it is necessary to present a pedagogical proposal that provide students meaningful vocabulary with which they can manage in different communicative situations in the target language.

On the other hand, and keeping in mind a real environment of learning vocabulary in context, it is important to highlight that this context in which the proposal could be successful, must be near to students real situations, in order to do their ELT processes more meaningful. Thus, bearing in mind some approaches for EFL classes and the importance of culture for language as Rodriguez (2002) stated, "the man describes through the language the world just like he perceives it"(p. 242), which means our world vision is reflected in our culture which is inseparable of language. For that reason, it is important to teach and learn languages into a cultural environment in order to relate contents to own context and native's contexts next.

In that way, the current research proposes the inclusion of cultural contents in the EFL classroom by introducing subjects related to Colombian culture, therefore students could contextualize what they learn in English class with close environments. Moreover, students could start developing an intercultural competence by learning and recognizing the cultural diversity of people around them.

Following Fantini Alvino (1995), the intercultural competence is "the ability for successful communication with people of other cultures" (p. 2); which means an awareness of one's own culture and the aptitude to know and respect others cultures to interact with others successfully; the intercultural competence is proposed bearing in mind that the observation evidenced students lack of knowledge about the country they live and the diversity present in Colombia. Therefore, it is necessary to include a methodology with which students could learn a foreign language while they are learning about themselves and the people around them in a cultural way.

Description of the problem

In Bogota, the bilingual education is a purpose of the educative system; through projects like native teachers in public schools, the immersion program and others with which government intend to guarantee students to be competent to communicate in two or more languages and to

relate successfully with foreign cultures. Despite of that, the English level of students has not improved notoriously in many public schools, due to the absence of English teachers, especially in Primary where a teacher has to teach several subjects including English, even if she (he) has not the adequate preparation for it. That is the case of Prado Veraniego School 301 students, who did not have an English teacher.

Taking into account the last information about EFL student's context, there are some possible reasons why the Prado Veraniego third graders present a basic level in the foreign language, (MEN, 2006). One of the causes of this problem could be the low exposure to the English language in the school, and on the other hand, there is not a proper ELT process with the teacher uncharged, who does not have enough English knowledge.

Consequently, the students of third grade have big gaps about English knowledge; they do not have enough vocabulary, and there is not an appropriate environment of learning, which can provide students sufficient practice in the language. Therefore, the use of this vocabulary, in order to express their ideas, is not common. Thus, the lack of meaningful vocabulary that helps students to communicate in the target language is the main problem to solve in the current research.

On the other hand, and bearing in mind students' gaps about some cultural aspects of themselves, it is important to establish a context that provides students real and meaningful settings which help them to develop an intercultural skill. Dorn & Cavalieri-Koch (2005) define the intercultural skills as the competences that allow us to know how to communicate with people by understanding their cultural background and the way we solve problems according to the context. These authors mention as some of these skills the behavioral flexibility, communicative awareness, knowledge discovery, respect for otherness and empathy; these could

help us "to become successful global players in our country or abroad" (p.5). Taking into account this information, students need to start developing these intercultural skills to build an awareness of themselves and people around them.

Without going any further, here in our Colombian society we can see much diversity in our streets, restaurants, shops, banks, parks, and off course at school. Children coexist with different cultures without being aware of it; they do not even know about their own culture and their origins. They live together with people of different parts of Colombia, listening diverse kind of music, eating some of their dishes, saying many of their typical words; but they do not realize that is a sign of the diversity in our country, and nobody explains and guides them to discover it.

This lack of cultural awareness is not presented only in Prado Veraniego' children; that is a problem of many children of our country. This problem has been faced by the government since 2008, through the creation of transverse projects like the *Proyecto de Educación para la Ciudadanía y la Convivencia* –PECC (SED, 2014), which main purpose is "to develop civil competent students that allow them to build a satisfactory life in collective effort with others"(p. 11). Prado Veraniego School has been applying this strategy through different activities and projects in order to create consciousness in students of their country, their rights and duties of all Colombian people. Although these projects are implemented transversely of the scholar curricula; there is not implementation in the English course due to the lack of preparation of teachers in the language. Therefore, it is necessary to implement an educative strategy to deal the cultural issue into the English classroom.

Additionally, and taking into account students' interest for resources with images, colors, songs, their constant exposure to Internet and other technological instruments; it is necessary to observe the effects that this resources cause to their world vision. Children expend much time

playing in a computer, exploring Internet, and that shows them a great and diverse world that they cannot understand. They see in the media people from different parts of the world, with different skin colors, appearance, languages, customs and clothing. Many of them do not receive the correct accompaniment that guides them to explore that information.

Therefore, is the purpose of this research to try to find a possible solution to the problems mentioned by offering a pedagogical strategy with which students could learn vocabulary in English based on a cultural context. Thus, they could communicate in a context of respect and coexistence by learning at the same time about themselves and the others as Colombian habitants, respecting and interacting with the people around them in a foreign language.

Research question

What is the impact of setting a cultural context supported by ICTs on the strengthening of EFL third graders' vocabulary learning process at Prado Veraniego School?

Objectives

Main objective.

To identify the impact of setting a cultural context supported by ICTs on the strengthening of EFL third graders' vocabulary learning process at Prado Veraniego School

Specific objectives

- To propose an ELT methodology with which students can learn vocabulary bearing in mind a cultural approach.

- To establish how students learn vocabulary culturally contextualized into communicative situations.

- To set the relevance of providing to EFL students a cultural environment of learning in order to help them to be intercultural aware.

- To determine the importance of using some ICTs resources into a cultural EFL context, in order to make students' processes more meaningful and attractive to them.

Justification

This research is made with the purpose of promoting that Prado Veraniego School third graders learn meaningful vocabulary in English into a cultural context with ICTs as a pedagogical and motivational support. This goal, found its sense in two main aspects. First, students' low level on English according to the standards for EFL third graders (MEN, 2006); due to their lack of meaningful vocabulary that could help learners to get proficiency in the target language according to Meara & Jones (1990, p-35) . Secondly, children's gaps as far as cultural awareness is concerned, which affects their world vision and the way they comprehend reality.

Learning a foreign language is usually considered by students as a difficult and boring task, because of the traditional teaching methods where grammar is the focus on a teacher-centered classroom. Formers use to teach rigid formal rules of the language, instead of showing students the purpose of learning as a medium to express themselves and to communicate with others.

Contrary to that, in the methodology proposed in this research, learning is not sacrificed and language is seen as the medium to transmit it. This proposal suggests an EFL methodology where students could learn vocabulary in English at the same time they learn about Colombian culture and its diversity; that means they will be exposed to real situations of their daily life, which will demand them to use language in order to express themselves, learning by context and starting to develop an intercultural competence and a cultural identity. Moreover, the implementation of this proposal will have the support of ICT's which may break their emotional filter towards the foreign language by helping students to reinforce their basic skills through practical and interesting tools for them like images, videos, audios and the web.

This could be better explained through the vision of language as an expression of culture. Language study is inseparable of its cultural context because it comprises and encompasses all the reality, that is exactly what this project pretends to show. Language and culture are inseparable because the first one is a code system determined by a sequence of conventions of a society; (Saussure, 1916). Those social conventions depend on people's beliefs, customs, traditions and history; we can see it in a word "culture". Therefore, it is easier to learn, understand and use a language by understanding one's culture and mother tongue, developing an intercultural competence, which will open our minds to comprehend other people's cultural background.

Thus, this research presents a pedagogical proposal based on the needs of the target population, in that way it is pretended to offer a possible and innovative solution to both problems exposed previously.

Chapter 2. Literature review

State of the art

Communication is presented in every situation of life; in this way a communicative approach must have as object the real communication and the authentic use of language. It is important to take into account that a language is made by social conventions determined by the culture of the target community, then culture is implicit in language and vice versa. For this reason a person who is aware of the cultural background of others and his/her own can interact with others successfully by developing intercultural and communicative skills. In this research, both communication and culture are taken into account, because one is implied in the other equally.

Thus, there are some authors and researchers that have kept in mind both communication and culture into the teaching of a second language. Sanz (2013), in his thesis entitled "The development of Communicative Competence in a Primary Education foreign language classroom"; explains and describes a teaching/ learning process into a communicative approach and the factors that foster or obstruct that process of students. Firstly, this author stands out that communication is diverse depending on its context because it takes place on an immense variety of situations; that is when the intercultural component gets importance in the communicative process and the foreign language learning. He made his research with children from first grade of Primary of some bilingual Spanish schools. The results showed that scholars apply communicative skills every time, because communication is present at every knowledge area and scholar situation. Another conclusion was that the development of the communicative competence is lower into an EFL classroom that into a mother tongue class because the use of English is less into a context where Spanish is the origin language. The familiarity of students with the texts presented increased their motivation towards the activities, which shows that it is

easier for students, especially children, to learn a second language or any new knowledge if it can be contextualized and applied in real situations of their daily lives.

As much in his research as in the present project, the learning process of a foreign language is seen from both an intercultural as a communicative competence, or what he calls "an intercultural communicative competence"; which is "related with the attitudinal dimension (knowing to be) of education" (p.28); this competence promotes tolerance and acceptation, by increasing knowledge and attention towards the different social and cultural realities and it would make easier the intercultural communication as much the individual takes the language as a way of communication.

A key aspect to take into account in a communicative approach is the learning of vocabulary, especially when we talk about teaching a foreign language. Vocabulary is a proper indicator of general language skill (Meara & Jones, 1990)and plays an important role in classroom success because it helps learners to get proficiency in the target language. Students can have a dialogue and some communicative situations only with little knowledge about the foreign language, especially by having some vocabulary basements. However, as Kayo Yoshida (2010) points out in her thesis "Teaching Vocabulary to Develop Communicative Competence in Foreign Language Classrooms", teachers and instructors are used to teach vocabulary with traditional methods as tongue translation, definition, synonyms, antonyms, etc. That is why Yoshida exposes in her thesis some technics to teach vocabulary in a more useful way in order to make easier vocabulary learning process.

This author presents collocation and chunking phrases as effective technics to promote children's proficiency in the learning of vocabulary for a successful communication in the foreign language. "Collocation is the way in which two or more words are typically used

together" (p.30) and chunking phrases are common phrases cut back for a particular situation, as Yoshida states "the acquisition of language chunks helps to achieve native-like (…) it facilitates entry into communication and speed up production"(p.31). In that sense, her research was focused on these teaching technics based on students' cognitive, metacognitive, social and affective needs; for that reason it is important to keep in mind students' backgrounds in order to recognize their learning needs and pedagogical methodologies that fit with their learning strategies.

  According to the previous aspect, it is important to keep in mind students' backgrounds in order to recognize their learning needs and pedagogical methodologies that fit with their learning strategies. For example, a profitable proposal is to include a cultural approach in curriculum which can fit contents to students' needs, by helping them to recognize themselves as social individuals, and to be aware of others' culture to guarantee a successful communication and coexistence. Therefore, the inclusion of cultural aspects of the real background of students in the EFL lessons could form an intercultural awareness in students.

  In the article *The Intercultural Approach to EFL Teaching and Learning* by the Polish lecturer Chlopek (2008), the importance of the intercultural knowledge in the EFL lessons and some ways to include these in a real EFL classroom are analyzed. Chlopek argued some benefits for students of becoming intercultural communicators:

  Clearly, if EFL learners are to become successful intercultural communicators, it is essential to provide them with a thorough and systematic intercultural training, and not only of the culture of the main English speaking countries. EFL students will benefit by gaining solid knowledge of the different world cultures, and they must also develop the ability to compare their native culture to other cultures, to evaluate critically and

interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication, for both transactional and interactional purposes. (Chlopek, 2008, p. 12)

As Chlopek points out, the teaching of cultural aspects in an EFL classroom can give to students meaningful tools with which they could critically compare their own culture with other cultures. However, this comparison should not be carried out with the purpose of discrediting one or another culture; the aim should be to generate awareness in students of the cultural diversity present not only in their own background but also around the world. In this way, they could become intercultural communicators who are able to understand and to respect their own and other people's cultures.

However, the author points out the importance of taking into account the ages of students when teaching EFL with the intercultural approach, because "it is certainly easiest to implement with adult and adolescent learners, as they will see its usefulness clearly, and so will be motivated to learn (…) for children it will be too abstract to comprehend"(p.12). As she says, it is important to know that teaching English as a foreign language to children by taking into account the intercultural approach could be difficult, because in early ages students have not developed yet a cultural competence that can help them to realize objectively aspects of their own culture, least of others cultures.

Children are barely starting the process of developing a cultural identity that could allow them to accept some customs, traditions and beliefs that represent them as individuals of a specific cultural group. This aspect is kept in mind in the present research, because the population object are children from eight to ten years old, therefore, their contact to the cultural aspect will be just

a rapprochement that helps them to start building an intercultural awareness and their first steps to the development of their cultural identity.

Another research to consider is the one made by Ariza (2007), a La Salle University's teacher, who in her article "Culture in the EFL classroom at La Salle University: An innovation project" describes her research with English teachers of this university about how they can introduce cultural aspects in their practices as foreign language teachers. First, the author expresses the importance of culture in the EFL classroom which has earned recognition among language teachers, who are aware that it is important to "expand individual personal experience of language from one's own culture to the target one, and then to the languages and cultural backgrounds of other people" (p.15); in this way students will be able to promote their culture and language and at the same time to be open-minded towards new ways of culture around them.

On the other side, the author stated some reasons why English teachers usually do not include a systematic study of culture. Aspects as the extra time it takes, taking grammar teaching as primordial, their concerns of teaching culture because of lack of knowledge about cultural diversity around them, or also the presence of social problems into the classrooms as racism, classism or any other form of discrimination that cause negative attitudes from students to learn about others.

Although these positions against a cultural approach are in some way acceptable, language teachers' mission is not only to provide academic information about a language with an objective look, but also to give their students a look to their own cultural background. This with the purpose of showing them that their own culture is as important and worthy as the foreign one, creating awareness that there are many different cultures around the world but none of them is greater than other, none language is more important than other. Although learning English is

important because it is an international language, it is important to maintain the Colombian identity; and teachers have to guide students to be aware about it. As Ariza's research shows, it is easier and more meaningful to recognize one's own culture and personal experience in order to create an identity with which we can identify ourselves with a determined community and its customs, traditions, beliefs and behavior. Once we have created an identity, we can recognize and understand more critically the cultural manifestations of other people, through the learning of a target language.

Now, once teacher has chosen a teaching methodology or approach, for example to include culture in contents, the next step is to choose the appropriate materials and tools that reinforce knowledge and fit with students' learning strategies. The Information and Communication Technologies or ICT's has been taking an important place in schools as meaningful teaching resources.

Regarding the utility of using ICT's in language teaching, a researcher from the National Pedagogic University of Colombia, Carolina Guerrero (2013) made a classroom investigation called "Travelling by Map" at Manuel Elkin Patarroyo School in order to observe the impacts of the virtual tool Google Earth in fourth elementary graders' listening and speaking communicative skills and social competences. Here, the virtual materials were used in order to students to discover the world at the time they find out that there are diverse cultures around them; through a curricular plan based on the use of Google Earth as main learning tool, students could appreciate the world when they combined new knowledge and "new ways to recognize other cultures by establishing connections and differences between their context and other countries" (p.56). In this way, ICT material works as a useful educative instrument that can

foster students' learning process as they stablish meaningful connections between their context, their world and English language.

ICT's can serve as a meaningful tool; however, these must not be considered only as alternative materials without major usefulness than presenting information in other ways. The reflection of the researcher is that the role of teachers is to provide an important function in learning to these tools, by taking advantage of them to get a meaningful learning that foster students' internalization of knowledge, teachers must put everything into pupils' context for them to learn easier and to be more motivated; then, ICT's and any tool used into classroom must be related with the development of social competences of scholars, because "the social context of students cannot be separated of their learning process in any area" (p.95). Teachers must try to bring real world to the classroom and the resources he/she uses take an important role to achieve this purpose.

Theoretical framework

To hold the current research, it is necessary to take into consideration some theories which support it. As the main objective is "*To identify the impact of setting a cultural context supported by ICTs on the strengthening of EFL third graders' vocabulary learning process at Prado Veraniego School*"; it is important to define the importance of learning vocabulary in the process of studying a foreign language because it establishes the basis of a good communication. Additionally, that vocabulary would be more meaningful for learners if it is contextualized with real situations that students live according to their environment; that leads to study the intercultural competence with which apprentices could approach to find their identity by recognizing their customs, habits and beliefs, therefore learning and respecting the cultural diversity that surround them. Finally it will be presented the advantages that the ICTs could have

for learning a foreign language, which will be an important support for the development of the proposal suggested in this research.

Vocabulary in EFL learning. Burke Bridgman (2005)affirms in his article 'Vocabulary acquisition in the communicative classroom', "Developing an extensive, ever-expanding vocabulary is generally considered to be a fundamental part of second language learning" (p.120). On the other hand, Kang & Golden (cited by Bridgman, 2005) said "acquisition of vocabulary is identified by most learners as the single greatest source of problems" (p.121). These authors show a valid perspective, where vocabulary has an important and essential role in language learning in the way it facilitates communication despite the learner' language knowledge and level.

Nation & Newton (1997)stated "providing the vocabulary in a rich variety of contextual sentences and reinforcing it through gap exercises (…) helps reinforcing them through production" (p.123). Vocabulary has earned importance into the classroom because it provides to students words and phrases that allow them to communicate in different situations according to their intention and message to share. In an indirect approach like the communicative one, teachers' role is to provide students of a rich input of vocabulary into a contextualized environment, that means incorporating authentic and challenging situations into the classroom in which students could interact and infer meaning of a new word or phrase in the course of that interaction; inferring meaning from context. That is why in this research the students are given of activities where they have to infer the meaning of some words and phrases through the presentation of real situations of their daily lives in Colombia; for example, they will understand the meaning of the word *location* when they are learning cardinal points to know where each region of Colombia is located into its geographic map.

Another strategy is to provide students of lexical phrases that offer them the opportunity of using expressions that they are not yet able to creatively construct by themselves, because "they are stored and retrieved as whole chunks, a fact which should ease frustration and, at the same time, promote motivation and fluency" (p123). Students used to get frustrated when they cannot express what they want to because they do not know the word or term appropriate for their idea, that is why this strategy helps them to break that emotional filter. Keeping in mind this with the proposal of this research, students will study about likes and dislikes by using the phrase "*I like/don't like to go to…*" in order to express the places they like or dislike to go in Bogota, the city they live. By using this phrase they could be able to express their experiences without the necessity of study the whole grammatical structure of the use of the verb *like* which would be more difficult and could frustrate some students who do not understand it. Therefore, using lexical phrases can be a useful learning strategy for students acquire vocabulary that helps them to manage in different communicative situations.

