

Informative Texts with Cultural Content: A Tool for Situated Vocabulary Learning

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A research study presented as a requirement to obtain the Bachelor's degree in Spanish and English

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### **Abstract**

This qualitative action research was aimed to find and to describe what could be students' responses to the use of a set of whole language approach activities based on informative texts with cultural content and what could be the role of informative texts with cultural content to learn situated vocabulary. This investigation was developed on 2019 at Liceo Femenino Mercedes Nariño with 33 5th graders. Through interviews, questionnaires, audio recordings and artifacts data was collected in order to evidence how students could know and apply reading comprehension strategies; such as the use of paper dictionary, of online translator and multimodal texts. The aforementioned, lead students to approach and to learn situated vocabulary in EFL on their own helping them to developed principles of autonomy in their reading and learning processes. Also, data demonstrated that reading informative texts with cultural content had a sensitization role that approached students to their own and to others' emotions through the exploration of other cultures developing an intercultural competence at the same time.

**Key words:** informative texts, whole language approach, situated vocabulary, intercultural competence.

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## CHAPTER I

### Context

This action-research project was held in school I.E.D. LICEO FEMENINO MERCEDES NARIÑO which was founded on October the 5th 1916 under the name of "Sindicato de la aguja, artes y oficios" and it used to be located in the center of the city. Later, during 1941, it changed its name to "Escuela superior de artes y oficios para señoritas" as well as its location to the place where it is currently situated in San José neighborhood. The inception names under which this institution was known were related to the work of "ladies" as women housewives. Subsequently, in 2002, it assumes the name of "Institución Educativa Distrital Liceo Femenino Mercedes Nariño" in homage to the Nariño family, who for a long time accompanied and supported the institution. This institution is located at 18<sup>th</sup> Rafael Uribe Uribe locality, at Av. Caracas No. 23-24 Sur, San José neighborhood and it limits to the west with the Caracas Avenue. Besides, the school surrounding areas include some commercial businesses, residential areas, the mayor of the Rafael Uribe Uribe locality and next to these facilities, it is also the 1st of May avenue.

On the other hand, in terms of infrastructure, the school has large spaces, green areas and it has a zone for elementary students and another one for high school students. As for the classrooms, they have a fairly traditional layout with chairs that go in separate rows and a table in the front part of the room where teachers have a privileged view, being also the main actors during the classes. This organizational mold, breaks down with the English laboratory distribution; this room has tables composed of seven chairs (not one) thus, there is almost no individual, but teamwork which favors collaborative learning. It also has important technological devices such as: an "intelligent board" that allows projecting images, videos, and power point presentations from a computer manipulated by the teacher, but that also can be

managed by students as well, and 45 tablets with internet access that girls can manipulate and use under teacher's supervision.

Lastly, the school's shifts include morning, afternoon and evening being the calendar A and the group that the project was implemented with, 506 graders, belongs to the afternoon shift. They are 33 students whose ages range from 9 to 11 years old. Now, within the institutional educational project framework, at Liceo Femenino school the sense of belonging to the institution and the commitment that girls have with their society to transform it through reflection and autonomy in their daily actions, is something that stands out. The philosophy of this school is based on training empowered women with values such as respect, honesty, identity, solidarity and autonomy, thanks to which they are expected to positively influence their environment, their culture, and the society from the scientific and technological education. The abovementioned is related to the mission of the school that seeks, above all, to have happy young ladies who are able to integrate those fulfillment feelings into their society and the contexts that surround them through institutional values. For the future, by year 2021, Mercedes Nariño Liceo Femenino school, aims to be recognized for the excellence of its students, not only in an affective and personal level; but also as young girls with extensive NTIC knowledge (New Technologies of Information and Communication) and proficient foreign languages management; English and French.

### **Participants**

This project was implemented with 33-506 graders, all of them girls between 9 and 11 years old with social strata between 1 and 3. The diagnostic held at the very beginning of this investigation, revealed that in terms of their socio-affective environment, most of the students mentioned that they received help from their relatives while doing their homework and only some of them affirmed that they did not fulfill their English homework because they did not receive any help at home. Academically, the majority of girls could recognize what adjectives, pronouns and possessives are and they also could answer satisfactorily to greetings, routines and

instructions in English. Hence, regarding to their listening skills, most of them, responded positively to every instruction given by the teacher in English, understanding most of the instructions throughout the whole class and they seemed to enjoy videos and songs to complement the topics seen in their EFL classes.

On the other hand, most likely, girls tended to have some difficulties when associating the words' sound and their spelling, still they were already developing writing processes to describe, using some pre-fabricated phrases established previously by their teacher. Additionally, in terms of speaking, girls most of time, were speaking in Spanish during their EFL classes and they also stated that speaking, was the most difficult for them in their English classes because they did not know much words in English. Thereby, it could be observed that they were not speaking in English during their EFL classes due to lack of vocabulary. Lastly, according to reading, the diagnosis stage on this research, showed that text reading exercises were null since students only read isolated words of vocabulary that had to do with certain topic addressed in class.

Accordingly, students were not being exposed to any printed material in any of their classes.

Finally, in regards to students' social interaction within the classroom, it is worth mentioning that due to the organization of the English laboratory; tables composed by seven chairs, almost all of the activities could be developed in groups leaving very little space for individual work. As a result, girls tended to be very collaborative among them which had a great impact on learning because girls who did not understand very well the instructions or explanations in English, could follow their classmates and develop the tasks in group. Still, it had advantages and disadvantages because clearly, on one hand, girls were able to help each other to finish the assignments, but on the other hand, girls who did not understand could be just imitating their classmates being "dragged" by them without understating and remaining with certain gaps.

### **Problem statement**

According to the diagnosis made to start with this research project in which field notes, a teacher's interview, artifacts, audio recordings and a survey were applied, data collected

revealed that students presented difficulties related to their writing, reading, listening and speaking skills during EFL classes which seemed to be related to lack of vocabulary as they mentioned. Thus, students did not have a lexical repertoire that allowed them to participate more actively in their EFL classes as it was supported with results obtained through the data collection instruments.

In addition, the diagnosis also showed that most of students did not like reading in English and, as they mentioned, it might be due to the fact that they could not understand what they were reading since they did not know enough words in English. Besides the students were not being exposed to any contextualized reading material with relevant content about the culture they are immersed in, so they rarely read texts during the English classes. As a result, it was possible to state that the main problematic students were facing when it came to learn English was that there was no exposure to reading activities about suitable cultural content which could probably lead them to acquire more vocabulary in order to improve their performance during their EFL classes and to access topics about their, and other cultural environments, to enrich their perspective of the world as they can learn a new language too

Consequently, the little approach girls had to reading during their EFL classes, might not have contributed to their EFL vocabulary learning which is crucial in order to perform well in a foreign language. Hence, since EFL learning should be a holistic process, being language seen as a whole and not as a set of isolated categories or as stated by Goodman (1989), when learning a language “Reading, writing, speaking, and listening are not isolated for instruction but rather are integrated” (p. 5).

Furthermore, in accordance with the *Basic Standards of Learning in Foreign Languages* (English), in terms of reading, fifth graders should be able to use the dictionary as a support to deal with short texts to understand and identify unknown vocabulary, which will lead them to comprehend the whole text and therefore, to improve their EFL skills as well. Besides, in terms



of content, students should be approaching texts that can help them to broaden the vision regarding important cultural practices of their environment as it is suggested in the following

“...I use the dictionary as a support to comprehend texts; I identify cultural elements such as names and places, in simple texts; I read and understand authentic and simple texts about concrete events associated with cultural traditions that I know (birthdays, Christmas, etc.); I recognize, in a short narrative text, aspects such as what, who, when and where and I participate in unknown word search games” (p.20).

Thereupon, according to the abovementioned, the main problematic found was that 506 graders were not being exposed to printed material with relevant cultural content to read during their EFL classes.

### **Rationale of study**

Reading is essential to human beings. Through reading, it is possible first, to tie in closely with words making them allies to have effective communication processes that will lead individuals to the fulfillment of their goals in life. Secondly, it allows beings to travel in time and space from anywhere using letters as a vehicle in order to have access to other cultures. Now, reading in a classroom could also imply social interactions between students which can help them to strengthen bonds, to develop self-confidence and to improve communicative skills. On the other hand, reading in English, may help EFL learners to approach this language which is fundamental nowadays to meet the demands of a globalized world, and to have access to other cultures while enriching their own as well.

"The limits of my language mean the limits of my world" (p.5). This statement made by Wittgenstein (1921), an Austrian linguistic philosopher leads us to think that, since we are only able to give meaning to the world through language, if our language is poor, our view of the world will also be poor. Studies made by Krashen (1989) have shown that individuals who are exposed to printed material from the earliest stages of their life have a lexical richness

much wider than the one for people who do not read. Accordingly, reading exercises should lead to vocabulary learning which could improve learners' English skills because; if students are vocabulary knowledgeable, they can understand a little bit more what they read, therefore they might be able to express themselves during the classes (orally and in writing) understanding better what they hear.

Now, by reading, students could be also learning little by little some situated vocabulary, and that can help them to understand better a text and therefore to enjoy the reading process. Moreover, it has been recognized the important role of vocabulary when learning.

On the other hand, according to Goodman. (1988). since "reading is also matching words to sounds" (p.11), by reading, students have the possibility to read larger semantic units rather than focusing on graphic cues only; Secondly, they gain social interaction among them and in third place, they can go beyond just identifying written symbols to construct meanings from the words they see, and finally young learners have an additional advantage and is that, according to McCormick. (1997). reading to learn vocabulary and language skills results more effective with young learners, who are in their first learning stages of reading, because it is undeniable that during adulthood and adolescence there is a falloff since those are ages with the highest amount of social, economic and emotional occupations.

To conclude, students could have an approach to reading exercises based on informative texts with situated, simple vocabulary and relevant information about other cultural environments and their own in order to identify some important practices related to birthdays, baby showers and burials which can lead them to expand their world perspective, their sensitivity regarding taboo topics such as death and their knowledge regarding how life is celebrated. Lastly, activities will be designed under the whole language approach principles, because this approach favors the use of rich and relevant materials with accurate content such as, in this case, nonfiction or informative texts. This type of text was selected since it promotes learning across the curriculum, it is more literal and it is lack of rhetorical figures being therefore, easier to read. Moreover, there

is also evidence that through this type of texts, children are able to learn situated vocabulary to gain comprehension skills. Duke & Kays. (1998). as cited by Wixon. (2009).

### **Research Questions**

1. What is the role of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary in a 5<sup>th</sup> grade EFL classroom?
2. What are 5<sup>th</sup> graders' responses to the use of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary?

### **Research Objectives**

1. To identify the role of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary in a 5<sup>th</sup> grade EFL classroom.
2. To describe 5<sup>th</sup> graders' responses to the use of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary.

## **Chapter II**

### **Theoretical Framework and State of the Art**

This chapter presents the revision of some studies that are related to the objectives of this research project and generated relevant contributions for the studies of vocabulary learning in EFL through reading and the implementation of the whole language approach. Also, the theoretical constructs that supported this research project are defined and characterized to help readers to understand the nature of this project. These constructs are: *Situated vocabulary learning, reading in EFL, informative texts with cultural content and whole language approach.*

## State of the Art

The following section presents a review of the research background related to the use of reading under the whole language approach principles to learn vocabulary by EFL learners.

To begin with, Luis Fernando Gómez Rodríguez (2013). from the Universidad Pedagógica Nacional de Colombia, carried out a research project titled: *Enhancing intercultural competence through U.S. multicultural literature in the EFL classroom* This study was developed with an advance English language group they were seventh semester female and male between 18 and 22 years old belonging to the Anglophone literature course from a public university in Bogotá (Colombia). The main objective of this research was to build an intercultural consciousness by using multicultural literary texts as a means to develop an intercultural communicative competence integrating language and literature. This research concluded that reading results motivating to help EFL learners to develop an intercultural competence encouraging them to read, to discuss and to interpret texts in a foreign language. This research supports the thesis defended in this document in which reading is seen as a helpful tool to enrich cultural perspectives and to generate early reading habits in which students, beyond learning a foreign language, can also know and discuss interesting cultural practices.

A second study entitled; *The Effects of Reading Skills on the Development of Language Proficiency: Case of 1st Year EFL Students* was examined too. It was purposed by Madani, H. (2016). from University of Tlemcen- Chetouane, Argelia. This work attempts to clarify how reading can be used to improve the language skills including vocabulary learning, writing, speaking, listening, and grammar. The study revealed that by reading, learners are being provided a continuous language exposure that allows them to develop writing abilities, widens vocabulary knowledge, enhancing of their speaking abilities; activating also students “deductive learning” and understanding of grammatical rules in different contexts. Moreover, learners can develop a sense of responsibility and commitment with their learning processes. Hence, this study results relevant for this research in terms of the role that reading in EFL classes has in

order to expand learners' knowledge of vocabulary and to develop a sense of autonomy and consciousness to lead their own EFL learning process.

Another related research corresponds to Altalhab, S. (2016). From King Saud University in Riyadh, Saudi Arabia. This research work entitled *Teaching and Learning Vocabulary through Reading as a Social Practice in Saudi Universities* was aimed to describe the implications of reading prescribed textbooks in an EFL classroom. For this study, the participants were 150 Saudi male, undergraduate first-year students between 18-20 years old whose first language was Arabic. This research explored the different vocabulary teaching and learning techniques that students and teachers had in order to achieve English language proficiency

The study revealed that when teaching and learning vocabulary in EFL classrooms, reading is a very useful tool that besides contributing to wide words' learning, promotes autonomy, motivation and pleasure helping learners to develop their own strategies in order to comprehend a text which leads them to lead their own EFL learning process. This study supports what this investigation stands for since it provided an overview of the positive impact that reading has on vocabulary learning regardless the language.