As Bridgman says "It is significant that learners will need a great deal of exposure to language in context, both verbal and written, comprehension and production, in order to develop depth and breadth of vocabulary knowledge"(p126); that is the main reason why this research is focused on the learning of vocabulary with a cultural context, that means that they could learn and use vocabulary that they could use for communicating and interact with others in a real Colombian context, or in foreign contexts by sharing their experiences in our country.

Communicative Language Teaching (CLT). According to Bérard (2014), CLT has as goal to set up communication by taking into account students' needs, which determine the aptitudes that they want to develop (oral comprehension and expression or written comprehension and expression). That is aimed by the contextualization with the real and daily life of the student for a

better and faster language acquisition, using it in real situations and respecting the socio-cultural codes. Therefore, the developing of the communicative competence would be the main purpose of a teacher who uses CLT as approach or methodology for teaching a foreign language, in that way, he or she must plan and apply strategies that allows students to know how to use language for different situations and functions, recognizing its pertinence according to the participants in order to make comprehensible their message and knowing how to maintain communication despite having some limitations in one's language knowledge.

As Jack C. Richards (2006) explains in his article by the Cambridge University Press "Communicative Language Teaching Today" that CLT came around thirty years ago to transform the traditional methods of teaching, where the focus was on learning and dominating different items of grammar and practicing through controlled activities such as memorization of dialogs and drills. Now, this approach allows students to participate actively in classroom activities based on cooperative rather than individualistic strategies to learning; they are expected to take on a greater degree of responsibility by being autonomous of their language learning process with the teacher only as a facilitator and monitor of that process.

Bearing in mind those theoretical considerations about the communicative language teaching, it is important to consider its purpose of developing a communicative competence of students, which will be developed into the creation of a communicative and cultural environment that are the purpose of this research. With those approaches and contexts, students could improve not only their level on the foreign language, but also their interaction with others by knowing how to communicate with them according to their cultural and communicative background.

Intercultural competence. According to Fantini Alvino (1995) in his article 'Exploring Intercultural Competence: A Construct Proposal', states that the intercultural competence is a

series of abilities that allows speakers to communicate successfully with people of other cultures taking into considerations cultural aspects of the others. However, this competence is not only related to foreign cultures but also to the cultural diversity present in a same context because "every human being has its own history, its own life and therefore also its own culture" (p. 2). Additionally, Sapir (cited by Rodríguez, 2004) said that culture is "every product of human activity (…) the man describes through the language the world just like he perceives it" (p. 245); it means that our world vision is greatly influenced by our language and, therefore, by our culture.

Into the foreign language teaching, learning a language implies to learn part of the culture in which it has been developed, its cultural background. However, it is important too to recognize one's cultural context in order to develop the ability to understand other people's cultures. For this purpose, it is necessary to confront our own prejudgments, "you have to learn to overcome your own prejudgments and linguistic predispositions" (Gumperz & Bennet, cited by Rodriguez, 2004, p.95). Students need to be conscious that other cultures may have similar aspects to theirs, and in our Colombian context specifically, many of the different cultures inside this territory have the language code as a common aspect, although there are variations and modifications to the language according to the historical and cultural background of each community. That is the awareness the intercultural competence can develop for students.

It is significant to teach students that is not only necessary to understand the words of a language, they have to try to understand the cultural background of a communicative situation and its participants in order to decode successful the message. Teachers have to encourage students' empathy towards other people's cultures by reflecting first about their own culture. Formers have the responsibility to try to eliminate some clichés, prejudgments and stereotypes

about each culture, and this could be aimed only through the positive acceptation and respect towards diversity that together with students could promote at least into the classroom environment to apply it in the rest of contexts.

Thus, as mentioned authors suggest, it would be very important if the intercultural education was incorporated in all subjects and in general scholar practices to provide to students with a more coherent and richer learning experience. With the inclusion of the intercultural approach in a school curriculum, important achievements could be aimed, as the celebration of the uniqueness of each child by encouraging him/her in all the elements of her or his life: spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. It is important to recognize that children are part of society and their personal development is deeply affected by their relationships at home and with other people. Education not only reflects society but also is a key influence in shaping its development; thus, intercultural competence enables children to fit effectively into society and to deal with and adjust to the changing nature of knowledge and of society.

In this way, as teaching culture can be a little a complicated task for educators due to their lack of preparation or experience on it, an useful strategy for including culture in classes could be the Information and Communications Technologies- ICTs. These tools have become practical pedagogic instruments due to the constant implementation of new technologies in our real context that have been integrating in the scholar environment too, because these resources could facilitate the teaching of any subject, included culture.

Use of ICTs for language learning. Nowadays, the use of technologies has been taken into account in language teaching in order to take advantage of the new era of information and its proximity to students' lives. These technological resources provide advantages for teachers and

students that facilitate the teaching – learning processes. According to Korkut Uluc (2013) some of the advantages of using ICTs are the possibility to adapt teaching materials according to actual circumstances and students' needs, where ICTs "possibility to combine (basic) skills (text and images, audio and video clip...); lectures become more interesting and less ordinary which boosts learners' engagement and enable to focus on one specific aspect of the lesson (pronunciation, vocabulary...)" (p. 2) In addition, students can apply the language that they are learning in the classroom in meaningful ways and contextualized contexts, by applying knowledge through audio, video, text or all at the same time.

With ICTs, students can improve their relationship with their classmates thorough ITCs, because these provides opportunities for communication between peer learners by exchanging information in real time, "they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc." (p. 4), all these in a modern and contemporary environment to which they are exposed every days.

In addition, these resources can increase their motivation and improve their independent learning, by working autonomous and personal commitment. For this research, it is important to make use of these new technological resources, because they present rich communicative situations to students, exposing them to a lot of information that offers them meaningful knowledge about the world around them, In conclusion, ICTs are an appropriate pedagogical alternative to teach/learn in a contemporary environment different to the traditionally face to face method into a classroom.

Chapter 3. Methodological design

In this chapter, it is presented the methodology used for this classroom research. Thus, the research paradigm that specifies the type of the research; the research approach in which it is based this project; the data collection instruments; the schedule and ethical considerations are displayed.

Research paradigm: Qualitative research

According to the article "Qualitative Research Methods: A Data Collector's Field Guide" by Family Health International (2005), the qualitative research is a type of scientific research, which is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. It is exploratory as it investigates the why and how people experience a "given research issue"; thus, it explores human issues as behaviors, beliefs, opinions, emotions and relationships according to a determined phenomenon.

According to that, this research is qualitative because it seeks to solve an educational problem into a social context, trying to find possible solutions through a methodology that confronts both the educational issue (learning vocabulary) and the social and cultural problem (gaps about cultural knowledge of students). This is possible through the observation of a determined population (EFL students of third grade at Prado Veraniego School), accumulating meaningful information through some data collection instruments, in order to analyze and create possible strategies to solve the problem taking the paradigm of this project which is action research.

Type of research: Action research

This research is based on action research paradigm in which the teacher and students getting on in the classroom and participate actively in the class development. According to Burns (2003) participate actively in the class development. The teacher becomes herself a researcher of that

learning and teaching environment; "in an action research, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it." (p.79). Relevance is guaranteed because the focus of each research project is determined by the researchers based on needs and problems of the observed people. In this process change and understanding can be pursued at the one time.

Action research is usually described as cyclic, with action and critical reflection taking place in turn. The reflection is used to review the previous action and plan the next one. Thus, the teacher researcher observes and describes the class environment and at the same time, she is an active participant of that context in which she is part. After teacher researcher's observation, she uses the data collected to employ the action and propose a suitable solution to Prado Veraniego third graders' specific problem in their learning of the foreign language.

The training teacher in her active role as teacher and researcher observed students' backgrounds by identifying both learning and cultural relevant issues. In this way, the observation and analysis of students' linguistic and cultural problems showed a significant scarcity of vocabulary in English that limit them to communicate in the language, as well as some gaps in cultural knowledge. These factors were the motive to realize this research in order to impulse students' learning of vocabulary in English through a cultural context.

Data collection instruments

For the collection of data which enrich the development of the research, and taking into account that this research is a qualitative one, the instruments to collect the information are:

- Field notes: According to Burns (2003)the observation "enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. Is taking regular and conscious notice of classroom actions and occurrences" (p. 52). In that way the field notes describe objectively all the meaningful events

that occurred in the research context, a third grade EFL classroom in this case. "They generally include reports of non-verbal information, physical settings, group structures and records of conversations and interactions between participants" (Burns, 2003, p. 56). Therefore, for this research field notes are the main method of collection of data, because they allow to register the observations about students in their real class environment, analyzing their behavior and actions inside the classroom, especially their reactions towards the activities of the proposal. (See Annex No. 4)

- Surveys: these instruments are designed for descriptive purposes "to observe the current state of specific states of affairs or the phenomena studied" (Burns, 2003, p. 87). This instrument generally has closed ended questions, it is employed for extracting quantitative and qualitative information from specific contexts such as the population's background or its perceptions about specific themes. For this research, two surveys for students are implemented, one at the beginning of the investigation in the observation process in order to collect data about students' personal, social and familiar backgrounds and their initial perceptions about the target language for diagnosis; and the second survey is made at the end of the implementation of the proposal in order to realize children's points of view about how they felt about their performance of the activities, what they learnt about vocabulary and especially about Colombian culture. (See Annex No. 6)

- Students' Artifacts: During the process of observation and development of the research students performed some activities, which are the evidence of the topics learnt in class and if they understood or not what it has taught to them. These activities are artifacts or documents. According to Burns, documents are: "a source of documents readily available to all language teachers is students' written texts. Student writing lends itself very easily to analyses which track

development linked to deliberate interventions made through action research" (Burns, 2003, p. 82). With these instruments, the researcher could realize the pertinence of the project by analyzing students' development in the activities proposed (See Annex 3)

Timetable of activities

The elaboration of this project is divided into two stages: in the first stage the diagnosis and characterization were made, and the implementation of the proposal according to an action plan in the second stage. The first stage was carried out during the first semester of 2015 and also during August of the same year. In this stage there was collected information about the students' level of English in their performance in some activities useful for the diagnosis, their interactions, their performance into the target language, and their attitude towards the foreign language. From an initial survey was extracted information about the students' background, finding information about their social, personal and familiar contexts relevant for their characterization; and also information about preferences for certain types of activities and their perception of EFL.

The second stage, which was developed during the second semester of 2015 and the first one of 2016, comprises the process of implementation of the pedagogical proposal, following a curricular plan created with pertinent topics, activities and sources for the correct development of the proposal and the solving of the research problem. Bearing in mind the information above, in the next table it is presented the timetable of the activities carried out in the two stages for the development of the current investigation.

Table 1: *Timetable of activities*

Stage	Activity	Date
Diagnosis and Characterization	Observation and data collection	First semester of 2015 and August 2015
	Data analysis for diagnosis	April to august 2015
	Problem identification	August 2015
Implementation of pedagogical proposal	Curricular plan design	August 2015
	Implementation of curricular plan	September 2015 – April 2016
	Data collection about students' performance and attitudes during the implementation	September 2015 – April 2016
	Data analysis	Mid of March and Beginning April 2016
	Research paper presentation	Mid April 2016

Ethical considerations

It is important to underline that this research has been developed with the consent of parents or people in charge of the observed students; they signed a consent form in which they gave the permission to carry out this research by observing their children, and collecting information in order to accomplish the objectives of the research. Additionally, students' personal information has been treated carefully and only for exclusive usage of this research. (Annex No.8)

Chapter 4. Pedagogical Design

In this chapter, it is presented the pedagogical intervention with the proposal for the development of this research. As it was said previously, this research is based on setting a cultural context with Information and Communication Technologies (ICTs) as support in order to foster students' vocabulary learning in the target language. For that reason, this project has taken a teaching approach and a procedure determined to aim the objectives proposed.

Teaching approach: Topic-based instruction in the EFL classroom

For the current proposal, the teaching approach considered appropriate for its methodology is the topic-based instruction approach. According to Lúðvíksdóttir (2011), this approach refers to the teaching and learning processes organized around a particular topic or theme, with the purpose of helping students to acquire a foreign language competence by working on certain topic areas. This author cited Brown (2001), who stated that "topic-based teaching's emphasis is put on the lesson content, which can serve the various interests of students, while still remaining focused on language objectives" (p.10). In that way, the proposal is divided on topics related to Colombian' culture, which could be striking and significant for students, because are close to their realities and real context; thus it could be easier and funnier for them to learn English because they will be motivate on the topic and not on the language per se.

Brown (cited by Lúðvíksdóttir: 2011) argued that this approach is based on four principles. First, automaticity because students are learning the language by being more focused on a topic area rather than isolated language forms. Second, meaningful learning as it develops themes that are relevant and significant for children, by connecting new knowledge with the prior structures. Also intrinsic motivation because "people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward" (p, 12); students get motivated as they are involved

in learning process by seeing a purpose for doing the activities. Finally topic-based instruction, allows the integration of communicative skills as students use language to express their thoughts in situations of real life.

To conclude, this approach helps to teach the skills not as a separate units, but in an integrated way where the topic itself involves a selection or sequence of language issues at the time it replicates real life situations close to students' background, which demands them to apply what they learn into real communicative situations.

Procedure

Based on the vision of language of English as a medium of communication, the topic-based instruction as teaching approach, the intercultural competence, the communicative approach for learning process and the ICTs as support for students' motivation; the procedure of this pedagogical proposal is developed in two stages carried out in each of the lessons based on a specific topic.

Topics for lesson plans. As it was said previously, this proposal is based on the topic-based approach in which is presented a sequence of themes related to students' cultural background, in order to motivate them with topics that are close to their experiences rather than focusing only on language forms. In that way, the themes chosen for this proposal are focused on aspects of Colombian culture, going from general to specific; that means, learning about Colombia in general, then about its regions and at the end focusing on the Andean region and Bogota that is students' closer background. Each topic is accompanied by relevant vocabulary (animals, adjectives, food, places, colors, numbers) and structures (pronouns, verb to be, verbs to like, to go and to have) which help students to manage in communicative situations for expressing their ideas, feelings and sensations in the different activities of the implementation. The main subjects to study during the implementation are:

The first topic studied is **the geographic location of Colombia,** its limits and location of the 5 natural regions of our country. To broach this subject it is necessary to teach some vocabulary as the cardinal points (North, South, East and West), also right and left for indications, colors and the verb to be especially the third person. An activity developed for students with this topic, was to identify into a map of Colombia its limits and regions, where students had to color each region according to specific instructions and to write with short sentences the location of each region by using the cardinal points (See Annex 3.1).

Secondly, **touristic places of Colombia** in general, of **Cundinamarca department** and finally of **Bogota**; this time students can learn more about their country by knowing some of its appeal sites that attract to the population and to many tourists too. Thus, students will see some videos about many of the most wonderful places of Colombia and of Cundinamarca specifically. Then, they make use of the virtual tool Google Maps, with this they could search by themselves pictures and more specific information about the places seen previously on the videos; straight after they explore Bogota, the city they live, by searching some of the most famous places of the city like park Simón Bolívar and Monserrate, and at the end they can search freely the places of Bogota they want; for example, their neighborhood (Prado Veraniego), their school, and other places they like to go. In the following sessions, pupils express their impressions about their experiences with Google Maps by drawing, saying and writing which places they like to go; thus it is necessary to teach them the use of verb *to like* and some vocabulary about places (school, restaurant, park, museum, mall and others). After talking about places in Colombia in general, students can talk about which places they like or dislike to go in the city they live, in order to reinforce vocabulary and structure learnt by putting it into real contexts.

The next topic is **typical food of each Colombian region**. Here, the aim is to show students the culinary diversity present in Colombia, where each region has each own gastronomy according to aspects as their environmental conditions, geographic location, fauna, flora, and historical/cultural dynamics of people. Therefore, the training teacher will present the main dishes of each region through Power Point presentations and flash cards with pictures of ingredients, then students could visualize the explanation with real images that will awake their senses as if they could actually smell or even taste the food, this serve as motivation for pupils to pay more attention to the explanation. They will receive information about dishes' names and their translation to English (if it is possible to translate), their main ingredients (taking into account vocabulary about food taught previously), and some information about the historical origin and cultural importance in people's practices of some dishes.

Another topic is **Colombian typical music and the most representative musical instruments**. The main purpose of including this subject in the curriculum is that students can learn musical diversity of their country, by identifying each region's typical rhythms and recognizing what musical genres are autochthonous from Colombia and belong to its cultural legacy. For this purpose, students will know folklore and instruments of each region, by listening a piece of one representative song of each genre; learning information about the instruments with pictures on flash cards; watching some videos of typical dances of the regions, and interacting with the teacher by saying which of the musical genres they have listen before. Students also prepare two songs for the English day of the school; both representative of Colombia's musical culture. These are Vallenato songs, one called *Las cuatro* fiestas by Diomédez Díaz and the other Obsesión by Las Estrellas Vallenatas; both were translated by an English teacher from Cartagena.

The purpose of singing a Colombian song translated to English is to celebrate our culture instead of elevating foreign cultures over ours; therefore children can recognize that our songs can be translated to another language without losing their sense and beauty. Students will present the song to the rest of the school by wearing "sombreros vueltiaos" in order to show one of the most representative handicraft pieces of Colombian culture.

Now, bearing in mind the topics exposed previously, the structure of each session is based on two stages:

The first stage involves a process of input in the target language and its contextualization to the Colombian culture. Generally, this input starts with a warm up presented through songs, videos, images, slides presentations and other materials supported by ICT's; this warm up serves to introduce the topic or to connect previous subject with the new one. Then, the training teacher provides students of relevant information about the topic, by explaining it them with examples of their daily lives to contextualize the knowledge that help them to understand better; these explanations are often supported with audiovisual aids too.

It is important to remind that these children are in the Concrete operational stage (as it was stated on chapter one) and they need the right feedback to get motivated with their own learning process in order to feel proud of their own abilities. Therefore, the evaluation system for this proposal tends to be more qualitative rather than quantitative, by valuing student's processes according to their needs and motivation towards the class. However, quantitative assessment is needed as a requirement of school and Colombian education system; but it is intended that numerical evaluation does not affect students' impetus and self- esteem.