An additional study, developed by Cristancho, Y. (2016). From Universidad Pedagógica Nacional Bogotá (Colombia) entitled *Fostering Vocabulary Learning Through a Cultural Context and ICTS Resources in an EFL Classroom* was implemented with a group of third graders at Prado Veraniego School located in Bogotá. This work focused on providing a contextualized cultural environment in order to promote vocabulary learning through the use of ICTs (Information and Communication Technologies). This study revealed that by integrating students' own cultural practices when learning languages into "meaningful and communicative tasks and activities" (P. 70), students can find EFL functionality and applicability to their real life, therefore, the cultural content is a motivating factor since students can use the information learned in situations close to their reality. The

findings showed in the aforementioned study, support this investigation project in terms of the importance that giving students a specific context has in order to make easier for them vocabulary learning as well as the idea of addressing cultural matters related to their environment in EFL classrooms in order to motivate them to appropriate concepts and new word to use them I real life situations.

One more research work was taken into account for this literary review. It was elaborated by Castaño, J. (2016). From the Universidad Pedagógica Nacional, Bogotá (Colombia) under the title: *Literacy Rich Environments: A Tool to Foster Reading Comprehension in EFL*. This study was aimed to evidence the relevancy of a specific literacy rich environment using the whole language instruction, in order to improve reading comprehension. The participants included 34 first graders; boys and girls between the ages of 6 and 8 years who were exposed to picture books and guided activities to foster comprehension of EFL texts. This research showed how materials and activities must student-centered and designed according to the learners' needs, likes and environments to generate positive results. The relevance of the aforementioned study to this research project mainly stands on the use of the whole language instruction to generate suitable learning environments when approaching reading processes.

## **Theoretical Framework**

### **Reading in EFL**

Ricoeur. (2001). claims that reading involves articulating new discourses to those already established in the text; meaning that must be there always a reflective process after reading, in order to enrich the author's ideas with the own fund of experience. Accordingly, reading is not only about a passive-receptive individual gathering information from a page word by word

Grabe. (1991). It is instead, according to Goodman (2005). an individual who is "engaged in comprehending" (p.13). Therefore, for an EFL reader it is very important to receive accurate reading strategies and guidance throughout the reading process in order to achieve

comprehension goals. According to Snow (2002), reading activity should involve tasks or "some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context"(p.16). The aforementioned, has to do with the fact that the reading processes must be monitored and guided, that is why in this research project the investigator designed pre-reading, while-reading and post-reading activities to verify the progress of participants as far as their level of comprehension is concerned.

Additionally, by getting closely tight to guided and monitored reading processes, learners could be benefited by approaching to language as a whole because as affirmed by Dechant (1991), it allows Word identification or encoding (...) involving three basic processes: visual discrimination and identification of the symbols; visual memory for the symbols; and, generally recoding, pronunciation of the symbols, or association of sound with the symbols" (p.7). Finally, for this research project, it was fundamental to select whole and meaningful printed materials that are pertinent in terms of the learners' language level and interest Santrock (2001). Accordingly, *informative texts* with cultural content were included and here, the culture gave the context to learn situated vocabulary, allowing also to awaken interest in girls for reading, since cultural topics are close to their immediate reality.

### **Informative texts with cultural content**

Informative texts are defined as texts that aim to transmit information about social or cultural topics with some specific structural characteristics such as timeless verbs, technical vocabulary, repetition of nouns aided by graphic elements Duke (2003). Therefore, in this research project for EFL readers that have had almost no interaction with reading material, those features, are more than accurate because they make easier the first approach to reading materials and establish bases to train readers for pleasure. According to the aforementioned, one of the main purposes of this study is to lead students to learn situated vocabulary, these type of texts are very useful to gain vocabulary and comprehension skills such as illustrated in: Pellegrini; Perlmuter; Galda & Brody, Slater, Graves and Wixon, (1990). Thus, according to the aforementioned, informative

texts with cultural content, will be understood in this research project as texts that can foster interculturality due to their cross-cultural content; and texts with a very simple structure, full of repetitive nouns, timeless verbs and designed based on real content about the context of celebrations related to life and death from the participant's culture and other cultures.

In addition, having elucidated the concept of informative texts with cultural content it is necessary to understand the concepts of culture and interculturality. To start, the *culture* in this research project was seen as a dynamic and complex interactional phenomenon defined by Spencer-Oatey (2008) as:

A fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures, and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior. (p.9)

Consequently, this definition takes into account that a number of individuals have certain practices that are common among them, sharing also, a set of beliefs. In this historical moment, due to globalization, technology and EFL learning, there is a redimension of culture that depends directly on each individual in some cases. That is why culture, as Eagleton (2000) suggested, is personal and social because culture implies the fact of an individual cultivating himself on a personal level but nobody can do that isolated. Thereby, culture is the product of the relationships between the individual and his/her society, but also depends on a reflexive relationship of the individual with him/herself.

In this way, it can be stated that culture and language are interrelated because according to Morillas (2001) cited by Trujillo (2002) "Humans communicate linguistically in a cultural environment that constrains the form and nature of communication. Culture constrains both, what is acquired and how it is acquired. Successively, communicative processes shape the culture that is transmitted from generation to generation" (p. 295) or in other words, culture



shapes the language and, reciprocally, language also shapes the culture of specific communities. This means that there is a relationship of reciprocity between language and culture and one is inherent in the other. Also, in this research project culture was not framed within a static definition rather as defined by Trujillo (2002), it was seen as “a dynamic entity in a continuous process of transmission-modification” (p.107). This, because participants were able to build their own cultural constructions through the approach to a new culture implicit in a FL based on the informative texts that were provided to them.

On the other hand, *interculturality* involves the comprehension and understanding of individuals from different backgrounds when they meet another culture. Therefore, according to Byram, Nichols & Stevens (2009). it results from a mediation and negotiation of different perspectives about the world between individuals through interaction; understanding and being aware that there are other practices equally correct and natural apart from their own. Consequently, this research project is based on a set of activities before, after and while reading short informative texts about Colombian and other countries' culture looking to foster an intercultural competence in participants.

Subsequently, according to Corbett (2003) “an intercultural approach trains learners to be *diplomats*, able to view different cultures from a perspective of informed understanding”

(p.2). Thus, it is related to a negotiation process from the learner, between his own culture and other target communities. Thus, the intercultural approach's main objective is to shape an *intercultural speaker*<sup>1</sup>, the latter understood by Byram, Nichols, & Stevens, (2009) as "someone who has the ability to interact with 'others', to accept other perspectives and perceptions of the world, to mediate between different perspectives, to be conscious of their evaluations of difference" (p. 5). Hence, in this document, the intercultural approach implies knowledge, not only about the language that is being learnt but also about the context of that language Bachman,

L. (1990). Being its main goal, not to develop a *native speaker competence*<sup>1</sup> but rather to develop an *intercultural communicative competence* as well which involves a rapprochement to the culture in which the language that is being learned is produced.

The abovementioned approach seeks to develop in individuals an Intercultural Communicative Competence (ICC) which is understood not only as an ensemble of knowledge but also as a set of, skills attitudes and values Byram, Nichols & Stevens (2009) or *Savoirs*<sup>2</sup>. These components involve the individuals to achieve open-minded attitudes that allow them to interpret (comprehend), criticize and understand other's values, beliefs and behaviors in addition to their own, as valid and correct as well. ICC implies learner carry out conscious mediations and negotiations between his own culture and the target language community, through reflection and critical analysis of the information he receives, as it is suggested by Corbett (2003).

### **Whole language approach**

The definition of approach involves the set of beliefs and worldview, that influence the perspective about language and language teaching from an individual. The whole language approach conceives language as a whole, meaning that reading should not be based on connecting and identifying symbols and sounds only and, as stated by Dixon & Tuladhar (1996) "Learning to read must also be connected to life experience, meaningful activities and the learner's goals through discussion, speaking, listening, and writing" (P.10). Moreover, this research project proposed activities in which participants had the opportunity to express their emotions, feelings and thoughts about activities, topics and readings related to two important matters for every single human being; life and death.

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<sup>2</sup>

<sup>1</sup> Byram, M., Nichols, A & Stevens, D. (2009) *Ccomponents that have to do with knowledge and skills of individuals to mediate between different cultures see; Developing Intercultural Competence in Practice. Part, intermediate; Teaching Intercultural Communicative Competence Through Literature*

<sup>2</sup> Byram, M., Nichols, A & Stevens, D. (2009). *Use this term to avoid biasing their approaches only to linguistic competence or intercultural competence.*

<sup>3</sup>Corbett, J. (2003). *An Intercultural Approach to English Language Teaching*. Multilingual Matters, UK. (p.2)

Subsequently, readings and activities implemented on this research project, were designed under the whole language approach principles delimited by Richards & Rodgers (2001) as material that is

“focused on real and natural events rather than on specially written stories that do not relate to the students’ experience. Reading for the sake of comprehension and for a real purpose... Writing for a real audience and not simply to practice writing skills; Integration of reading, writing and other skills... Student-centered learning: students have choice over what they read and write, giving them power and understanding of their world; Reading and writing in partnership with other learner and Encouragement of risk taking and exploration and the acceptance of errors as signs of learning rather than of failure” (p. 110).

Lastly, the whole language approach stresses that EFL learning should be integrated with other subjects and topics like biology, science or culture among others. Santrock (2001). Thus, this research project worked on situated vocabulary learning through reading activities, as a holistic process, that could benefit learners by being interconnected with other skills and topics. Participants could read informative texts with cultural content, then write using new situated vocabulary or about what they found interesting, and finally they discussed it using very simple vocabulary presented on the text.

### **Situated vocabulary learning.**

Vocabulary is defined by Hornby & Cowie (1985) as the entire list of words in a language with their meaning. Basically, it means that words constitute a language, hence its importance when learning a foreign language. Also, Zimmerman cited in Coady & Huckin (1998) refers to vocabulary as central and of critical importance when learning a language.

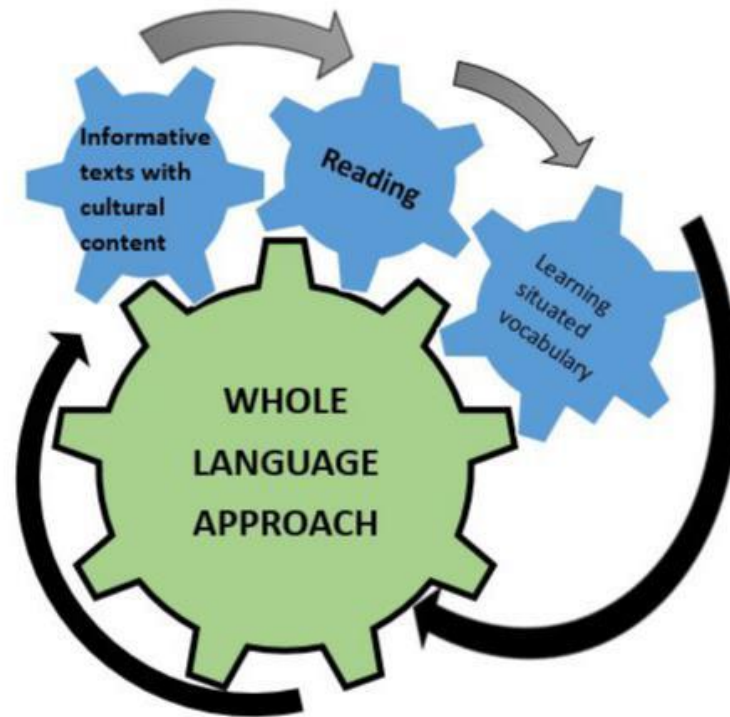
According to the abovementioned, to this research project, knowing a wide range of vocabulary or at least the knowledge of frequently used words, either in a language or in a text,

is fundamental to reach comprehension and comprehension leads to successful EFL learning processes.

Having defined the meaning of vocabulary, it is important to define then the meaning of situated vocabulary. Accordingly, Aebersold & Field, (1997) addressed the terms of “topic-specific or content specific vocabulary” (p.139) to the words that appear frequently in a particular text or within determined learning situation or context; those words will be understood in this research project as situated vocabulary. Thus, the importance to this research project of situated vocabulary lies in the fact that, depending on the text or the topic participants read, situated words were presented before the reading exercise and reinforced after the texts’ reading through a set of activities so that they could recognized and appropriate them better when encountering them on the text.

Lastly, regarding to situated vocabulary learning, the best way to guide it is by giving learners the topic first in the form of the context with the vocabulary implicit, in this case with the informative texts with cultural content about life and death celebrations, because according to Aebersold & Field, (1997), that creates the need to learn the words that will be presented and also, “by previewing the topic, teachers create the concept (or meaning) of the word even if the students do not have the word in their L2/FL vocabulary” (p. 140).

Finally, in order to guide situated vocabulary learning, students can also be trained in strategies such as guessing from context, deliberate learning using word cards, mnemotecnic tricks and using dictionaries Nation (2011). Furthermore, it results convenient to use multimodal texts; that according to Haquin, (2011) has to do with the variety of semiotic resources, besides written texts, used to create meaning that converge in the same communicative event such as videos or images that can represent words as well to help learners to appropriate concepts. To conclude, the main gain of using training strategies is that eventually students will be able to use them without teacher’s help developing autonomy principles.



*Figure 1. Representation of constructs', their sequence and relation.*

## Chapter III

### Research Design

The aim of this chapter is to present relevant aspects of the research design such as the research paradigm, type of research that were used for the development of this research project. Likewise, the data collection instruments through which the information was gathered and the data collection procedures are described.

#### Research Paradigm

According to Denzin and Lincoln (2000) qualitative research is a situated activity, it means that it implies a specific context in which is located an observer that "study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (p.3.) Thus, through qualitative research, the knowledge that is produced is subjective because it has to do with an individual-centered interpretation based on an observer.

Thus, this research study fits into the qualitative paradigm because it was placed within a specific context; the Liceo Femenino Mercedes Nariño school observing its students in their natural (educational) environment to collect data susceptible of being interpreted and analyzed. Finally, qualitative research allows collecting and analyzing data from the first moment of interaction with the population and throughout the study being more flexible and avoiding generalizations at the end in the final resolutions due to its multi-paradigmatic nature.