The second stage of this proposal involves and output process, where the expected results will be students' recognition of the vocabulary and knowledge learnt during the developing of
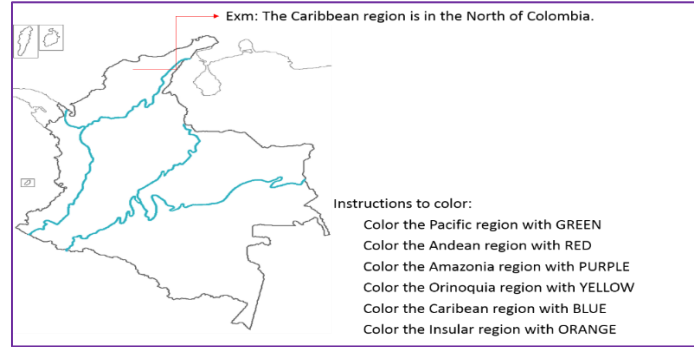
each session. Here, students face activities to put vocabulary and structures in context like written workshops with exercises of filling in the blanks, matching meaning with nouns, word search games, crosswords, making sentences, describing people and characters and others; there are also some oral and listening activities like interviewing a classmate or relative, songs, following instructions and more.

When third grade students interact each other and build knowledge, that vocabulary awareness starts to be placed in their minds; they process that information to store it and then, put it into practice after being internalized. In this way, students assimilate the vocabulary by putting it into constant practice by taking into account their cultural context, with this they can start developing the intercultural competence and improving their communicative skills at the same time. To the correct execution of all sessions, each one is supported by structured lesson classes to carry out the topics proposed.

Additionally, students will make a final presentation where they must present all the knowledge they learnt about a specific region of the country, by talking about its location, gastronomy, music and personal experiences or thoughts about the region designated. This could serve to analyze what students learnt about general aspects of Colombian culture taught during the implementation of the proposal, by talking about it through the vocabulary studied and their personal experiences and perspectives about the topic. Finally, they will make a survey where they could tell what they learnt during the implementation and give their opinions about the methodology employed, the topics, what they liked and disliked of it and aspects to improve. (See annex No. 6) These data will be very useful at the moment of the analysis in order to determine the relevance of the proposal.

Now, the following example of lesson plan is presented in order to show how stage one and stage two are developed in each class.
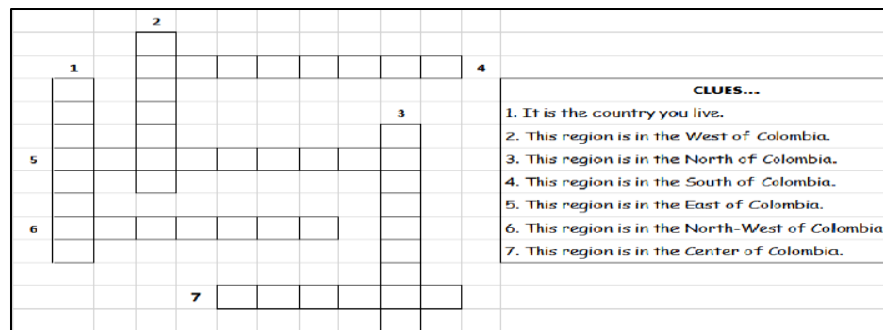
SCHOOL – PRADO VERANIEGO BRANCH B

LESSON PLAN No. 6

MORNING SHIFT

TEACHER´S NAME: YANIRA RAMOS

DATE: September 23th

GRADE: 301

TOPIC: The cardinal points and the natural regions of Colombia

TIME: 2 hours

GOAL: To use the cardinal points to recognize the location of the regions of my country

ACHIEVEMENT INDICATORS

1. Recognizes the cardinal points and natural regions of Colombia

2. Identify the location of each Colombian region by using correctly the cardinal points and verb   to be

3. Participates actively of the activities

GRAMMAR: Verb to Be and preposition "in"

KEY VOCABULARY: Cardinal points, Colombian regions

MATERIALS: USB player, Colombian map, crossword

WARM UP   TIME: 20 mins

The class starts by singing the song by Hi 5 "North, South, East and West" to learn the cardinal points. Students sing the song by following the mime taught by the training teacher, where they imitate with their arms the direction of each cardinal point.

CONTROLLED PRACTICE 1   TIME: 30

After the song, the training teacher explains the meaning of cardinal points by giving examples of the location of some objects and people inside the classroom, she allows students to give examples too. Then, they make a general review of the natural regions of Colombia and some of their main departments.

CONTROLLED PRACTICE   2   TIME: 40 mins

The training teacher gives students a sheet with a map of Colombia with the division of its regions. In this workshop they have to color each region according to the instructions in English under the map. After have colored, students have to write next to each region its location according to the cardinal points, for example: *The Caribbean region is in the North of Colombia.*

Exm: The Caribbean region is in the North of Colombia.

Instructions to color:
Color the Pacific region with GREEN
Color the Andean region with RED
Color the Amazonia region with PURPLE
Color the Orinoquia region with YELLOW
Color the Caribean region with BLUE
Color the Insular region with ORANGE

CONTROLLED PRACTICE   3   TIME: 30 mins

Finally, students develop a crossword by finding the regions of Colombia according to the clues in English gave.

CLUES...

1. It is the country you live.
2. This region is in the West of Colombia.
3. This region is in the North of Colombia.
4. This region is in the South of Colombia.
5. This region is in the East of Colombia.
6. This region is in the North-West of Colombia.
7. This region is in the Center of Colombia.

LISTENING ACTIVITY: The song "North, South, East and West" by Hi5

WRITING ACTIVITY: To make short sentences about the location of Colombian regions, and to solve a crossword.

SPEAKING ACTIVITY: To say the location of objects and people inside classroom.

FREE PRACTICE

To show students how they can make the sentences of the location of the regions of Colombia and of some objects or people inside the classroom, the training teacher makes some examples about it like: *The door is in the South of the classroom*, or, *David is in the Est of Manuela.* She interacts with them also for them to give examples too as: T: *where is the board? Ss: In the North.*

REFERENCES: Song found in: https://www.youtube.com/watch?v=PGs71nbia6E

    In the previous lesson plan the stage one is showed in the warm up and controlled practice one, where students receive input about the topic presented. First, they learn vocabulary about the cardinal points with the song, learning also the direction of each one through the mimes they make as they are singing, rising their arms when they say North, taking them down when it is South, putting them on the left when it is West and on the right when it is Est. The explanation

with examples of the training teacher helps them too to understand better the meaning of cardinal points and they assimilate them more when they make examples by themselves. Additionally, the review about the regions of Colombia helps them to remember previous knowledge studied in others subjects in order to reinforce what they learnt and connecting it with new knowledge.

Then, the output is seen when students develop the workshop and crossword. First, by following instructions in English they recognize vocabulary as colors to paint each region correctly. Then, when they write each region's location they are recognizing their position in Colombia map by applying what they learnt about cardinal points and by producing short sentences with verb to be and the preposition 'in'. Finally, they read simple clues in English to find out the regions in the crossword by identifying the vocabulary, structures and information previously learnt. Thus, students are learning vocabulary in a meaningful environment by putting into a context known by them, which serve as motivation when they apply something they study with situations close to them; and at the same time they are developing communicative skills without big effort.

Curricular plan

Taking into account the topics proposed for this research joined with the purposed of teaching vocabulary to students in order to develop and reinforce their communicative skills in a cultural context, the following is a part the curricular plan for this proposal. (See Annex No7)

Table 2: *Curricular plan*

GRADE 301 302	CURRICULUM I.E.D PRADO VERANIEGO BRANCH B					
DATE	TOPIC	ACHIEVEMENT	ACHIEVEMENT INDICATOR	ACTIVITY	RESOURCES	ASSESSMENT
WEEK 2 26-08-15 06:30-11:20	Describing people	I use the vocabulary learnt in class before for making a little description of people.	-Recognizes vocabulary and grammar structures studied on the last semester (verb to be, verb to have, numbers, ethnics, clothing and colors) in order to integrating it in short sentences. - Describes people and characters according to their names, age, origin and clothing. - Participates actively of the activities in class.	- Playing the game ·Broken phone" as warm up with vocabulary studied before. - Drawing a character according to the information given of his description (age, physical appearance and clothing) - Making the description of a famous character taking Shakira's description as example.	-Workshop with the two activities -Colors	- Participation -Concentration -Reading and writing
WEEK 7 30-09-15 06:30-11:20	Colombia's limits, Andean region places, and the expression "I like to go…"	-I identify the Colombia's limits and their location. - Recognizes some of Bogota's places by using the	- Identifies the countries and oceans that limits with Colombia. -Recognizes Andean region's departments. - Uses expression "I like to go…" in order to say to which places	- Identifying Colombian limits, by coloring them according to the instructions and making sentences about their location with cardinal points. -Explaining the use of expression "*I like to go*" in order to students apply it for saying the places they like to go in Bogota. - Playing the game "*Places of Bogota I like to go*", where they were divided in three	-Maps of Colombia with its limits -Colors	- Writing skill with the sentence about location of Colombia's limits. - Speaking when they make short sentences to say

		expression "I like to go to.." - Participates actively and respectfully in the activities proposed.3. Participates actively of the activities	he/she likes to go in Bogota.	groups. Each group has to guide one child to the place she/he wants to go, by giving instructions like "Give 10 steps to the north". The group that guides correctly to the child would get points.		the places in Bogota they like to go, and to give instructions in the game. - Participation.
WEEK 15 18-11-15 06:30-11:20	General review	I identify and use the vocabulary and structures learnt	-Identifies vocabulary about cardinal points, food, clothes, positions, preferences, etc. -Recognizes the cultural aspects about Colombia learnt during the semester.	- Realizing activities and playing interactive games with vocabulary in English through virtual tools for learning English by playing. - Developing a workshop about all the subjects studied during the year. First, they have to identify the regions of Colombia in its map and then write their location with cardinal points; then, they have to write five animals and finally, they have to draw a monster according to the description given.	-Computers and Internet -Workshop -Colors	- Autonomy by playing freely with the virtual tools - Vocabulary - Applying previous knowledge
WEEK 19 09-03-16 06:30-11:20	Andean region's food	I identify the typical food of the region I live.	-Recognizes the typical food of Andean region. -Uses the vocabulary of food to create sentences. -Participates actively and respectfully with his/her teacher and classmates.	- Asking students about which food they use to eat in their common lives in Bogota. - Presentation of the most typical food from the Andean region and their principal ingredients. Students can say which of those typical dishes they use to eat by using the expression "*I have eaten….*" - Realizing a little interview. Students will have a list of typical food of the different Colombian regions; each one may ask to three classmates about which dish they like to eat and which they want to eat, by using the expressions the expression to use will be	- Flashcards of Andean food and their ingredients -Worksheet - Photocopy for the interview	- Worksheet. Vocabulary of food. - Oral production of questions and answer about the Colombian food - Concentration - Cooperation

"Which food do you like to eat?" and *"Which food do you want to eat?"*.

Chapter 5. Data Analysis

In this chapter are presented the interpretation of results according to all the procedures that were developed on the implementation section along the current investigation. Regarding the study validity, the current research employs the triangulation procedure by connecting two or more theoretical perspectives, data sources or approaches (Hussein, 2009). This assumes that a weakness in one data collection instrument will be compensated by another one, and that it is always possible to make sense between different accounts (Robert Jhonson Foundation, 2005) Thus, this method will help to identify connections between the theoretical research, and the outcomes seen in the instruments.

Bearing in mind that the current is an action research project, there are five steps to follow for the analytical process (Burns, 2003). First, all the data are assembled in a logic and practical way for the corresponding analysis; in this research the information has been organized in different files on the computer and notes for their easy accessibility. Secondly, the data are encoded through categories of analysis in order to identify more specific patterns, (See table N° 2 below). The next step is to compare the categories of data to see if there are repeated patterns or ideas in the data collecting tools for the analysis. Then, the researcher has to connect and articulate relations, concepts, patterns, behaviors and improve personal theories of hypothesis that were made according to the problem. Finally, all the information is organized in order to present all the results and outcomes found in the analysis of the data.

Categories of analysis

Taking into account the previous information, the **Table No. 3** presents the categories and subcategories of analysis posed for the analysis of data according to the research question and the objectives.

Table 3 *Categories and Subcategories of analysis*

Research Question		What is the impact of a cultural context supported by ICTs on the strengthening of EFL third graders' vocabulary learning process at Prado Veraniego School?	
Objectives	**Main objective**	**Specific objectives**	
	To identify the impact of a cultural context supported by ICTs on the strengthening of EFL third graders' vocabulary learning process at Prado Veraniego School	• To propose an ELT methodology with which students can learn vocabulary bearing in mind a cultural approach. • To establish how students learn vocabulary culturally contextualized into communicative situations. • To set the relevance of providing to EFL students a cultural environment of learning in order to help them to be intercultural aware. • To determine the importance of using some ICTs resources into a cultural EFL context, in order to make students' processes more meaningful and attractive to them.	
Categories of analysis	A cultural context as a meaningful environment to students' vocabulary learning.	Expressing ideas into a cultural context to foster students' interactions.	ICT's resources as authentic material to learn English
Subcategories of analysis	▪ Previous knowledge ▪ Real contexts ▪ Motivation	▪ Intercultural-communicative competence ▪ Respect to others ▪ Motivation	▪ Use of technology ▪ Motivation

Analysis of Categories

In this section, the analysis of the established categories is presented taking into account the evidences obtained in the different instruments applied throughout the pedagogical implementation. Based on the pointed out steps, the following graphic shows the three categories and their correlation with the main objective of the current classroom research.
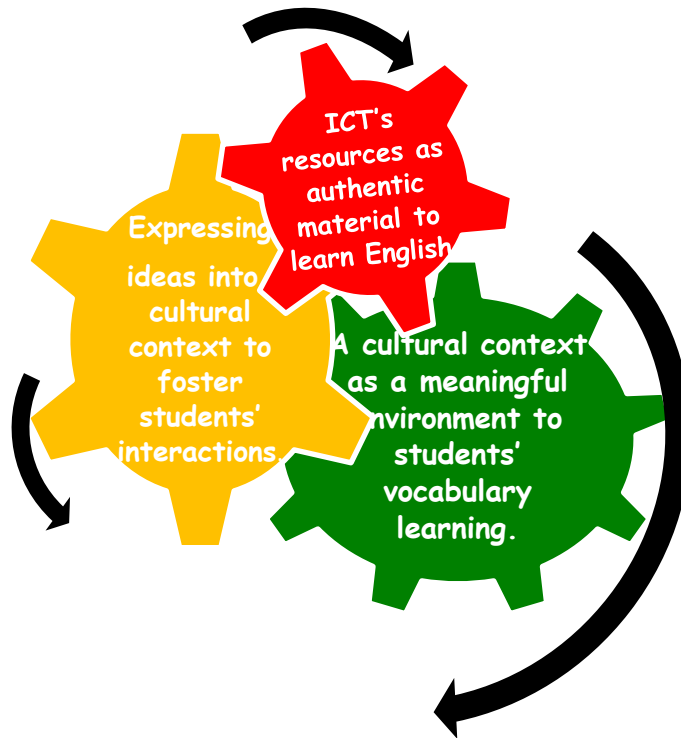
Illustration 1: *Categories of analysis and their connection*

1.   *A cultural context as a meaningful environment to students' vocabulary learning*: The main aspect in this category is the meaningful learning; this happens when, according to Ausubel (1978) "a learner incorporates new information into their cognitive structure and relates that to which he or she already knows to form new meaning" (p.30). In this way, during the whole implementation of the curricular plan students had a constant input of meaningful vocabulary and structures of the target language, which allowed them to connect their previous knowledge with the new one. Additionally, that input process was carried out through activities and topics contextualized in real situations of their lives, by presenting and studying topics that are not distant of their own experiences.

An example of the information above is the activity where students had to talk about the places they like to go in Bogota by using the vocabulary taught about places and the expression "*I like to go to*". They learnt not only the words and terms pertinent about the subject, but also

they could use them in order to express their likes and dislikes about the places of the city they live. Thus, this was a meaningful context, in which they could connect their *previous knowledge* about places with the vocabulary in English they just learnt by putting it into a real context that helped them to form the new knowledge. As showed in the field note No (See Annex No 4.1) when the training teacher asked them about which places they liked to visit in Bogota, most of them participated by saying places like parks as Mundo Aventura, Salitre Mágico and restaurants as El Corral and Mc Donalds:

> T: Which parks do you like to go in Bogota?
> S1: I like to go to Simón Bolívar
> S2: I like to go to Mundo Aventura and Salitre Mágico
> S3: I don't like Mundo Aventura, es muy lejos
> T: Ok, very good, now which restaurants do you like to go?
> S4: I like to go to Mc Donalds
> S5: I like to go to El Corral y Brisas del mar
> T: Now tell me, which malls do you like to go here?
> S6: I like to go to Santafé
> S7: I like to go to Plaza Imperial, Gran Estación y Hayuelos
> T: Ok, which touristic place of Bogota do you like to go?
> S8: I like to go to Monserrate
> S9: I like to go Maloka.

Once students learnt how to express likes and dislikes about places, they played a game in which they had to guide their classmates (bandages with a scarf to not see) to find the place she/he wanted to go by giving them directions using the cardinal points and the quantity of steps to walk for getting the wished placed:

> Student 1(bandaged with a scarf): I like to go to Monserrate
> Student 2: Ten steps to the North
> Student 3: No, eight steps!
> Student 1(bandaged with a scarf. She walks according to her classmates'
>   instructions)
> Student 4: No, to right…yes!
> Student 1(bandaged with a scarf) walks the 8 steps to the North and to the right
> Teacher: Did she get to Monserrate?
> All students: Yes teacher!

In other activity, students had to identify the six regions of Colombia in a map, then color them according to instructions about the color for each one, and write their location by using the cardinal points as it is shown in the figure No 2.
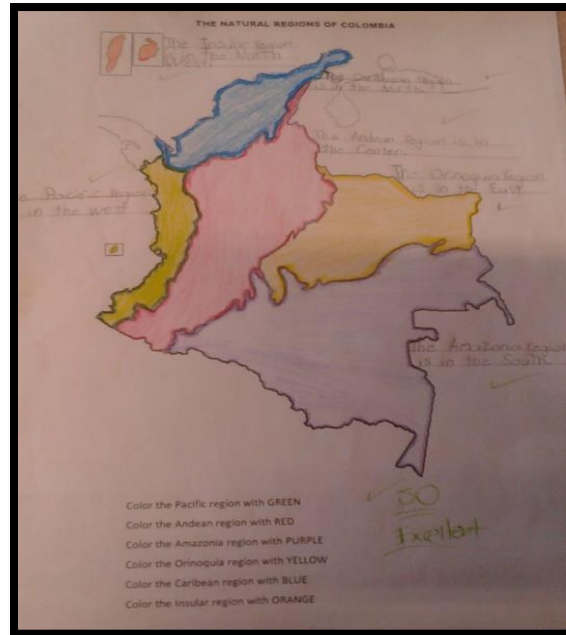

Illustration 2

Here, students use the language in a *close context* for them, the country they live. They identify vocabulary about colors in instructions in the foreign language, coloring correctly each region. They identify the six regions of Colombia by connecting their previous knowledge learnt in Geography or Social studies with what they learnt in English. Finally, they recognize the location of each region by using the vocabulary about cardinal points and making complete sentences with a subject and a predicate with a verb, which in this case is verb to be using it correctly.