### **Type of Research**

This project followed the principles of action research. Action research in education is a type of systematic inquiry conducted by a teacher but in which different organisms within the institution participate. Therefore, the most important characteristic of action research is that it is aimed to improve teachers and teaching, with students benefiting most.

Accordingly, this type of research was selected for this study because, as Stringer (2014) states, “action research provides a practical and flexible set of procedures that are systematic, cyclical, solutions oriented, and participatory, providing the means to devise sustainable improvements in practice that enhance the lives and well-being of all participants” (p.5.). Thus, being solutions-oriented, action research favors the practice over the theory as it is explained by Elliott (1992) “The fundamental aim of action research is to improve practice rather than to produce knowledge” (p.49). Hence, this inquiry followed the basic steps of the action research that according to Gay, Mills, & Airasian (2000). are: “identifying an area of focus, data collection, data analysis and interpretation, and action planning. This four-step process has been termed the “dialectic action research spiral” (p.512).

### **Data collection Instruments and procedures.**

In order to provide reliable information for the development of this inquiry four data collection instruments were used: interviews, audio recordings, field notes and artifacts. Also, data

triangulation was carried out in order to organize and categorize the collected information. Triangulation, according to Gay, Mills, & Airasian (2000) can give trustworthiness to a research by “addressing the credibility, transferability, dependability, and conformability of their studies and findings” (p.392). Because it is a process that includes crosschecking several data sources of information and collection procedures to guarantee data validity and reliability. Hassen, (2020).

**Table 1. Data collection Instruments**

RESEARCH OBJECTIVES	DATA SOURCE 1	DATA SOURCE 2	DATA SOURCE 3	DATA SOURCE 5
1. What is the role of informative texts with cultural content to learn situated vocabulary in a 5th grade EFL classroom?	Questionnaires (students)	Semi-structured Interviews	Field notes from class observation (taken from my own classes)	Artifacts
2. What are 5th grader's responses to the use of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary?	Semi-structured Interviews	Questionnaires (students)	Field notes from class observation (taken from my own classes)	Artifacts

**Questionnaires.** According to Nunan (1992), a questionnaire is a written instrument of data collection that includes open and closed questions requiring answers from the participants. This is a useful instrument because it gives the interviewee the freedom to think about their answers and to express their point of view avoiding the interviewer's pressure by asking them directly. Madani (2016). Two questionnaires were applied to the students (see Annex E and Annex F) the first mentioned, to identify their reading habits and the latter to verify the perception that students might had in regards to the activities purposed during the first cycle of intervention.

**Interviews.** An Interview is understood by Gay, Mills, & Airasian, (2000) as a purposeful interaction between two persons whose main goal is to get specific information. There are three types of research interviews: structured, semi-structured and unstructured but for this research project, was used a semi-structured interview according to Gill, Stewart, Treasure & Chadwick (2008) “a semi-structured interview allows for the discovery or elaboration of information that is important to participants but may not have previously been thought of as pertinent by the research team” (p.291). In this research project, an interview was applied to the headteacher (see



annex C) to characterize the students' reading habits among other aspects during their EFL classes and a second semi-structured interview was applied to students to monitor the effectiveness of the processes developed with them throughout the whole investigation (see annex G).

**Audio Recordings.** As affirmed by Burns (1999) audio or video recordings provide first-hand information about the population being studied; therefore, the collected information, is objective and can be reviewed as many times as the researcher needs it. In this research project, the interview applied to the head teacher was recorded so the collected information could be transcribed without giving rise to misrepresentations being also used during this research project at any time. Some recordings were made to analyze students' responses related to reading processes and their progress (see annex C and G).

**Field Notes.** Field notes are used as a method that aids the researcher to document the observations. There are two types of information that they must contain; descriptive and reflective. The first, accounts for what is observed objectively and the last captures the personal reaction, experiences and thoughts of the researcher. According to Gay, Mills, & Airasian (2000) "Field notes are the data that will be analyzed to provide the description and understanding of the research setting and participants; they should be as extensive, clear, and detailed as possible" (p. 382) it means that researchers should document observations in the most faithful, appropriate and clear way possible. Other field notes will be done during the intervention stage in this inquiry.

During the whole research project, field notes were made in order to document relevant information in regards to the students' processes (see annex H).

**Artifacts.** Artifacts are defined by Gay, Mills, & Airasian (2000) as "written or visual sources of data that contribute to our understanding of what is happening in classrooms and schools" (p. 390). Also Burns and Richards (2012) suggest that artifacts are an important piece that accounts for the culture or practices of a given population. For this research project; the students' notebooks, workshops and other materials that accounts of the activities, practices and

procedures that the students carry out in the EFL classes, have been reviewed and taken into account (see annex I).

Subsequently, the first step was to provide and to get signed the informed consents (see annex A) in order to avoid ethical issues. Therefore, parents were informed about the nature and content of the research project, also they were explained that the identity and personal information of their children was going to be handled with confidentiality being used only for academic purposes. After this, it was possible to proceed with the observations and intervention. This process lasted around 7 months having 60 minutes per session which was the class time.

Hence, in order to proceed with the analysis, data collected was classified in terms of the intervention cycles in the order they were collected; starting on February 28 and ending on November 07. At the end of a certain cycle, a questionnaire was elaborated and applied to verify the students' perspective towards it and its content. The first questionnaire was applied on February 28, at the very beginning of the intervention stage (see Annex B), this questionnaire was applied in order to identify students' perception towards the English class and English language; to know their social context and to characterize their reading habits and preferences. The second questionnaire was applied on May 09 (see annex F) and it was designed in order to see students' opinions about the activities, readings, their progress and classes in general. Lastly, the third questionnaire was applied on October 24 (see annex F) to know how student's perceived the classes' content, readings, activities and to check their progress in terms of vocabulary. These questionnaires were organized by dates, the answers were underlined and stored in a computer program (Excel) that allowed to classify the answers obtained from the participants discriminating them by colors in different rows in order to find common answers and key words to draw generalities.

Also, two interviews were audio recorded in order to have the information collected available for its analysis in the future and then they were transcribed. The first interview (see annex C), was applied to the teacher to verify students behave, fellowship and reading habits

during their EFL classes and the second interview (see annex G), was applied to evidence students' progress by the end of the whole investigation process. Moreover, some artifacts were stored in digital files to preserve them for this data analysis. Along the intervention students developed several activities, workshops, investigations (see annex I) and most of them were photographed, saved in a pen drive and then organized in the order in which they were developed.

Finally, data collected was triangulated, so all of the evidences were examined by crosschecking and contrasting it to assure data validity and reliability Hassen, (2020). The information gathered was processed finding similarities and common patterns among the participants at different moments of the investigation.

## **Chapter VI**

### **Pedagogical Instruction**

This chapter presents the pedagogical intervention applied in this research project. For its development there is first, a definition and characterization about the visions of curriculum, language and learning that underline the proposal; second, a definition of classroom; and finally, a detailed description of the pedagogical intervention.

#### **Curricular Vision.**

According to The Ministry of National Education, it is the set of methodologies, criteria, programs and processes that contribute to the integral formation of the individual, favoring the development of cultural identity and it should be, according to Braslavsky, (2002). a flexible contract between politics, society and the teachers as well. The abovementioned definitions suggest that social and cultural contexts that make up the school, are important and must be taken into account in order to construct the curriculum. Hence, regarding to the abovementioned and the definition of the curriculum, not as a concept but as “a cultural construction” made by Grundy (1997); The curriculum must be a negotiation that includes agents and factors inside and outside the school, however, it must not be completely planned outside the classroom and implanted there by force but must emerge from the needs and

experiences that occur within the classroom. Lastly, with the aforementioned, the curricular vision of this research project is the mediation of agreements between the teacher, the students and the agents outside the classroom for the planning and implementation of the program and activities to be developed.

### **Vision of Language.**

To start, language is understood as a process that needs to be mastered as a whole and not as set of skills learned separately as suggested by Goodman (1982). Besides, language is seen from a functional perspective following Halliday's lines of study that were collected by Goodman (2005); "Halliday sees language as performing a range of functions for us" (p.8). This functional perspective according to Meyer & Whitmore (2011) means that language promotes social interaction due to the multiple functions we perform when using it such as; regulate others, express emotions, needs or ideas, represent thoughts, among others. Since language, besides of the previous mentioned, has also another important function; that of *enacting*, which means: acting interpersonal encounters that are fundamental for the human being's survival Halliday (2003); the vision of language as a social interaction phenomenon is followed throughout this research project.

On the other hand, according to Wilhelm Von Humboldt (1767-1835) as cited by Kothhoff & Spencer-Oatey (2007) the language can also be seen as the *soul* of a nation in which individuals can find characteristics of it through its language analysis. In other words, this author suggests that language is a mirror of a nation's culture which clearly reveals particular customs, behaviors and beliefs from a community. Therefore, in this research project, besides understanding the language as a social construction, it is understood as a cultural construction as well. Finally, when learning a FL, according to Halliday (2003), children are "learning language, and learning through language (p.15). This is why language was used a tool to enables learning in this research project.

### **Vision of learning.**

The vision of learning held in this research project is socio-constructivist since it involves interaction processes between individuals within a specific cultural context using the language as a vehicle as it is explained by Holzman (2009) as cited by Santrock (2001). Accordingly, in this research project the definition of learning is based on studies made by professor Goodman with Professor Yetta in which they link Vygotsky's and Piaget's ideas to define learning as a personal construction that takes place within a social context Goodman (2005). This means that, although interaction and communication environments are fundamental for learning to take place, it is also required a reflective and constructive process by each individual as well.

Now, much of the success on learning depends on the teacher's creativity when choosing the materials on which learning will be given. In fact, Byram, Nichols, & Stevens (2009) sustain that effectiveness on learning has to do with the selection of materials that are "good" in terms of their relevance, to evoke the learners' interest, and their linguistic level must be suitable and appropriate too. Therefore, when learning, the content of the readings was vital in the learning processes since, as mentioned, it must be attractive and appropriate so that learners can take the step to learn situated vocabulary by reading short informative texts with relevant topics related to their culture and other countries' cultural practices.

### **Vision of classroom.**


The view of classroom in this research project referred to the place that enables the situated and guided convergence of ideas, ways of being, acting and thinking that contribute to the construction of the subject as a social being and as an individual within a specific knowledge area. Since the classroom is also one of the places where situated learning is possible, the definition of the classroom is inherent to the definition of learning. Thus, following the abovementioned, a classroom should be a place where collaborative activities take place and those activities, according to Blake & Pope (2008) need to be engaged by both a "learner and a more experienced learner" (p.25).


## Instructional Design

The pedagogical intervention was based on the implementation of several activities designed following the whole language approach principles when reading informative texts with cultural content to generate a context that could facilitate situated vocabulary learning. It was developed in three cycles and each cycle encompassed different lesson plans (see annex D) that described diverse pre-reading, reading and post-reading activities to generate students' interaction with English language and other cultures. The activities during the English classes were based on reading informative texts with cultural content so each cycle included three texts.

The table below shows: the cycles, stages and the objectives for the intervention.

**Table 2. Pedagogical intervention design**

CYCLE	TOPIC	READINGS (TEXTS)	OBJECTIVES	TIME
<b>I</b> <b>KNOWING DEATH</b> 	Who is the death? (seen as a personification)	"A little Dark Angel"	<ul style="list-style-type: none"> <li>- Approaching to ideas students have regarding to death.</li> <li>-Introducing vocabulary related to text's topic (video, power point presentations cards, games)</li> <li>-Presenting the concept of "death" as a personification by reading an informative text.</li> <li>-Collecting students' perceptions about death after reading the text.</li> </ul>	Three sessions (about three weeks). 60 minutes per session. Total about 3 hours. February: 28, March 7, 14.
	"Celebrating" Death	"A Burial Ritual"	<ul style="list-style-type: none"> <li>-Knowing students' personal experiences for a pet or a relative's death.</li> <li>-Presenting vocabulary related to the text (video, power point presentations cards, games)</li> <li>-Showing a common burial's elements and generalities by reading an informative text.</li> </ul>	Three sessions (about three weeks). 60 minutes per session. Total about 3hours. March: 28, April 4, 11.
	Burials in other cultures	"Feeding the vultures"	<ul style="list-style-type: none"> <li>-Presenting burial in Tibetans' culture (video) In order to introduce vocabulary.</li> <li>-Knowing Tibetan burials by reading an informative text.</li> <li>-Socializing students' investigations about other cultures burial celebrations</li> </ul>	Three sessions (about two weeks). 60 minutes per session. Total about 3 hours. April 30, May 10, 16

END	OF	FIRST	CYCLE	ANALYSIS AND REFLECTION PROCESS
II KNOWING LIFE	Who is life? (seen as a personification)	"A Cute White Angel"	- Approaching to students' emotions and perceptions about life -Introducing vocabulary related to text's topic (video, power point presentations cards, games) -Presenting the concept of life as a personification by reading an informative text. -Collecting students' perceptions about life after reading the text.	Three sessions (about two weeks). 60 minutes per session. Total about 3 hours. June 6,13, 27
	Let's celebrate life	"Traditions to receive life; A New Baby"	-Socializing students' personal view about baby showers in their houses. -Introducing vocabulary related to text's topic (video, power point presentations cards, games) -Discussing Colombian, Tibetan and	Three sessions (about two weeks). 60 minutes per session. Total about 3 hours. August 1,8,15
END III BEAUTIFUL CULTURES WE MEET LIFE AND DEATH ARE TOGETHER 	Happy to be alive	"Birthdays Around the World"	-Sharing personal perspectives about birthdays celebration. -Introducing vocabulary related to text's topic (video, power point presentations cards, games) -Presenting ways in which Colombian, Tibetan and Chinese people celebrates birthdays -Collecting students' perceptions about life after reading the text.	Three sessions (about two weeks). 60 minutes per session. Total about 3 hours. August 22, September 5, 12
	OF	FIRST	CYCLE	ANALYSIS AND REFLECTION PROCESS
	Between flags and thoughts	Readings were Students productions	-Socializing symbolism behind Colombian, Chinese and Tibetan Flag -Analyzing generalities in the national symbols of the three cultures. -Conclusions.	Three sessions (about two weeks). 60 minutes per session. Total about 3 hours. September 19, 26 October 3
	Life and death are together	"Mexican Day of the Death"	-Presenting a celebration that engages topics seen in previous cycles. - Introducing vocabulary related to text's topic (video, power point presentations cards, games) -Discussing perceptions about the reading.	Three sessions (about two weeks). 60 minutes per session. Total about 3 hours. October 17, 24 November 1