The meaningful learning is seen also in an activity of a workshop where they had to draw a monster according to a given description. Here they had to recognize the vocabulary seen about

parts of the body, numbers, colors, clothing and the structure of verb to be for third person, as the

figure No 3 shows.
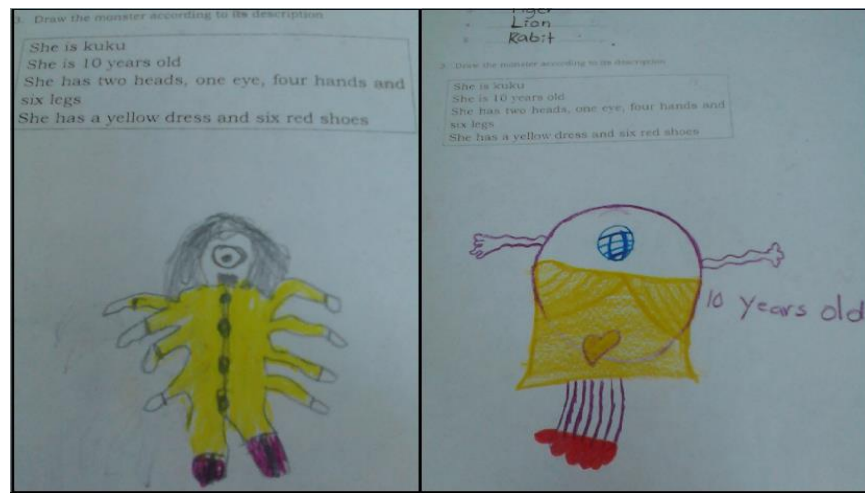
Illustration 3

In this activity, students had some difficulties to follow the instructions of the description, confusing some vocabulary like numbers and parts of the body. As seen in the image, they did not understood completely well the description of the monster, drawing it only one head when there were two, less hands like monster of the right or less legs like the one of the left side. This shows that the level of reading interpretation of students still needs to improve in the target language, because they should associate a drawing with its written description (MEN, 2006, p.18) However, there were some students who aimed to understand completely the description.

Another example of the usefulness of stating an intercultural context for learning vocabulary is the activity where students had to write the dishes of the Pacific, Caribbean and Insular regions that they have eaten before and the dishes they would like to eat. For that, they had been studying the typical food of each one of the Colombian regions, learning vocabulary according to the main ingredients of each plate and the cultural origin of some of them. For example, the teacher explains about the ingredients and cultural origin of Cuchuco with spine, a typical dish of the

Andean region of which all the vegetables and tubers were provided by the indigenous people and the Spain men added the pork in the colonial time. In the following image are presented the answers of two students who wrote the dishes of the Pacific, Caribbean and Insular regions they have eaten before and the dishes they would like to eat someday.

Illustration 4

As seen in the image, students learnt vocabulary about food like yucca, potatoes, pork, cuy, fish, shellfish, prawns, rice and others words which helped them to learn about the typical dishes of their country. In the image it is showed that students learnt not only the name of several dishes of these regions, but also they learnt to say some of them in English, by understanding also that there are some words that we use in our Colombian context that cannot be translated to English or any other language; words like *chupe*, *champus*, *pipián* or *borojó*. Thus, they discover also that their mother tongue is unique and has particular aspects that other languages do not have.

In the final survey, students were asked about what they learnt during the implementation. They answered in general terms the knowledge acquired in the course, as it is showed in the figure No 5.
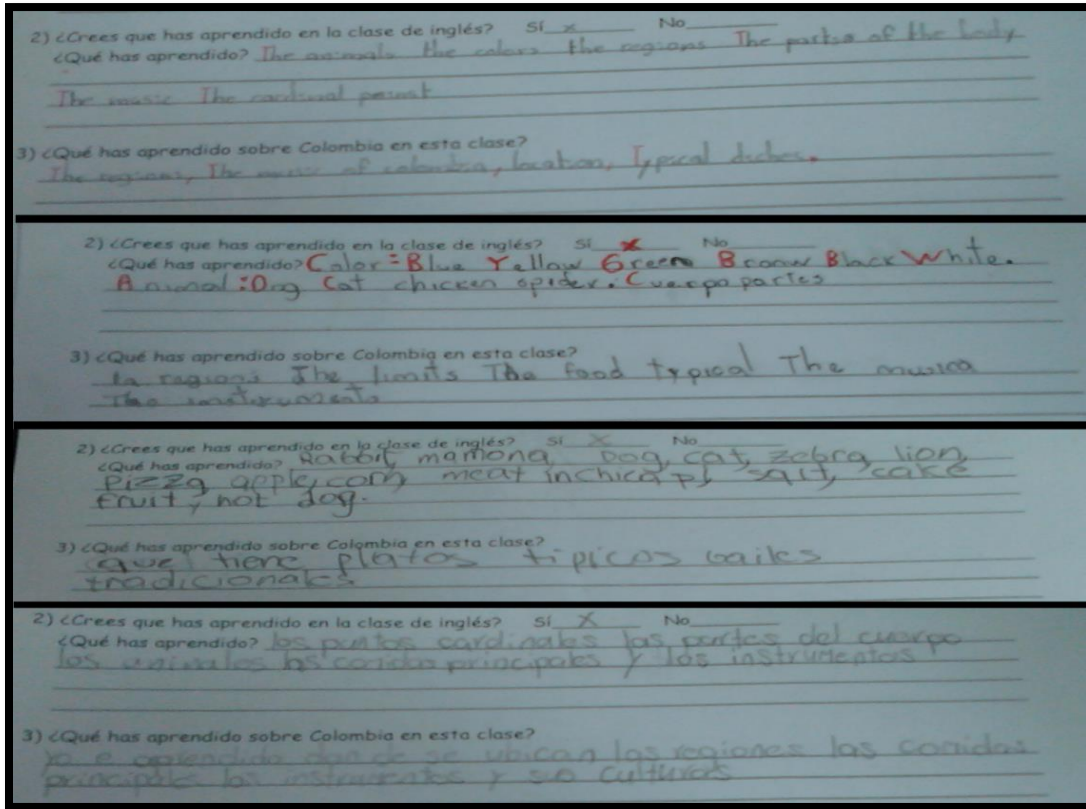
Illustration 5

Here, children talk about some of the subjects learnt during the implementation of the

proposal, mentioning not only the vocabulary about general topics as colors, parts of the body

and cardinal points studied previously, but also they were asked to write about what they

discovered about Colombia; as it can be seen on point number three of the survey. They answered

they found out some cultural aspects of their country as its gastronomy, its musical genres and

instruments and dances. Following Bridgman (2005), vocabulary provides students of words and

phrases which allow them to communicate in different situations according to their intention and

the message they want to share. Thus, students learnt vocabulary which became meaningful as it

is was related to their cultural background, it will allow them to communicate in common

situations of their lives where they need to talk about the topics as food they eat daily, the music

they like to listen and dance, the city or town they were born and other situations that can come

up in daily conversations with their family, friends, classmates or teachers. These real contexts work as *motivation* for students in the way they were learning the target language while they were putting it into practice through close subjects.

2.   *Expressing ideas into a cultural context to foster students' interactions*: In this category, the purpose is to analyze if students aimed to make a rapprochement to the development of intercultural competence and reinforcement of communicative skills, in order to express themselves in meaningful environments where they can interact with others successfully. As Dorn & Cavalieri (2005) said, the intercultural skills "will enable us to interact both effectively and in a way that is acceptable to others when working in a group whose members have different cultural backgrounds" (p.9) In that way, it is necessary to develop these skills in order to interrelate with others in a successful way where both actors of communication can understand the message, according to the cultural background of each one.

   Keeping in mind that culture and communication are inseparable because "the man describes through the language the world just like he perceives it" (Sapir, 1996, p.247); in this category comes up the *intercultural communicative competence*, which allows the speaker to communicate successfully with others in the way he or she recognizes the cultural differences between them (Gómez, 2012). Therefore, both intercultural and communicative skills are analyzed in this section in order to realize if students aimed to get the development and/or reinforcement of these competences for improving their interactions with others.

   In a worksheet, students had to interview three classmates about which dishes of all the regions of the country seen in class they had eaten and which they would like to eat. Each child could cooperate with his/her classmates, talking about a topic that was not unknown for them since they had to talk about their own experiences about a subject they like which is food.

Therefore, it was no difficult for students to make the interviews, and it was reflected on their results as show the following image with examples of those interviews.
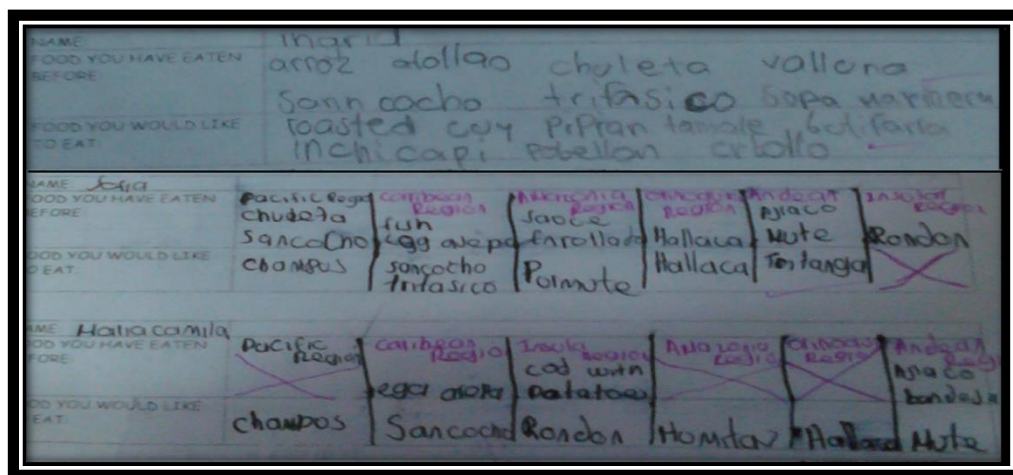

Illustration 6

As seen in figure No 6, students answered according to their experiences and what they had learnt in class. In their responses it can be observed that many of them wanted to eat dishes of regions where they probably have never gone, which shows that some of them had the curiosity and the interest of tasting food from other parts of Colombia. In the other hand, students could realize that there is a gastronomic diversity present around them, because they could find dishes from different parts of Colombia in the same city. For example, as some students said in class, they had eaten food like egg arepas, butifarras, fish pasty, tamal Tolimense or others because they bought them in street stalls in Bogota; or maybe because they have relatives who cooked them.

In this activity both intercultural and communicative skills are shown. As explained above, students expressed their preferences about Colombian food by recognizing also the region that each dish belongs to and their presence in the city they live, realizing the culinary variety of Colombia which is an important aspect of its culture. In the same way, they were applying some communicative skills in their interaction with their classmates. Despite the structures used for this activity were more advanced for their level, they used them with the purpose of asking and

answering the interview; that means students understood meaning by the context of the situation, instead of studying the grammar structure per se. Therefore, they spoke by employing these structures and vocabulary about food as they asked to others: "Which dishes have you eaten before? Which dishes would you like to eat?" Their pronunciation was not perfect but they could be understood. Listening skill was also applied too in the way students needed to pay attention to their classmates' answers for recording it in the worksheet.

In other activity, students were asked to draw themselves and exchange their drawings to a classmate who had to describe him/her. Here, they interacted with others in the way they expressed how they perceived them by writing the adjectives that fit with classmates' personalities and physical appearance; they also used the verb *to be* for third person by differentiating if they must use he or she according to the gender of the person to describe. Additionally, they had to ask their classmates about their age and provenance in order to write it according to the structures taught. Most of students did not know the origin of some classmates and this activity was the opportunity to know little more about the people with who they share knowledge and experiences in school.; applying also their communicative skills. See figure no.7
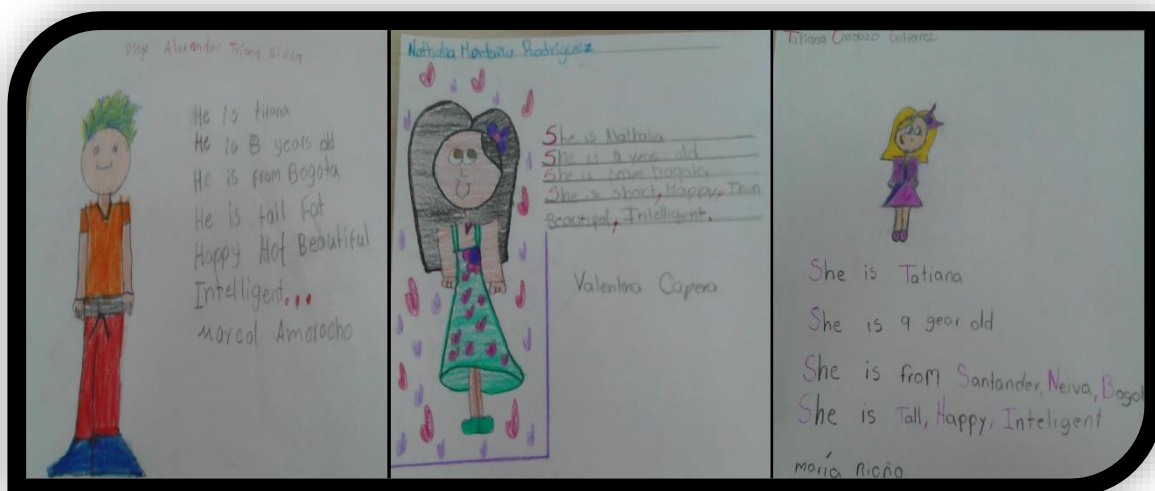

Illustration 7

In one occasion, students watched two videos about a series called "La Lleva" by the Colombian TV channel Señal Colombia; in this program a Colombian child is chosen to visit another child in whichever part of the country, the host child has to embrace the visitor for two days by showing her/him his or her culture and traditions, then the host will become the guest in other child's house from other part of Colombia. Students watched two chapters of the program; one was about a boy from Cucuta who visited to other in Quibdo, and the other about a girl from Providencia who traveled to the house of a boy from Guambia, Cauca.

With these videos pupils could learn a little about the culture of four different children, especially about important aspects as the traditions, food, clothing, accent, music and the daily activities of the background of hosting children, Johan an Afro-Colombian boy from Quibdo and Henry an indigenous boy from the shelter of the Guambia community in Silvia, Cauca. After watching the video, students had to develop a workshop where they talked about their perceptions about what they saw and listened in these chapters. In the first question, they had to write the birthplace of the four children; in the second question what they learnt about the culture of the host children, as seen in the following figure.
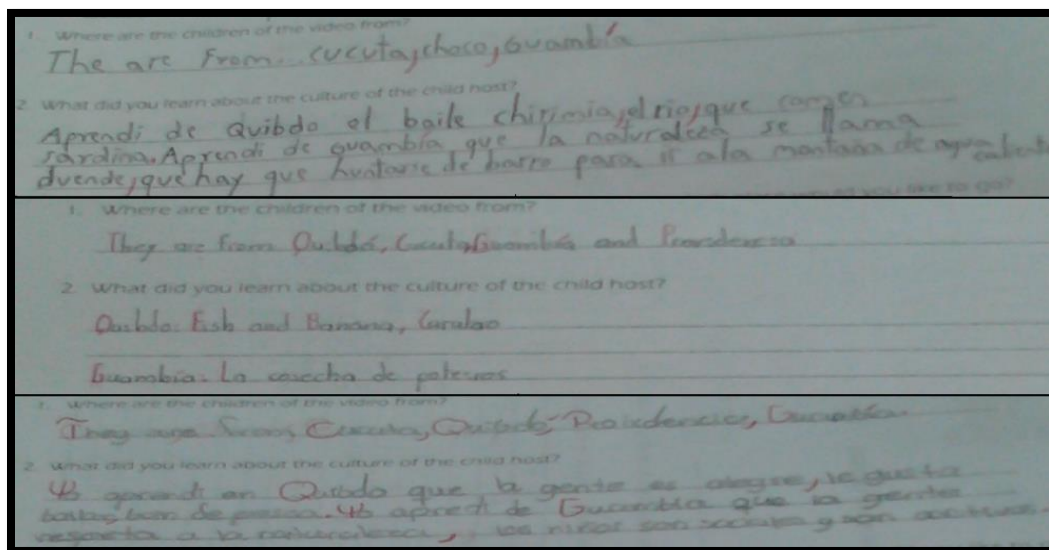

Illustration 8

In the first question, students used correctly the structure 'to be from' in order to mention the birthplace of the children on the video. In the second question, their answers were similar; several talked about the activities children did on the video like dancing, fishing, playing soccer, swimming and the things they ate; some others talked about the values of people from Quibdó and Guambía by saying they were joyful, funny and respect others and Nature. These appreciations show that students were opened-minded because they were prepared to learn about others without making negative judgements when they saw something or someone different from what they were used to see.

The way students react to what they saw in the videos can be explained in Piaget's theory of moral development (1932 cited by McLeod, 2015) in which it is said that children of 9-10 years old are in the stage of moral relativism, where they define their moral judgements based on their own rules; they become more autonomous by recognizing there is no absolute right or wrong and that morality depends on intentions not consequences. In this way, children who can "decenter to take other people's intentions and circumstances into account can move to making the more independent moral judgements of the second stage" (p.2).

According to the previous information, Prado Veraniego School third graders were able to create judgements according to others' circumstances. When they realized that indigenous people from Guambía use to make a "refrescamiento" as requisition from the Goblin (who takes care of Nature) to enjoy thermal waters, they felt curious about it but they did not make negative appraisals about it, because they understood these community has different cultural practices from theirs own. Pupils were learning to *respect to others* no matter cultural or even physical differences they had.

In the next questions of the workshop, students were asked to imagine that they were chosen to participate in the program, then they had to think to which city or town of Colombia they

would like to visit and why, and also they thought about what aspects of their own culture they would show to another child who visited them from another part of the country. See the following figure.
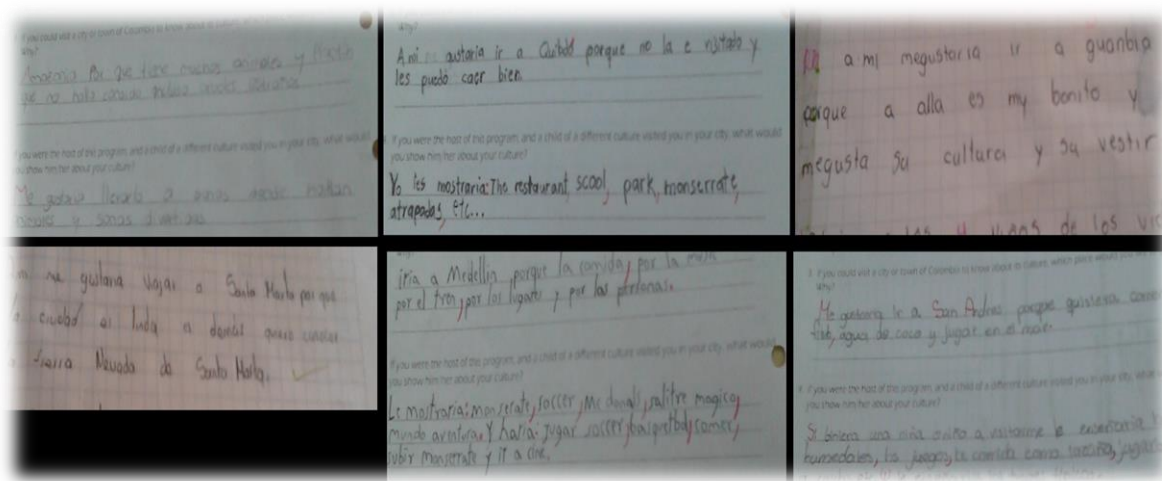

Illustration 9

Some students were interested to visit Quibdó and Guambía due to what they saw in the videos, their cultural practices attracted their attention and their desires of visiting those places. Additional cities like Amazonas, Santa Marta, Medellin, Boyacá and others were the destinations they chose to know the customs, gastronomy, music and hobbies of their habitants. On the other hand, they would like to show to other children of the country the places they like to visit in Bogota or the city they are from, the food they use to eat, the games they play, the sports they practice like soccer and all the things they like to do in the city they were born; in order to share their common practices with children of different cultures.

However, in this activity the communicative skills in the target language were not used satisfactorily, because, as it can be seen in the images, they only used some words in English but the general idea they wanted to express was written in Spanish because it was more comfortable for them to use their mother tongue to communicate complex and complete thoughts. Thus, though their ideas could be understood despite their mixture of codes, it is necessary to provide

them of more meaningful input in the target language in order for them to can develop profoundly their communicative skills.

Interaction with others is seen also in an activity where they had to interview the people who they live with, asking them their age, birthplace and likes about food. Students had to draw their family and write their description like it is shown in the Figure No 10. Here, they could interact more with their parents and relatives by cooperating together to develop a task; they could know more about the people they live with and realized important features like their roots by identifying their parents' birthplaces. This is an important aspect, because, as seen in the diagnosis and characterization process, students answered a question of a survey where they were asked to write the place of birth of their parents and grandparents but many of them did not know the answer; however in this opportunity, with this new activity they could realize this aspect about their roots which is clue in the construction of their cultural identity. They also were able to describe people by using the vocabulary and structures taught in class.

Illustration 10

Finally, to show how students perceived their country and its cultural diversity, in the following image is presented the responses of pupils in the final survey where they answered to

the question "Do you like to be Colombian?" and also they had to think about differences and similarities between Colombian people.
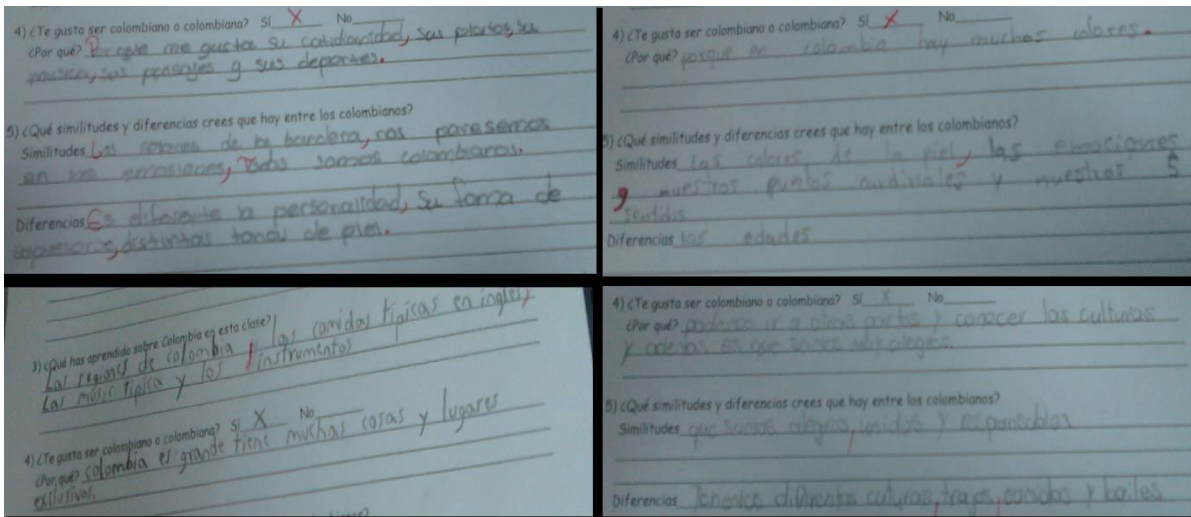

Illustration 11

Students answers evidence their sense of belonging to Colombia, by recognizing it is a country with a large number of beautiful places; with a variety of gastronomy, musical genres, dances and kind of people, which make it a culturally diverse country, where there are people with different skin colors, customs and emotions, as shown in their responses. Bearing in mind that intercultural awareness is the ability to understand different cultural contexts and viewpoints by demonstrating respect for others (British council, 2009), in this implementation students started to understand both their own and other people's cultures, and particularly the similarities and differences between them which are very important to take into account at the moment they interact with other people from different cultural backgrounds.

Students could recognize more profoundly those cultural similarities and differences in Colombia through a presentation where each one of them had to explain to the rest of the group general aspects as location, typical food, musical genres and instruments used of a given region of the country. They did it helped by posters, pictures and some of them wore the typical clothing

of the region in a way of representing it. They did not have to search for information in books or in the web because everything was taught in class for several sessions; however, some of them looked for information found in other sources but everything in Spanish, then they spoke principally in their mother tongue as it is shown in the field note No 21. Here a fragment of a transcription of a child's presentation: (See Annex No. 4.3)

> Student: *De riyion is caribian riyion* (The region is Caribbean region)
> *It is in de nort of Colombia* (It is in the North of Colombia)
> *Typical food is sancocho de bocachico, mote de queso, almojábana, la carimañola, ej arepa and yuca bred rols*
> (Typical food is sancocho de bocachico, mote de queso, almojábana, carimañola, egg arepa and yucca bread rolls)
> *Ai laik carimañola, sancocho de bocachico and almojábana*
> (I like carimañola, sancocho de bocachico and almojábana)
> *Ai wul laik tu eat ej arepa, mote de queso y yuca bred rol*
> (I would like to eat egg arepa, mote de queso y yucca bread rolls)
> *Typical music: cumbia, mapalé, porro, vallenato*
> *Instruments: drams, maraca, aacordeón and bagpipes…*
> (Instruments: drums, maraca, accordion and bagpipes)
> Teacher: *Is acordion and bagpaips, no acordeón and bagpipes*
> Student: *Acordion and bagpaips…y ya!*
> Teacher: *Ok, good, thank you so much, please have a seat.*

Thought some students used some words in Spanish when he/she by translating them, most of children tried to use the target language because they had studied those subjects in class, by understanding that some of the vocabulary can be translated to English but some words and expressions cannot be translated because they belong to the autochthonous lexicon of our culture. Anyway it is necessary to foster speaking interactions between students to improve their pronunciation and fluency.

3.   *ICT's resources as authentic material to learn English*: In this category it is analyzed the impacts of the use of authentic material through ICT's (Information and Communication Technologies) in students' learning process. As Uluc (2013) stated, ICT's are powerful teaching

materials as they can combine the use of tools like text, images, audio and video in order to foster learning process of apprentices. Therefore, students get motivated to learn because "lectures become more interesting and less ordinary which boosts learners' engagement and enable to focus on one specific aspect of the lesson (pronunciation, vocabulary...)" (p.2). In this way, during the implementation teaching process were supported by ICT's in order to encourage students' vocabulary learning development contextualized with cultural aspects. Basically, the ICT's used for the implementation were multimedia (videos, audios, pictures, texts) and Internet (Google maps and others web pages).

In order to know more about their country, students went to the multimedia room of the school with the purpose of using Google Maps application. They first watched two videos, one about the most representative touristic places of all Colombia and then one about Cundinamarca's most beautiful places for them to know little more about how gorgeous is the country and department where they live. Then, they started to use Google Maps, an application with which people can surf in the web around the world by searching places, finding pictures, descriptions and information about how to get a specific place in the city we live. Firstly, children could search some places of Colombia as Santa Rosa's hot waters in Risaralda, Caño Cristales in Meta, or the cathedral Las Lajas in Nariño. Here is a fragment of the field note No. 10 about students' reactions during the activity. (See Annex No. 4.2)

Teacher: now, please search in the application the National Park Amacayacu in the Amazonia region. (she writes it on the board for them to know how to write)
Students: (writes on the search bar of the app the name of the place and find some pictures and information about it)
Student 1: Beautiful!
Student 2: Teacher mira…¡Qué hojas tan grandes!
Teacher: Yes, they are so big!
Student 3: Mi papa trabajaba en Leticia, él visitó ese parque y dice que es muy bonito y que hay muchos animalitos allá.
Teacher: Yes, off course!... Ok guys, now please search the Nuqui beach (she writes it on the board)

> Students: (Search it on the app)
> Student 4 Oh, una ballena
> Teacher: Yes, a whale; repeat everybody "whale"
> Students: (Say whale)
> Teacher: Where is Nuqui?
> Student 5: In Colombia
> Teacher: Yes, sure, but in which department and region?
> Student 6: In Chocó
> Student 7: In the Caribbean region
> Teacher: No, it isn't the Caribbean region
> Student 4: The Pacific region?
> Teacher: Yes, very good.
> Student 8: El mar es blue
> Teacher: Yes, the sea is blue

Students got very interested in this activity because they could find places they had gone before and others they wanted to go; besides, they could use the computer and the media in collaboration with others, which are tools they usually use for others purposes as playing games, watching videos, movies or searching information for homework. After searching places from all parts of Colombia, teacher let them to explore places of Bogotá in an autonomous way. Most of them searched their school and their neighborhood, which shows that finding information of places that are part of their lives in a mass media as the Internet is a great source of *motivation.*

As said in chapter four, students prepared two Colombian songs in English for the English day presentation. Both songs have been representative of the Caribbean region's music, one was the song by Diomedez Díaz called "Las cuatro fiestas" and the other was the song called "Obsesión" by the group 'Las Estrellas Vallenatas; both translated by an English teacher from Cartagena called Katia Lozano. The song chosen for the presentation was Obsesión, because it was easier for children to sing it due to its slow rhythm and that most of them knew it and liked it. By singing in English a Colombian song in the English day, the purpose was to exalt our culture instead of promoting a foreign one over ours; it was important with this exercise to show to students that our culture is as important as others. It would be very interesting that these kind of

activities were carried out in English classes of the country in order to educate based on our own traditions, customs and values instead of those founded on foreign teaching models that sometimes do not fit with our contexts and needs. However, it was difficult to find these songs in English because it is not a common practice to translate our music in other languages.

Others songs were taught during the implementation in order to motivate students' learning process. For example, the song called "North, South, East and West" by the child series Hi-5 to learn the cardinal points by following the song with mimes to sign the direction of each cardinal point. Another song was "The finger fruit family" whit which they could learn vocabulary about fruits by following also mimes, but this time with their fingers. These and others songs were used in order to improve their listening skills and to help pupils to symbolize knowledge easier and funnier in order for them to get more motivated towards learning the target language.

Additionally, ICT's were presented through Power Point presentations and the use of pictures and flash cards with the purpose of combining text, images and audios for getting students' attention towards subjects. For the explanation of typical food, musical genres and instruments of the regions, slides presentations were a helpful material to represent with images the dishes and the instruments in a realer way that made students feel closer to reality. For example, the images of the dishes were too attractive for children because as they saw the images they could imagine the plate by remembering their experiences smelling and tasting it or imagining themselves eating it in a fictitious occasion. The same occurred with the music, as they listened each musical genre they started dancing on their seats or moving their feet, heads and hands because these multimedia materials aimed to awake their senses, which served as motivation for learning about topics.

Findings

Now, a summary of the results found of the analysis of categories will be presented taking into account their pertinence to give a response to the research question stated for this project, which is: What is the impact of a cultural context supported by ICTs on the strengthening of EFL third graders' vocabulary learning process at Prado Veraniego School?

Therefore, the results of the first category "a cultural context as a meaningful environment to students' vocabulary learning"; show students aimed to construct a lexical inventory with which they can hold their own in communicative situations in the target language, especially those related to their cultural background, because, as Kang & Golden (1994) stated it is easier for apprentices to learn vocabulary if they receive constant input through incidental exposures where they are exposed to authentic and challenging situations in which it is possible to infer meaning from context. Thus, the training teacher posed herself the mission of providing students of constant contextualized input which helps them to learn without being a difficult and boring assignment.

A probe of the previous information is the way students managed most of activities during the implementation of the proposal; they could make descriptions of themselves and people around them, also descriptions of the country they live by identifying general characteristics as its location and limits, to then recognize aspects more specific as its gastronomy and music of each region. Pupils also could participate in communicative situations based on their own experiences, likes and dislikes and others personal perceptions by using vocabulary and basic structures learnt in the process. They were expected to take on an active role in their learning process, for that reason the training teacher only acted as facilitator of the input students needed, because, as Richards (2006) said, in a communicative environment teacher only monitors students' learning

process by offering them the tools to cope to different challenges by practicing what they learnt appropriately.

However, it is true also that students need to develop more profoundly their communicative skills because there are still certain gaps to fill with more specific input specialized in each one of the skills. Anyway, it should be pointed out that one intention of this research was to foster student's vocabulary learning not to reinforce a specific communicative skill or all of them. Therefore, the focus exposed from the beginning was on giving them sufficient input of vocabulary that helps them to manage in different situations which intrinsically encompass the development of basic communicative abilities. Vocabulary is the base to use the target language in both verbal and written, comprehension and production (Bridgman, 2005); but students did not have enough oral production exercises to get more fluency in the target language. That is an aspect to improve in a future implementation of this proposal.

According to the second category, "expressing ideas into a cultural context to foster students' interactions"; its findings show that students aimed to make a rapprochement to the development of intercultural skills in order to have successful interaction with others. Accordingly for this category it was stated the intercultural communicative competence in order to analyze students' performance in both aspects, by understanding cultures and using this awareness to communicate with others successfully (British council, 2009). The following findings will show the way how students aimed or not to develop the intercultural communicative competence.

Students realized a meaningful part of the cultural diversity present around them; for example, many of them had eaten food from other parts of Colombia, listened musical genres like Vallenato or Carranga, or had danced Cumbia, Currulao or Joropo , but they did not have consciousness about the meaning of these practices, their origin or the places they belong to. With the cultural contents of this proposal students discovered many aspects about their own

culture and other people's culture; this information is very useful for them to start asking themselves who are they? Where do they come from? Why are they the way they are? The answers to these questions are in process of solving, and the bases taught during the implementation are just the first step to the discovery of students' cultural identity by themselves.

In terms of interactions, pupils aimed to have good connections with their classmates, their teacher and also parents and relatives, through exercises and activities where they combine their intercultural understanding with their communicative skills. With activities as interviewing classmates and relatives pupils worked together, showing cooperation and respect towards others' points of view. Collaborative work is one of the main characteristics of a communicative language teaching environment as Richards said, this approach allows students to participate actively in classroom activities based on a cooperative rather than individualistic strategies to learning (2006). Students' interactions with others were not only based on the interchange of words, but also on their disposition to learn about others and the respect towards other people's customs, traditions, accent, origin, beliefs or even physical appearance, this was evidenced on their performance during the execution of the proposal.

Bearing in mind the previous information, in relation of students' intercultural awareness it is relevant to say they understood their country has a big cultural diversity which they observe around them every day, they got more open minded towards some similitudes and differences between their own cultural practices and other people's customs, values and beliefs. In this way, they were improving their social skills as they were learning to interact with others by respecting them no matter how different they may think, act, talk or look like. This confirms that having an intercultural awareness "expands individual personal experience of language from one's own culture to the languages and cultural backgrounds of other people" (Ariza, 2007, p. 15).

Finally, the analysis of Information and Communication technologies -ICT's resources as authentic material to learn English carries to the hypothesis that students enjoyed these tools. The main reason is because ICT's combine and alternate learning with different materials for application, which awake their senses and motivate them to stay focused on the subject proposed. Thus, pupils got motivated when they could apply the new vocabulary and basic structures learnt through different formats and applications with diverse alternatives to use knowledge as multimedia and Internet.

The experience with Google Maps showed that students were able to take advantage of technologies for their own benefit, in order to know and discover the world in an alternative way; this exercise motivated to keep knowing Colombia and perhaps to look beyond its limits. Very similar to what Guerrero (2013) affirmed, when she said these tools allow students to combine new knowledge with "new ways to recognize other cultures by establishing connections and differences between their context and other countries" (p. 56). The positive impacts of the use of slides, pictures, songs, videos and Internet on students' learning and motivation prove that these materials are very useful on educative sphere, because these are complementary but meaningful aids of learning that students really enjoy to use instead of keeping employing the traditional methods.

Chapter 6

Conclusions

As conclusions of the experience during planning and carrying out this proposal, and bearing in mind the objectives of this research, some points are stated out. First, the design and execution of a teaching methodology based on setting a cultural context and the use of ICTs (Information and Communication Technologies) with the purpose of fostering students' vocabulary learning presented positive and effective outcomes in pupils' social, cognitive and linguistic aspects. Students aimed to learn, internalize and practice the new words by putting them into context; this helped them to consolidate their previous knowledge and linking it to the new one.

The methodology proposed showed an alternative way of teaching vocabulary bearing in mind that vocabulary helps learners to get proficiency in the target language as they can manage in different situations only by having some vocabulary basements (Meara & Jones, 1990). This proposal was focused on students' vocabulary learning through their exposure to different communicative situations, where they felt the necessity of using the new words to express themselves; by learning too the grammar structures according to the demands of the communication' context. As seen in the implementation, when students received constant input of vocabulary in a rich variety of contextual sentences and then reinforced it through gap exercises, interviews, games, songs and presentations helped them to produce despite their language level.