**Cycle one: Knowing Death.** Was made up of 9 class sessions and 6 lesson plans were designed, each lesson plan had a duration of around 90 and 120 minutes, thus covering more than two sessions sometimes. The first lesson plan *Knowing Death* and the second *What Death is About* (applied during two sessions), were based on the text "A little Dark Angel". The objectives had to do with first, approaching students to the general meaning of death seen as a personification, to its description and what happens when it arrives; second, it was to serve as previous context to introduce a text related to celebrations in other cultures. The situated vocabulary presented to participants, included adjectives to describe death and the emotions that

are related to it. In addition, this cycle included two more lesson plans titled: *How People Celebrate Death* (applied during three sessions) and *Burial Rituals Around the World* (applied during three sessions) based on the informative texts: “A Burial Ritual” and “Feeding the vultures”. The main objectives for these lesson plans were: 1. To lead students to reflect upon their own culture burial practices 2. To know how other cultures, tend to celebrate burials 4. To identify reading strategies in order to comprehend the general idea of a text 5. To learn situated vocabulary related to elements in a burial and emotions related to it.

**Cycle 2: Knowing Life.** Was made up of 9 class sessions and 6 lesson plans were designed, each lesson plan had a duration of around 90 and 120 minutes, thus covering more than two sessions sometimes. The first lesson plan *Knowing Life* (applied during one session and a half) and the second one *What life is about* (applied during one session and a half) were based on the text “A Cute White Angel”. The main objectives for each lesson plan were to: 1. Lead students to recognize the general meaning of life and the emotions related to this concept. 2. To identify reading strategies in order to comprehend the general idea of a text. 3. To internalize situated vocabulary related to adjectives to describe life and emotions related to life in general. On the other hand, there were applied two more lesson plans *Let’s Celebrate Life* (applied during two sessions) and *Celebrating Life Around the World* (applied during two sessions) these lesson plans were based on texts “Traditions to receive life; A New Baby” and “Birthdays Around the World” The objectives pursued were to show the students how life was celebrated in their own country and in other places; China and Tibet in order to establish a cultural context that could serve as support to learn situated vocabulary. Therefore, students were approached to cultural matters, to strategies to comprehend a text and to situated vocabulary related to the most representative elements in other cultures’ celebrations.

**Cycle 3: Beautiful Cultures We Meet; Life and Death Are Together.** Was made up of 6 class sessions and 2 lesson plans were designed, each lesson plan had a duration of around 180 minutes covering 3 sessions each one. The first lesson plan; *My flag Represent my Thoughts*, was based on reading and discussing the students’ productions. They created posters with short text and illustrations about the national symbols and the most representative of the cultures addressed during the intervention stage. Accordingly, the main objectives for this lesson plan were to, first;



raise awareness among students about the existence of other ways of thinking that might generate diverse cultures with their own celebrations and rituals and second; to provide a cultural context for situated vocabulary learning. Additionally, the second lesson plan; *Life and Death are together*, was applied based on the informative text titled "Mexican Day of the Death". Its main purposes were 1. To bring together the two topics seen throughout the intervention process: death and life, 2. To review all the vocabulary that was covered during the previous classes and

3. To establish general conclusions through the discussion of different perceptions of the students regarding the whole process they were part of.

## **Chapter 5**

### **Data Analysis and Findings**

This chapter discloses the analysis of data collected and the findings of the investigation. To start, it presents the approach used and the perspective maintained along the data analysis process. Lastly, it describes the categories of analysis found, after analyzing data collected and finally a discussion of the outcomes.

#### **Procedures for data analysis.**

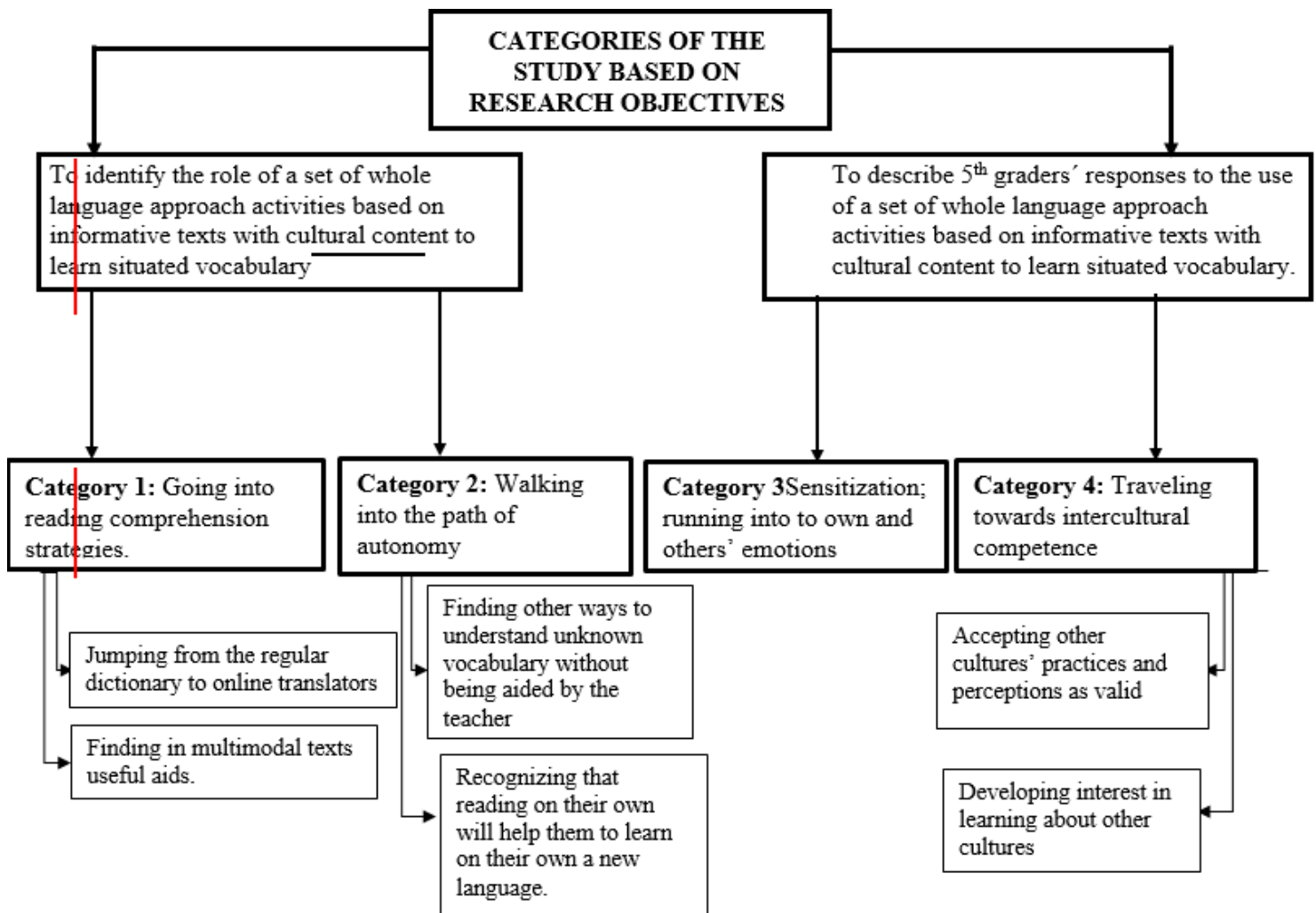
To start, the approach used for data analysis, was the grounded approach which explains that categories are not pre-established rather, they emerge during the data analysis. Accordingly, Rennie, Phillips & Quartaro, (1988) suggest that “The emphasis in the grounded theory approach is on the generation of theory through the inductive examination of information” (p.141), meaning that general conclusions can be reached from the observation of particular facts or cases, and from the analysis made by the researcher and his/her priori judgments.