On the other hand, the curricular plan implemented based on cultural contents took an essential role in the attainment of the objectives proposed, because when students can integrate their own cultural practices to learning languages in meaningful and communicative tasks and activities, "this will ensure that students are doing something with a purpose in their mind"

(Kilickaya, s.f.). Cultural contents became a motivational factor for students to learn a foreign language as they could practice the new information with close situations.

Additionally, while learners learnt new vocabulary and structures they were discovering also meaningful aspects about their own and other people's cultural practices around them. Like Robinson said (as cited in Stuart & Nocon, 1996, p. 435) "neither person can escape his or her own cultural lens, but each can choose to overlap lenses (e.g. purple) in order to understand better the other's perspectives and arrive at shared meaning"; when students discovered other people's customs, values and beliefs they understood there are different cultural practices around them and they had to respect that diversity in order to interact better with others; this in order to improve their communicative skills and to develop an intercultural awareness.

Finally, another important aspect of the present proposal was its support on the utilization of Information and Communication Technologies (ICTs) as these resources help to increase students' motivation to internalize the knowledge by presenting contents in different ways as texts, images, audios, videos and all the applications that Internet offers. In the case of language learning, these tools serve to reinforce the development of communicative skills through different ways for practicing them (Winaya, 2010). As shown in the analysis of results, students could practice both oral and written production and comprehension with aids like songs, slides presentations, videos, online games and especially the Google Maps application; these materials presented diverse alternatives that fulfill student's different learning strategies. Thus, the use of ICTs, help students to accelerate the assimilation process of the new information learnt and increased their interest for practicing their knowledge.

Recommendations

As suggestions to improve students' experience and outcomes in an EFL classroom are presented. Taking into considerations the presented results and the teacher researcher's experience, it is necessary to consider some features in the classroom as the cooperative work, the promotion of intercultural communicative skills as important outcomes of the processes, the creation of challenging and attractive activities that serve as motivation for students and finally, a practical feedback with the purpose of setting a positive and effective learning environment.

Thus, in order to keep fostering students' interest in learning, it is important to always take into account their needs and context to get a meaningful environment where they feel as an important part of scholar experience. For that, it is really helpful to relate subjects, contents, activities and materials with their cultural background where they can connect the taught information with their daily practices and in this way, knowledge will have a more practical and real sense for them by providing them not only of information but also of values.

Bearing in mind the previous statements, it is recommended to apply this methodological proposal at Prado Veraniego School because it presents a profitable strategy of teaching EFL, by integrating students' cultural background to language contents and taking advantage of technological resources.   Furthermore, this proposal cans response to the purposes and philosophy of the institution as it fosters scholars' social, cognitive and linguistic development.

For a future appliance of this pedagogical intervention, it is suggested to identify students' learning problems and language level in order to recognize the materials and activities suitable for them. Additionally, it is recommended to include more activities with situations that demand more oral production from pupils in order to reinforce their fluency in the target language. Nevertheless, the pertinence of this proposal depends on the priority that teacher gives to students' needs.

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Annexes

1. Activities for diagnosis.

1.1 Field note of the observation process

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</tr>
<tr>
<td>**TEACHER:** Verónica Cristancho</td>
<td>**ADVISER:** FANNY ABELLA</td>
<td>**GRADE:** 301</td>
</tr>
<tr>
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</tr>
<tr>
<td>Explanation about the main ethnic groups present in Colombia. First, the training teacher asked to students if they knew what and how Afro-descendant, Indigenous and Mixed people are After have heard students' answers, the training teacher explained them some cultural and historic characteristics of each ethnic group, like this:

T: *El término Afrodescendiente significa descendiente de África. Recuerden que los españoles secuestraron a muchos africanos y los forzaron a venir a América para esclavizarlos. Entonces así nació la etnia Afrodescendiente, con los hijos que tuvieron acá esas personas africanas esclavizadas y los hijos que tuvieron los españoles que obligaron a las africanas a procrear con ellos.*
Los indígenas son aquellos que ya vivían acá antes que vinieran los europeos, y tienen características físicas y culturales diferentes a los demás. Por tanto, recuerden que todos tenemos también raíces indígenas ya que los mestizos son la mezcla que salió de españoles con indígenas, pues ellos también obligaban a las indígenas a tener hijos con ellos.
Entonces recuerden que aquí no hay blancos pues somos el producto de esa mezcla de razas que inició en esos tiempos.

After students have clarified to students about these ethnic groups,</td>
<td>Most of students did not know what is an Afro-descendant, because some of them were taught to use the term "negro(a)" for these people, as it can see in the following transcription:

T: *For example, Cuadrado is an Afro-descendant man.*
S: *Ammmm afrodescendiente significa negro*
S: *No se les dice negros, se les llama por su nombre como a todos. Pero si no saben su nombre díganle afrodescendiente o afrocolombiano.*

Additionally, they mentioned that some of the characteristics of these people are that they are from the Caribbean Coast, they talk funny, and they have black skin and wear colorful clothes. When they were asked to give some examples after have heard the explanation, they mention that characters as Maluma and James were afro-descendant people.

Some children said that Indigenous are strange people, one in particular said they like to walk barefooted. When they heard that all of us have Indigenous roots, most were surprised and some of them got scared because they thought that they could not be related with these people. Finally, when they had to talk about mixed people, they did not say much because they did not know what mixed or mestizo people are. This is due to the fact they had taught they were white people, thus, they thought they were white.</td>
<td>It is obviously that students have lack of cultural awareness, because they do not know which the three main ethnic groups of Colombia are. They have learn some negative and confuse information about others and about themselves. They need to learn more about the diversity that surround them.</td>
</tr>
</table>

training teacher asked them to mention some characters they think they belong to these ethnic groups.

To develop a survey about personal information.	Students were asked to write personal and familiar information as their birthplace and of their parents and grandparents. Some of them did not know where their parents and grandparents are form, even two students did not know where they were born; this is concerning because this information is important in the development of each one's identity.	Those responses might be due to the lack of cultural data they receive from their parents and relatives. It is important that students start to discover their identity, by searching for responses to these questions, and to start learning about the country they live and its cultural diversity.

1.2   Observation's survey
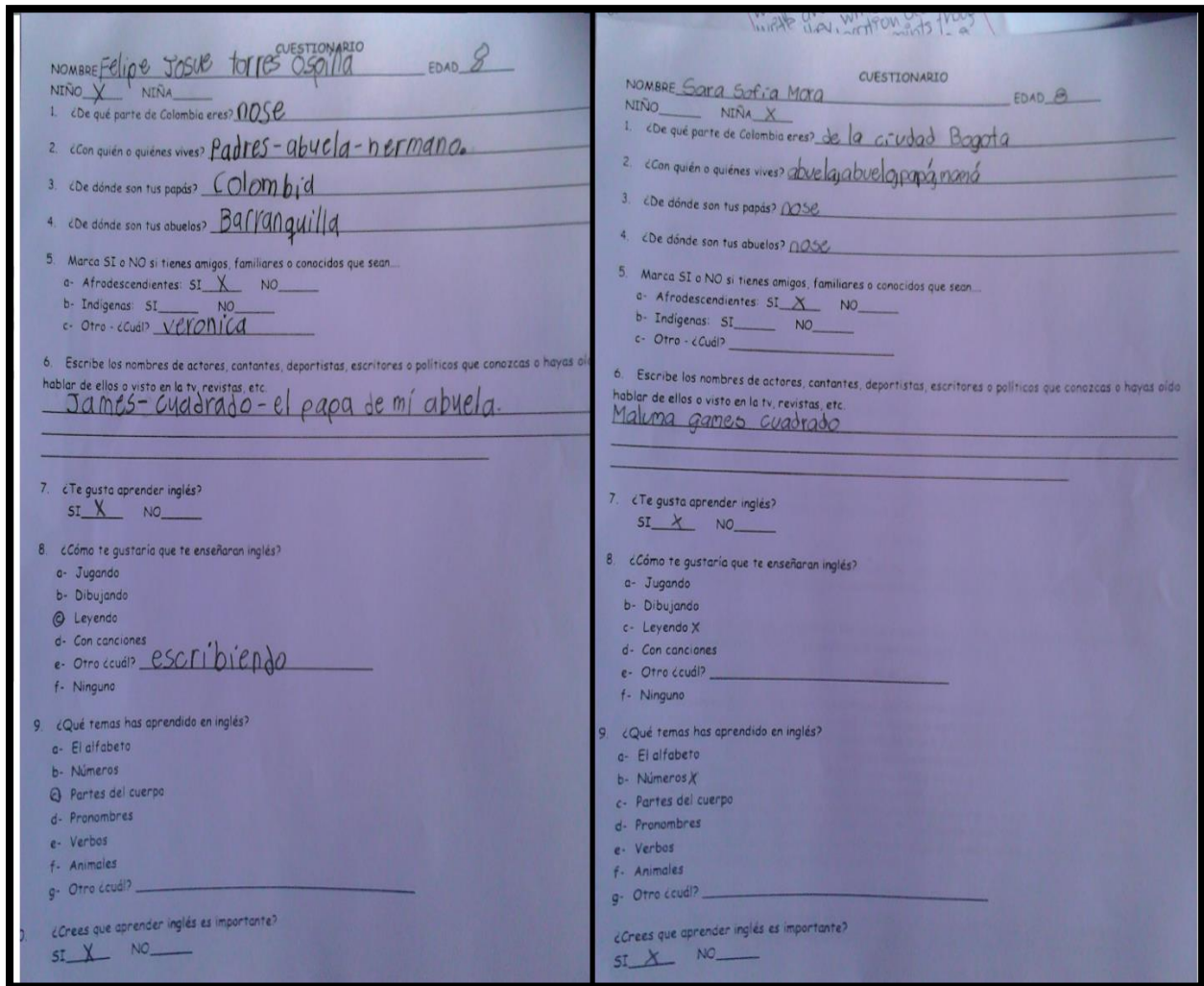
1.3   Workshop and lesson plan for diagnosis

WORKSHOP

NAME_____

1. Draw the characters according to their descriptions.

She is Kiki
She is 10 years old
She is a monster with five eyes, two mouths, six arms and four legs.
She has a blue dress with a green jacket and black shoes.

They are Flint and Koko
Flint is a snake and Koko is a turtle
Flint is orange and Koko is blue with a pink shell.

2. Describe the character following the example.

SHE IS SHAKIRA
SHE IS 38 YEARS OLD
SHE IS FROM BARRANQUILLA
SHE IS COLOMBIAN
SHE IS MESTIZO
SHE HAS BLOND HAIR, A RED
BLOUSE AND A BLUE SKIRT

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PRADO VERANIEGO SCHOOL BRANCH B
LESSON PLAN No. 1
MORNING SHIFT

TEACHER´S NAME: YANIRA RAMOS
DATE: August 19th
GRADE: 301
TOPIC: General review
TIME: 1 hour and 50 minutes
GOAL: To see and analyze general English level of students in the four skills
ACHIEVEMENT INDICATORS
    1. Recognizes(cognitive) the vocabulary and subjects seen on the last semester
    2. Describes (communicative)
    3. Participates (social- affective) actively of the activities applying what it was taught
GRAMMAR(Grammatical structure)
KEY VOCABULARY: vocabulary, skills, song, competition, description
MATERIALS: Computer and usb.

WARM UP   TIME:15 mins   We started the class with the song "The parts of the body" that it was taught the last semester. As students had the lyrics, they were following and singing the song as they remembered it. This worked as a brainstorm in order to wake up the students' interest and to analyze their listening skill too.   CONTROLLED PRACTICE   TIME: 1 hour and a half   The activity was a competition, were students were divided in three groups, according to the lines in which they were located. The dynamic was that in each turn one child of each group passed to the front and the training teacher gave a word in Spanish to each one (an animal, a part of the body, a number, an article of clothing or a pronoun), subjects that they studied on the last semester. The student that first wrote and said correctly or approximately correct the word the training teacher gave to him or her, won the point for his or her group; and in that way successively. When the competition ended, the training teacher left them a homework: To draw and describe a character with his or her name, age, origin, ethnic and description of his or her clothing. Each group had different indications, one of them had to draw and describe their favorite artist, another had to draw and describe their favorite anime character, and the group that won more points in the competition could choose the character they wanted (an artist or anime character) in order to make the description activity.   LISTENING ACTIVITY The song "The parts of the body"   WRITING ACTIVITY Trying to write correctly on the board the word that the training teacher said.   FREE PRACTICE (To give examples in relation to all the procedure)

2. Lesson plans

SCHOOL – PRADO VERANIEGO BRANCH B   LESSON PLAN No. 4   MORNING SHIFT TEACHER´S NAME: YANIRA RAMOS   DATE: September 9th   GRADE: 301   TOPIC: Adjectives and descriptions   TIME: 1 hour and 40 minutes   GOAL: To reinforce students' vocabulary about adjectives and others.   ACHIEVEMENT INDICATORS   1. Identifies vocabulary of adjectives through different funny activities like a song, a crossword and making descriptions of some anime characters.   2. Describes some anime characters using some adjectives and previous knowledge.   3. Participates actively of the activities in the class.   GRAMMAR(Grammatical structure)   KEY VOCABULARY: adjectives, song, crossword, game, description.   MATERIALS: Crossword, flashcards.   WARM UP   TIME: 50 mins   We started the class remembering the song "The adjectives". The training teacher plays again this song in order to make students to remember it, and also to check again the vocabulary seen the last class about the adjectives. They sing it four times, and then they continue with the following activity. After singing the song, the training teacher will give students a little crossword where they have to find nine adjectives according to the clues that are the opposites of those adjectives.   CONTROLLED PRACTICE   TIME: 50 hour

The training teacher organizes the group in a round table. Here, they are going to play the game "INI MINI MANI MOU.... STOP! (tingo, tingo, tango in Spanish) She will say these words while students pass each other a big die she gave them. When she says *stop*!, the student that stays with the die will choose a character from a bag that the training teacher has; then she or he will have to make a little description of that character of anime, using the vocabulary of adjectives and of clothing. In this way successively until the teacher says. At the end, students will say how the activity where like, and if they learnt the vocabulary of adjectives by using it to describe their favorite anime characters.

ORAL ACTTIVITY To make a description of the characters of the bag

LISTENING ACTIVITY The song "The adjectives"

WRITING ACTIVITY   To solve a crossword about adjectives.

FREE PRACTICE

To show students how they can describe one of the characters of the back, the training teacher gives an example by describing one of the characters using some f the adjectives she taught them, according to its characteristics.

REFERENCES

http://www.englishexercises.org/makeagame/viewgame.asp?id=2553

https://www.google.com.co/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1360&bih=600&q=minion&oq=minion&gs_l=img.3..0l10.1086.3274.0.3801.6.5.0.1.1.0.131.601.0j5.5.0....0...1ac.1.64.img..0.6.603.x5j9HKhdXl4#hl=es-419&tbm=isch&q=pokemon+largo&imgdii=NKawkQ0Hi8sD-M%3A%3BNKawkQ0Hi8sD-M%3A%3BuLvmlKFqc_iNvM%3A&imgrc=NKawkQ0Hi8sD-M%3A

ANNEXES- Adjectives crossword
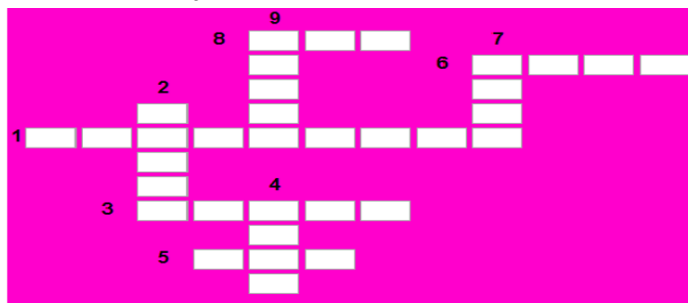
1. The opposite of ugly
2. The opposite of sad
3. The opposite of old
4. The opposite of beautiful
5. The opposite of young
6. The opposite of fat
7. The opposite of short
8. The opposite of happy
9. The opposite of tall

PRADO VERANIEGO SCHOOL BRANCH B

LESSON PLAN No. 18

MORNING SHIFT

TEACHER´S NAME: YANIRA RAMOS

DATE: March 16 2016

GRADE: 401

TOPIC: Typical musical genres and instruments of Colombia

TIME: 120 minutes

GOAL: To recognize the typical music of Colombia.

ACHIEVEMENT INDICATORS

1. Identifies the typical musical genres and instruments of our country.
2. Recognizes vocabulary of musical genres and instruments of Colombia.
3. Participates actively and respectfully with his/her teacher and classmates.

KEY VOCABULARY: Music, instruments, regions.

MATERIALS: Video about Colombian music, Video beam, Cards with pictures of some instruments representative of Colombian music, photocopy with the worksheet.

WARM UP   TIME: 40 mins

The teacher starts the class by showing through the video beam a video about the typical music of Colombia. This video will have the most representative musical genres of each of the regions of our country.

After the video, the teacher will present the typical music of each region and also the main instruments that are played in these musical genres through cards with pictures of them.

CONTROLLED PRACTICE   TIME: 60 mins

After the presentation of Colombian typical music and its instruments; students will play a game call "Ini, mini, mou" (Tingo, tingo, tango), in which they have to pass to each other an object while the teacher says *Ini, mini, mou* consecutively until one child stays with the object. That child will pass to the front and choose a number from 1 to 3, each number has a subject like *Colombian musical genres*, *musical instruments* or *give up one's turn.* If the child choose the first option, he/she will have to listen a part of a musical genre and say its name and the region it belongs to; for example, Currulao belongs to the Pacific region. The second option is to choose a card that has on the other side a picture of an instrument and the child has to say the region or regions that it is commonly played for their typical music. And the last option is to give up his/her turn to the next student, by losing the chance of gaining a point for her/his file. At the end, the students with the majority of points will gain some candies.

POS TACTIVITY   TIME: 20 mins

Finally, the teacher gives to students a worksheet where they have to develop two points. In the first point, they have two files (one with the six regions of Colombia enumerated from 1 to 6; and in the other file there is a list of the musical genres seen in class) the children will have to write beside each musical genre the number of the corresponding region. In the second point, students will have a soup of letters where they have to find the names of some of the musical instruments seen in class.

LISTENING: To listen and recognizing some of the most representative Colombian musical genres.

SPEAKING: To answer the questions asked in the game.

REFERENCES: http://www.colombia-sa.com/musica/musica.html

http://r-amazonia.blogspot.com.co/2009/06/musica.html

http://www.themusicpimp.com/analisis/recomendado-la-musica-del-amazonas/

https://es.wikipedia.org/wiki/Ejes_musicales_de_Colombia#Eje_musical_de_Frontera_.2F_Amaz.C3.B3nico

ANNEXES

English Worksheet – COLOMBIAN TYPICAL MUSIC AND INSTRUMENTS

NAME_____ GRADE_____

1. Write the number of the region next to the musical genres that correspond.

1- PACIFIC REGION
2- CARIBBEAN REGION
3- ANDEAN REGION
4- INSULAR REGION
5- AMAZONIA REGION
6- ORINOQUIA REGION

Currulao_____
Cumbia_____
Calypso_____
Chirimía_____
Sanjuanero_____
Joropo_____
Batuque_____
Bullerengue_____
Mento_____
Torbellino_____
Tecnocumbia_____
Makerule_____
Galerón llanero_____
Vallenato_____
Sitarakuy_____
Bunde_____
Guabina_____
Jumping Polka_____
Carranga_____
Mapalé_____

2. Find some musical instruments of the Colombian music in the following soup of letters.

M	A	R	I	M	B	A	V	R	H	A	R	P
C	C	L	A	R	I	N	E	T	O	N	I	C
A	C	N	J	E	C	A	D	R	D	R	K	S
E	O	C	Y	V	U	M	G	E	V	L	O	T
R	R	Z	A	R	N	A	D	B	I	U	L	E
F	D	A	N	O	U	R	O	L	O	D	N	E
V	I	O	L	I	N	A	L	E	G	J	B	L
G	O	M	I	N	O	C	J	T	U	M	C	P
F	N	Ñ	T	I	W	A	P	I	A	N	O	A
D	B	P	A	N	P	I	P	E	S	Ñ	X	N
C	N	H	H	Q	G	U	I	T	A	R	Q	V
G	U	A	C	H	A	R	A	C	A	G	F	S

1. MARIMBA
2. PIANO
3. CUNUNO
4. HARP
5. PANPIPES
6. TREBLE
7. GUITAR
8. GUASA
9. ACCORDION
10. VIOLIN
11. GUACHARACA
12. STEELPAN
13. CLARINET
     MARACA

3. Students' artifacts

3.1 Regions of Colombia's location
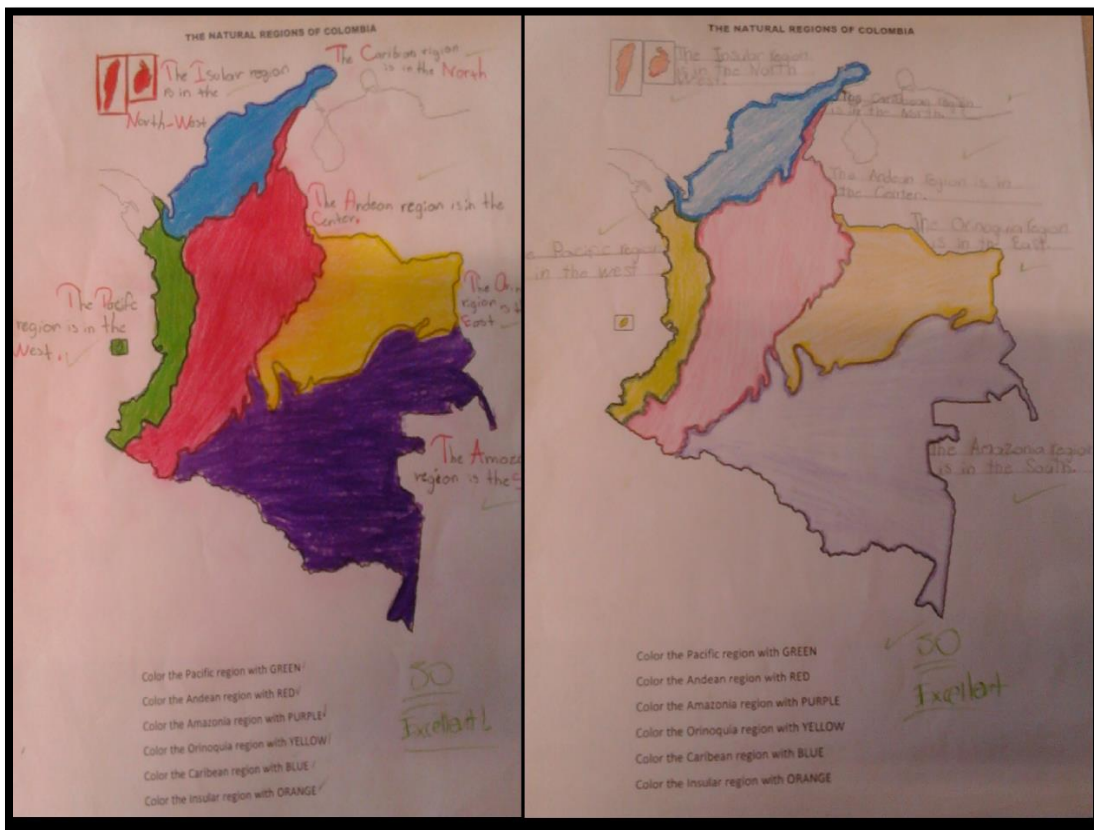
3.2 Descriptions about people of main ethnic groups of Colombia.
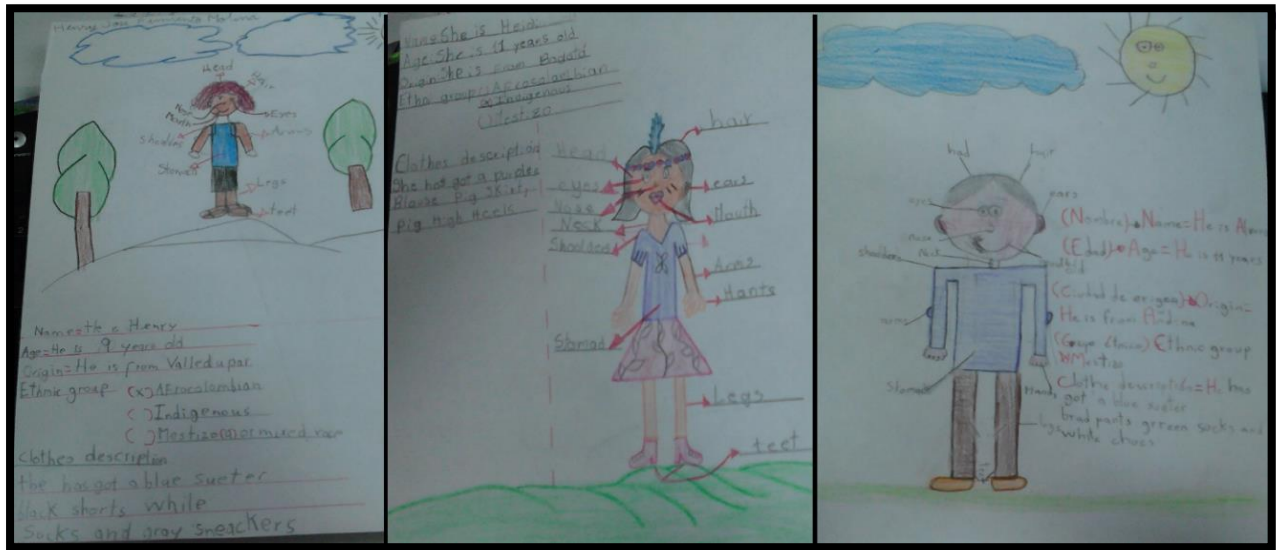
3.3 Workshops about "La lleva"
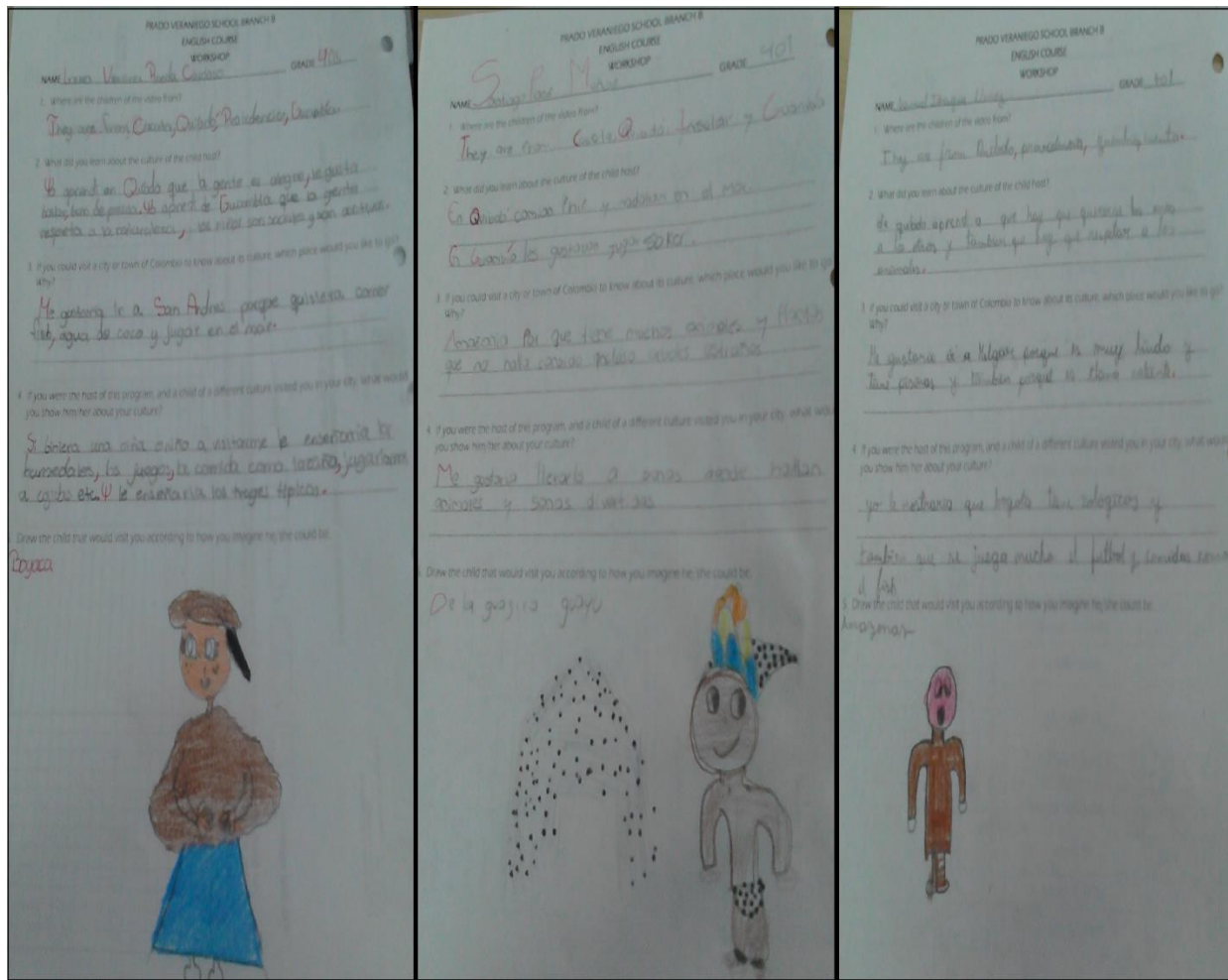
3.4 Workshops with interviews between students about Colombia's food

3.5 Students' drawings according to a given description.

4. Field notes examples

4.1 Field note No 7 of September 30 2015

FIELD NOTE Nº 7				
SCHOOL: Prado Veraniego School – Branch B **TEACHER:** Verónica Cristancho	**DATE:** 30th September 2015 **ADVISER:** FANNY ABELLA		**HOUR:** 06:20-08:30 **GRADE: 301**	
ACTIVITY	**TEXTUAL MARKER**	**ANALYSIS**	**INTERPRETATION**	**COMMENTS AND PROPOSAL**
To recognize Colombia's limits in a map	The training teacher gave students a map of Colombia with its limits. She asked them what a territorial limit is and if they recognized which are the limits of Colombia in the map. Then, they had to color them and write their location according to the cardinal point they are	Students recognized some of the limits of their country when they asked about it; therefore, it was easy for them to place them in the map. It was easy too to write the location of each limit because they have been studying the cardinal points during three classes. However, there were some of them who spent more time to do the activity and failed in the location of some limits.	The activity was easy for most of students due to their constant input about cardinal points. Little students who failed in the location of some of the limits, failed principally because of lack of attention in class.	They can use knowledge in several situations as it is seen in this activity.
The training teacher explained to students about how some common places are in English as restaurant, cinema, school, park, museum, shop, and mall. Then, she asked students for the names of some of those places they like to go in Bogota; for example about restaurants, they said Mc Donalds, El Corral, Sabores del Pacífico, etc. After that, she taught them the expression "I like to go to.." in order to them start to use it for talking about the places they prefer.	**T**: Which parks do you like to go in Bogota? **S1**: I like to go to Simón Bolívar **S2**: I like to go to Mundo Aventura and Salitre Mágico **S3**: I don't like Mundo Aventura, es muy lejos **T**: Ok, very good, now which restaurants do you like to go? **S4**: I like to go to Mc Donalds **S5**: I like to go to El Corral y Brisas del mar **T**: Now tell me, which malls do you like to go here? **S6**: I like to go to Santafé **S7**: I like to go to Plaza Imperial, Gran Estación y Hayuelos **T**: Ok, which touristic place of Bogota do you like to go?	Students participate actively when they have to give examples of some places they like to go in Bogota, especially about parks in which they like to play with others.	It is easier for students to express themselves when they want to talk about their anecdotes. They can use some vocabulary about to express their likes and dislikes about it, despite their low level in the language.	To stimulate children to try of using more the language for expressing their thoughts.

S8: I like to go to Monserrate
S9: I like to go Maloka.

Finally, the training teacher taught them a game, where they were divided in three groups, and one children of each group passed to the front and the training teacher bandaged him/her with a scarf; then she asked him/her the question "*which place do you like to go*?", and the students answered for example "*I like to go to the park*". Some other students had a sign with the places, one of them with the park sign, other with the museum, other the restaurant and other with the cinema; but each of them was located on different parts. Therefore, the group of the student had to guide him/her by saying how many steps he/she had to walk and to which direction (north, south, east or west) in order to guide the child to get to the place he/she wanted to go. If the group guided well the child to the place, they got points.	**S1**(bandaged with a scarf): I like to go to Monserrate **S2**: Ten steps to the North **S3**: No, eight steps! **S1**(bandaged with a scarf. She walks according to her classmates' instructions) **S4**: No, to right…yes! **S1**(bandaged with a scarf) walks the 8 steps to the North and to the right **T**: Did she get to Monserrate? All students: Yes teacher!	Students participate actively because they like to play and compete between them. They like the game especially because they have to guide to other that is bandaged. However, they were a little naughty because they were in the yard, so some of them could not successful in the activity	It seems that doing activities like this in the yard was not a good idea, because students are not used to that, then they get distracted easily and do not do the activity well.	It could be useful to allow students make some activities outside of the classroom in order to them to get use to.

4.2 Field note No 10 of October 21 2015

FIELD NOTE Nº 10		
SCHOOL: Prado Veraniego School – Branch B **TEACHER:** Verónica Cristancho	**DATE:** 21th October 2015 **ADVISER:** FANNY ABELLA	**HOUR:** 06:20-08:20 **GRADE:** 301

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
Watching a video about most beautiful places of Colombia	The class starts with a video about some of the most beautiful places of Colombia by regions. Students see it carefully with the guide of the teacher, who explains	Students were interesting in the subject; some of them recognized some of the places shown in the video because	Students wanted to participate to express their anecdotes, but some of them did not use the structures taught to answer. It is	Every knowledge must be set in the context of students in order to them

them that the video shows the diversity of places in Colombia. She also asks them if they know or have traveled to any of those places by asking "*¿ Which places have you visited?"* and students must answer "*I have visited to…"*

they went there. For that, when the teacher asked them about which of those places they had visited, several children answer by using the phrase "I have visited to", but others simply said the places.

necessary to reinforce their oral production in order to them to improve their fluency.

can symbolize it and apply it.

Then, students must search in Google Maps some of those places they saw in the video, in that way the teacher says for example "*Search for Nuqui*" and students write Nuqui in the search bar in order to find it in the virtual map of the application. Once children had searched for some places of Colombia, they are going to see another video but in this case about places of Cundinamarca and then they search for some of those places in Google earth.

T: now, please search in the application the National Park Amacayacu in the Amazonia region. (she writes it on the board for them to know how to write)
Ss: (writes on the search bar of the app the name of the place and find some pictures and information about it)
S1: Beautiful!
S2: Teacher mira…¡Qué hojas tan grandes!
T: Yes, they are so big!
S3: Mi papa trabajaba en Leticia, él visitó ese parque y dice que es muy
    bonito y que hay muchos animalitos allá.
T: Yes, off course!... Ok guys, now please search the Nuqui beach (she
    writes it ton the board)
Ss: (Search it on the app)
S4 Oh, una ballena
T: Yes, a whale; repeat everybody "whale"
Ss: (Say whale)
T: Where is Nuqui?
S5: In Colombia
T: Yes, sure, but in which department and region?
S6: In Chocó
S7: In the Caribbean region
T: No, it isn't the Caribbean region
S4: The Pacific region?
T: Yes, very good.
S8: El mar es blue

Students enjoyed very much the activity, because they like to use these technologies, and they like to see pictures about places they know and others they would like to know. Additionally, they tried to use the language to express their thoughts and sensations about what they were finding in the application.

All of students knew how to use the application because they are used to use these technologies, though they had not use this particular application. They were a little impressed about some of the places because they had never seen them; they discovered the beauty of diversity present in Colombia.

To keep using this technologies and taking advantage of them to foster students' learning.

T: Yes, the sea is blue

After exploring Cundinamarca, students will have to explore Bogota, with the guide of the training teacher who will ask them to search some places of the city they live.	Students searched places like Monserrate, Divercity, the park Simon Bolivar, some museums, also the neighborhood they live and their school. Then, the training teacher allowed them to search freely the places they wanted to. Some searched for some neighborhoods, for some others parks they used to go, restaurants and more.	Students participate actively because they liked to see known places in a virtual app where many people around the world can see it too. Most of them searched for places they already known, but they did not searched places they had never gone before.	This kind of activities get students interest because it is more autonomous as they use and explore the application by themselves. Moreover, activities with the use of computers and Internet get their motivation because they like to use these tools, especially to play at home.	To allow students to use these applications in an autonomous way to teach them that they can learn also with these tools, and that they have to use them with responsibility.
Homework activity: To draw the place that they liked the most when they were exploring in Google maps and the place they would like to visit of those they saw in the application; for that they will have to write *"The place I liked the most was…"* and *"T he place I would like to visit is…"*	With this exercise, they could remember what they saw and learnt in class.	This could serve also as motivation for children to visit other places in Colombia, different to those they are used to go with their families.	As many of the places seen in class are unknown for children, they could draw them by representing them with something they liked about those places, for example a beach, a river, a monument, tec.	It is important to show students how beautiful is their country and the diversity it has.

4.3 Field note No 21 of April 13 2016

FIELD NOTE Nº 21				
SCHOOL: Prado Veraniego School – Branch B **TEACHER:** Verónica Cristancho		**DATE:** 13th April 2016 **ADVISER:** FANNY ABELLA	**HOUR:** 09:20-11:30 **GRADE:** 401	
ACTIVITY	**TEXTUAL MARKER**	**ANALYSIS**	**INTERPRETATION**	**COMMENTS AND PROPOSAL**
Students' presentation about regions of Colombia	Each student made a presentation about a region of Colombia assigned by the training teacher previously. They could support their presentation with posters, pictures or even by wearing the typical costume of the region. They had to talk about the location of the region, its typical food,	The idea was that students talked about what they learnt during the classes about the regions' culture. Most of pupils tried to talk in English, by applying the vocabulary learnt in class and following the structures suggested by the teacher previously. However, some of them searched for extra information at home, but they did not translate it to English; thus, some of them talked mostly in Spanish. This is the transcription of a student's presentation:	The fact that some students used principally their mother tongue to make the presentation showed that they might do not feel too comfortable by using the target language for oral productions yet. For this reason, it is necessary to make more activities where students can reinforce their speaking skill to	Though the proposal is not focus on delving into each communicative skill or one in particular, because they are implicit in the learning of vocabulary; it would be necessary to reinforce them in future activities and implementations.

which of them they like and which they want to eat, also talk about the typical musical genres and instruments.	**S**: *De riyion is caribian riyion* (The region is Caribbean region) *It is in de nort of Colombia* (It is in the North of Colombia) *Typical food is sancocho de bocachico, mote de queso, almojábana, la carimañola, ej arepa and yuca bred rols* (Typical food is sancocho de bocachico, mote de queso, almojábana, carimañola, egg arepa and yucca bread rolls) *Ai laik carimañola, sancocho de bocachico and almojábana* (I like carimañola, sancocho de bocachico and almojábana) *Ai wul laik tu eat ej arepa, mote de queso y yuca bred rol* (I would like to eat egg arepa, mote de queso y yucca bread rolls) *Typical music: cumbia, mapalé, porro, vallenato* *Instruments: drams, maraca, aacordeón and bagpipes…*(Instruments: drums, maraca, accordion and bagpipes) **T**: *Is acordion and bagpaips, no acordeón and bagpipes* **S**: *Acordion and bagpaips…y ya!* **T**: *Ok, good, thank you so much, please have a seat.*	improve their fluency and their motivation to use the target language to express their ideas.

5. Lyrics of the Colombian song "Obesión" translated to English and performed in English day

What are your eyes expressing? Something strange I see in your sight,
when I look at your picture, a funny obsesion covers my heart.
Oh God since you're the maker of all the wonders that we enjoy,
why don't you listen to this my plea and help me out,
you made up doctors for all the pains we feel but,
could it be possible to have one, that helps me healing my broken heart...
I wish I could make the earth go by miles away
to become just a child and be burn once again,
and forget all my memories of you,
because I want to stop feeling blue,
I don,t want to keep thinking of you,
as If you were somehow part of me,

Barranquilla ciudad de cantores, de vallenatos y de acordeones,
ella adorna tus calles decile, that I wish him the best that,s in me,
tha this song is my last dedication,
and I,ll never fall in love again,
and please ask him why and with no reason, he forgot about me.
people around me comment, they say I used to be parrandera,
but since you,re not beside me, loneliness is my very best fellow,
take good care of my children because you know how much I adore them,
oh God please give me strenght enough to continue singing,
I wont forget october cause is your birthday, I swear I,ve got to find out the secret,
the one that helps me forget about you...I wish I could make the earth...

6. Last survey example

ENCUESTA SOBRE LA CLASE DE INGLÉS

NOMBRE Sharol Shirid Castro Davila   CURSO 401°

1) ¿Te gusta la clase de inglés? SI X   No_____
¿Por qué? es muy divertida me encanta por que la profe
trae videos nos da exposisiones nos trae muchas
Cosas me encanta la profe de Inglish

2) ¿Crees que has aprendido en la clase de inglés?   SI X   No_____
¿Qué has aprendido? he aprendido: mis partes de el Cuerpo, animales, puntos
Cardinales, Colores.

3) ¿Qué has aprendido sobre Colombia en esta clase?
he aprendido: las Comidas tipicas de Cada region, los instrumentos
las musicas, los riemos.

4) ¿Te gusta ser colombiano o colombiana? SI X   No_____
¿Por qué? por que Colombia es un país muy divertido es el
país más divertido de tos los paises aunque hace mucho
Calor pero con eso Cambiaia ya Confio en mi pais Colombia

5) ¿Qué similitudes y diferencias crees que hay entre los colombianos?
Similitudes todos pueden hablar español.

Diferencias la del Chocó Son distarente Color a los de providencia

¿Te gustaron los temas, actividades, juegos, canciones y videos que se manejaron en la clase de
inglés? SÍ X   No_____
¿Por qué? nos enseñaron los platos, las canciones y los
istrumentos.

Menciona qué fue lo que más te gustó de la clase inglés
la exposición fue muy divertida nos enseño a hablar
Ingles.

Menciona que fue lo que no te gustó de la clase de inglés
nada todo fue muy divertido.

7. Curricular plan

GRADE 301 302	CURRICULUM I.E.D PRADO VERANIEGO					
Date	**Topic**	**Achievement**	**Achievement indicator**	**Activity**	**Resources**	**Assessment**
WEEK 1 **19-08-15** **06:30-11:20**	Vocabulary review	I identify and use the vocabulary learnt	- Recognizes the vocabulary and subjects seen on the last semester - Participates actively of the activities applying what it was taught	- Listening and singing the song "The parts of the body" they learnt the last semester. - Competition in groups, where students had to say and write in English the word given by the training teacher according to the vocabulary studied the last semester; in order to make win points to his or her group.	-USB	- Participation - Listening and attention - Concentration remembering vocabulary learnt -Commitment with the group in order to win points for the group
WEEK 3 **02-09-15** **06:30-11:20**	Adjectives	I recognize the adjectives in English	- Identifies adjectives in English to describe people, animals and things.	- Listening and singing the song "The adjectives in English" - Verbal practice. Randomly students are chosen to pronounce a specific adjective. - Finding some adjectives in a soup of letters.	- USB player -Soup of letters	- Participation -Listening and attention.
WEEK 4 **09-09-15** **06:30-11:20**	Adjectives and opposites	I identify adjectives and their opposites.	- Identifies vocabulary of adjectives through different funny activities like a song, a crossword and making descriptions of some anime characters. - Describes some anime characters using some adjectives and previous knowledge. - Participates actively of the activities in the class	- Listening and practicing again the song of adjectives and opposites. -Playing the game "INI MINI MANI MOU.... STOP! (tingo, tingo, tango in Spanish) While the training teacher says these words, students pass each other a big die she gave them. When she says stop!, the student that stays with the die will choose a character from a bag that the training teacher has; then she or he will have to make a little description of that character of anime, using the vocabulary of adjectives and of clothing.	- USB player. - A bag with the pictures of some anime characters	-Participation -Concentration -Ini, mini, mani mou…Stop! Here they use their speaking skill in order to make descriptions.

WEEK 5 **16-09-15** **06:30-11:20**	The cardinal points and the regions of Colombia. Part 1	I recognize the cardinal points through a song, and associate them in a map of Colombia regions	- Recognizes the cardinal points. -Identify the natural regions of Colombia and their location according to the cardinal points.	- Listening and practicing the song "North, South, East and West" by the TV show Hi 5. Following the mimes to represent each cardinal point. - Making a general review of the natural regions of Colombia and some of their main departments. - Coloring in a Colombia map the regions by following instructions in English. - Identifying the location of the Colombian regions according to the cardinal points.	- USB player -Colombian map - Colors	- Listening carefully - Following the mime of cardinal points - Participation. -Following instructions in English
WEEK 6 **23-09-15** **06:30-11:20**	The cardinal points and the regions of Colombia. Part 2	I use the cardinal points to recognize the location of my country	- Recognizes the cardinal points. -Identify the natural regions of Colombia and their location according to the cardinal points. - Recognizes the location of the Colombian regions by using the cardinal points.	- They are going to sing again the song by Hi 5 "North, South, East and West" to practice it. - Locating each region of Colombia by using the cardinal points. - Making sentences of the location of some of the students inside the classroom, and of the some things around them. -Developing a crossword with the regions of Colombia.	- USB player -Colombian map - Crossword	- Listening carefully - Following the mime of cardinal points 'song. - Participation. -Following instructions in English -Oral production of short sentences. - Writing skill with the sentences production and the crossword.
WEEK 8				**RECESS WEEK**		
WEEK 9 **14-10 -15** **09:20-11:20**	Likes and dislikes	I identify the use of expressions "I like to and I don't like to" in order to express likes and dislikes	- Recognizes the expressions "I like and I don't like" - Produces short sentences using the expressions for expressing likes and dislikes	-Explanation of the expressions "I like to and I don't like to", to teach students how they can express their likes and dislikes. -Drawing in a sheet what I like to do and what I don't like to do, they divide the sheet and in one side they write and draw one activity they like to do, and on the other side one activity they don't like to do.	-The notebook -Colors	- Speaking and writing to make short sentences by saying what they like to do and what they do not like to do.

WEEK 10 **21-10-15** **06:30-11:20**	Recognizing Colombia, my department and my city through Google maps	I identify some touristic places of Colombia, also of Cundinamarca and exploring the city where I live.	-Recognizes diversity of places in Colombia and the department of Cundinamarca. - Explores through a virtual tool the city I live.	- Visiting through Google maps some touristic places of Colombia. -Identifying the department of Cundinamarca and some of its towns by using the virtual tool of "Google maps". - searching some places of Bogota like students neighborhood, the school, some malls and other places they would like to see their location through Google maps.	- Google maps virtual tool.	- Virtual tool. This assessment aims to concentration and as a guide for oral production.
WEEK 11 **28-10-15** **06:30-11:20**	Colombian song "the four parties" by Diomédez Díaz	I sing a Colombian song in English	-Identifies the song in Spanish to interpret it better in English - Recognizes some vocabulary in English in the song - Sings the song together	- Singing the song "The four parties" (las 4 fiestas) by Diomédez Díaz traduced by an English teacher from Cartagena. They read first each verse and its pronunciation with the guide of the training teacher. - Identifying known vocabulary in English in the song.	- Lyrics of the song - USB player	- Listening skill with the song -Participation -Recognizing vocabulary
WEEK 12 **04-11-15** **06:30-11:20**	Colombian song "Obsession" by Las Estrellas Vallenatas	I sing a Colombian song in English for the English day	-Identifies the song in Spanish to interpret it better in English - Recognizes some vocabulary in English in the song - Sings the song together	- Singing the song "Obsession" by Las Estrellas Vallenatas traduced by an English teacher from Cartagena. They read first each verse and its pronunciation with the guide of the training teacher. - Identifying known vocabulary in English in the song.	- Lyrics of the song - USB player	- Listening skill with the song -Participation -Recognizing vocabulary
WEEK 14 **10-11-15** **06:30-08:40**	English day	I sing the Colombian vallenato "Obsesión" in English	-Identifies the song in Spanish to interpret it better in English - Recognizes some vocabulary in English in the song - Sings the song in group to present it to the rest of the school	- Singing the Colombian song "Obsession" by performing it in the English day presentation to the rest of the Primary school. - Some of 301 and 302 were chosen by flag ceremony for their good participation in English classes.	-Song - Sombreros vueltiaos	- Listening skill with the song - Vocabulary learning

WEEK 16 17-02-16 06:30-11:20	The food	I learn and practice some vocabulary about food	-Recognizes vocabulary about food like fruits. - Identifies the food you like to eat - Participates actively of the activity by listening and singing a song about the fruits.	- Singing the song about fruits "The fruits finger family", by following also the mime with the fingers. - Practicing vocabulary about common food by saying which food you the most. - Developing a soup of letters about fruits. - Recognizing food through flash cards with pictures about some common food. Students must pick the correct picture according to what the teacher demands.	- Photocopies with vocabulary - Colors - Flash cards with pictures	- Practicing the song "The fruits finger family" - Answer the question "Which food do you like?
WEEK 17 24-02-16 06:30-11:20	Typical food of Pacific, Caribbean and Insular regions	I recognize the typical food of Pacific, Caribbean and Insular regions	- Identifies the typical dishes of the mentioned regions. - Participates actively and respectfully with his/her teacher and classmates.	- Presentation trough slides about some representative typical foods of the Pacific, Caribbean and Insular regions. - Playing the game "Focus on" (concéntrese), in which students must join the picture of some typical food of Pacific, Caribbean and Insular regions with their meaning or name. This would be a competition between the three files of the classroom. - Developing a worksheet. First, they have to match the typical dish with the correspondent region (Pacific or Caribbean) Then; they have to write some short sentences saying which of those dishes they have eaten and which of them they would like to eat.	- Slide presentation about typical food of the chosen regions - "Focus on" game - Worksheet	- Concentration in "Focus on" game. -Participation -Acquisition of vocabulary
WEEK 18 02-03-16 06:30-11:20	Typical food of Orinoquia and Amazonia regions	I recognize the typical food of Orinoquia and Amazonia regions	- Identifies the typical dishes of the mentioned regions. - Participates actively and respectfully with his/her teacher and classmates.	- Presentation of typical dishes of Orinoquia and Amazon regions through slides and cards with pictures. - Drawing the sketch of the maps of the Orinoquia and Amazonia region with the names of their typical food beside. - Developing a soup of letters finding the typical food seen in class about these two regions. -Writing which of the mentioned dishes you have eaten and which you would like to eat.	- Slides and cards with pictures of typical food of Orinoquia and Amazonia regions - Photocopy with the soup of letters.	- Acquisition of vocabulary - Writing skill with the worksheet

WEEK 20 and 21 16 to 30-03-16 06:30-11:20	Colombian musical genres and instruments	I identify some of the Colombian musical genres and their instruments.	-Identifies typical music of Colombia and the region that represent each musical genre - Learns vocabulary about some musical instruments of Colombia -Participates actively of the proposed activities.	-Putting a video about some typical Colombian music as a currulao, a cumbia, joropo, bambuco, etc. Then, the teacher will explain which the typical musical genres of each region are and their main instruments. - Playing the game "Ini, mini, mou" (Tingo tingo, tango), in which the chosen students will have to answer some questions about the Colombian typical music and its instruments. -Developing a game by matching the names of the musical genres with the region they belong to, and finding the name of some musical instruments in a soup of letters.	- Tv , video beam or computer -CD or USB player -Flashcards - Photocopy with the worksheet	-Listening skills -Learning vocabulary -Participation and attention during the activity
WEEK 8	**HOLLY WEEK**					
WEEK 22 and 23 06 to 13-04-16 06:30-11:20	Students' presentation about Colombian regions	I recognize the cultural information about my country, in order to present a determined region by using the vocabulary and structures learnt.	- Identifies location of Colombian regions. - Recognizes typical food of Colombia. - Distinguishes the musical genres and instruments of each region. - Participates actively and respectfully with his/her teacher and classmates.	- Presenting to my classmates and teacher a assigned region, by mentioning the cultural information learnt about it during previous classes. -Using posters, pictures, flash cards or even typical costumes to support the presentation -Respecting and listening to others' presentations.	- Posters -Flash cards -Pictures -Typical costumes	-Vocabulary about cardinal points, food, musical genres, instruments. - Oral production - Creativity to support the presentation - Concentration. -Respect
WEEK 24 20-04-16 06:30-11:20	Andean residents' clothing	I identify the common clothing we use in the Andean region according to the weather.	-Identifies common clothing of residents of Andean region. -Learns and uses vocabulary about the weather. -Describes people according to their clothes.	- Introducing the topic of weather with a song. -Practicing the vocabulary of weather with a short workshop. - Showing some pictures of common people who lives in the Andean region, in order to students to identify their clothes. Then, they have to make short sentences describing their clothes according to the weather of some parts of the Andean region.	-Song - Workshop - Pictures of common clothing of Andean residents	- Listening skill with the song - Comparing people's clothes - Applying vocabulary

8. Consent form

FORMATO DE CONSENTIMIENTO

Yo, Yanith Verónica Cristancho Segura, le estoy invitando a permitir que su hijo(a) pueda participar en mi proyecto de investigación **FOMENTAR EL APRENDIZAJE DE VOCABULARIO EN INGLÉS EN UN CONTEXTO CULTURAL APOYADO EN TICS** Este proyecto es parte de mi estudio de pregrado en Licenciatura en español y lenguas extranjeras de la Universidad Pedagógica Nacional. Por favor lea este formato cuidadosamente antes de decidir si acepta o no. Si tienen alguna pregunta, sugerencia o reclamo por favor no dude en contactarme; mi número de contacto es 315-3592909 y mi correo electrónico es yanive_90@hotmail.com

Propósito de la investigación

Proponer un proyecto pedagógico donde se fomente el aprendizaje de vocabulario de inglés por parte de los estudiantes, creando un ambiente escolar donde los contenidos se contextualicen con el entorno cultural de los(as) estudiantes y donde se usen las Tics como material auténtico y de apoyo en el proceso de aprendizaje. Además, se quiere fomentar un acercamiento de los estudiantes al desarrollo de la competencia intercultural, que mejore su interacción con otros al entender la diversidad presente su alrededor.

Actividades a realizar

Si acepta, su hijo(a) podrá participar en diferentes actividades que posibilitarán el correcto desarrollo de este estudio. Por ejemplo, su hijo será invitado a llenar cuestionarios, guías, participar en entrevistas, juegos y demás, todo encaminado a arrojar resultados que se puedan analizar para poder cumplir con los objetivos de mi investigación. Cabe aclarar que dichos resultados serán usados exclusivamente para propósitos académicos.

Riesgos de su participación

No hay riesgo alguno en tomar parte de este proyecto de investigación. La participación es totalmente voluntaria y su decisión no afectará de ninguna forma los resultados académicos de su hijo(a), ni habrá beneficios materiales en caso de aceptar.

Garantía de confidencialidad

Toda la información que se obtenga en esta investigación será confidencial. Los datos de los participantes no serán divulgados, únicamente se tendrá en cuenta la información que se dé que esté relacionada con el proyecto. Los datos que se adquieran serán de uso únicamente académico.

Consentimiento

Después de haber leído cuidadosamente la anterior información, doy mi consentimiento para que mi hijo(a) participe en este proyecto de investigación.

Nombre del estudiante _Tatiana Cardoso Perdomo_

Firma del acudiente _____