On the other hand, since investigator was at the same time, a teacher and a researcher immersed in the students’ context, the perspective maintained in this research project when analyzing and collecting data was emic. According to Harris (1999), emic analysis in language studies favors the insiders’ perspective and the learning difficulties they might encounter when learning a FL.

### Categories of the analysis.

The main purposes of this research project were to identify the role of informative texts with cultural content to learn situated vocabulary and to describe students' responses to the use of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary. The hierarchical system showed in *figure 3*, corresponds to the visual representation of the categories and sub-categories that emerged after data analysis.

**Figure3. Categories and subcategories**



*Figure 3.* Visual representation of the categories resulting from the analysis.

The categories; *Going into reading comprehension strategies.* and *Walking into the path of autonomy* emerged in response to the first research objective. This categories, evidence the students' responses to the use of whole language approach activities based on informative texts with cultural content to learn situated vocabulary. The data analysis, showed that the

implementation of pre-reading, while-reading and post-reading activities designed under the whole language approach, facilitated the comprehension of texts making reading a more enjoyable process, and also, provided the participants with strategies that they could use in order to achieve comprehension of an EFL text such as: *Jumping from the regular dictionary to online translators* and *Finding in multimodal texts useful aids* which helped participants to enhance their comprehension tactics.

On the other hand, participants could develop abilities such as *Sensitization; running into to own and others' emotions* and *Traveling towards intercultural competence* which responds to the second investigation's objective. During the intervention cycle, students read informative texts with cultural content, seeing the language as a whole and being exposed to the development of meaningful activities related to the content of the texts. The activities developed required reflection about how life and death are seen and celebrated, not only in participants' culture, but also in Tibetan; Chinese and Mexican culture as well. This topic allowed students to meet different customs and to reflect upon their own, understanding that in despite of the differences there are other valid practices in other countries. Consequently, the death's topic lead girls' to get in touch with their own emotions and their peers emotions.

After making a brief introduction of the categories and sub-categories, they will be presented and described with more detail on the following paragraphs using the voice of the participants illustrated in questionnaires and audio recordings to support each one of my claims.

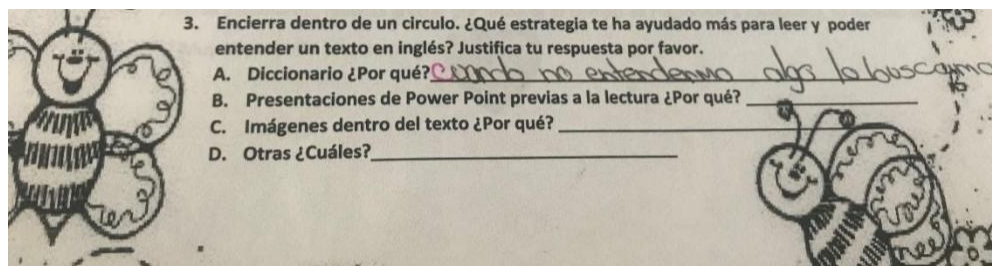
### **Category1: Going into reading comprehension strategies.**

This category refers to the positive role that activities had on participants' reading practices and the ways they could approach to written materials. To start, comprehension is considered a very complex process that involves several facets as illustrated by Israel, S.E. (2017). Reading comprehension is the process in which reader simultaneously extracts and constructs meaning by interacting and engaging with written language and it involves: the reader who is committed in comprehending, the text that is to be comprehended and the activity that facilitates and evaluates comprehension. Accordingly, at first, participants read under guidance, so texts were approached

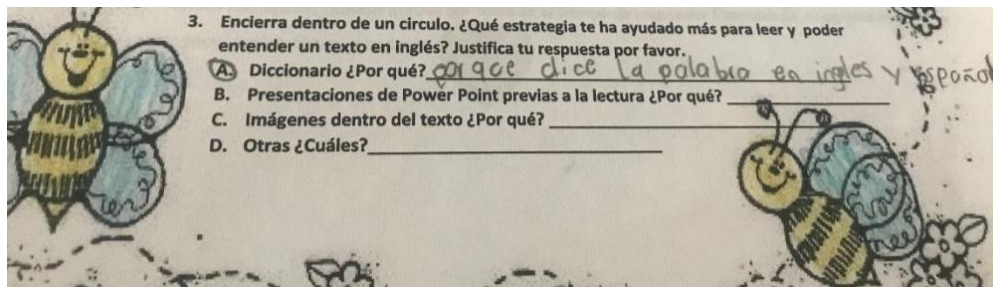
with the teacher's aid and some activities were developed in order to present background information to precede readings to cope comprehension since, in order to achieve comprehension, actions should be enacted under a particular contextual situation McNamara, (2006).

Subsequently, before reading a text, participants were presented the topic by encouraging them to investigate about it, and then, they were shown Power point presentations with images and concepts to familiarize them with situated vocabulary because, as stated by Aebbersold & Field, (1997) presenting topics before reading, creates the need to learn the words necessary to understand the text. Now, after the general description presented of this category, the following paragraphs will go deep into the two sub-categories emerged during the data analysis phase.

**Jumping from the dictionary to online translators.** This was a reading comprehension strategy that participants gained on their own. Usually when developing reading comprehension strategies in an EFL classroom, one of the most used tools is the dictionary. Thus, participants proceeded, to read the words' definition in the dictionary and then, according to McNamara, (2006) to "reread" the sentence in the text with the word's meaning in mind, to comprehend the sentence as a whole (p.6). So the use of dictionaries was a useful comprehension strategy they applied. However, data also showed that since dictionaries were not enough, and it took them more time to find the words' meaning, they started using their phones to find definitions using online translators. This was a great achievement because this sort of proactivity allowed them to approach general meanings faster and to overcome limitations such as the lack of a dictionary. This can be observed in the following data samples:

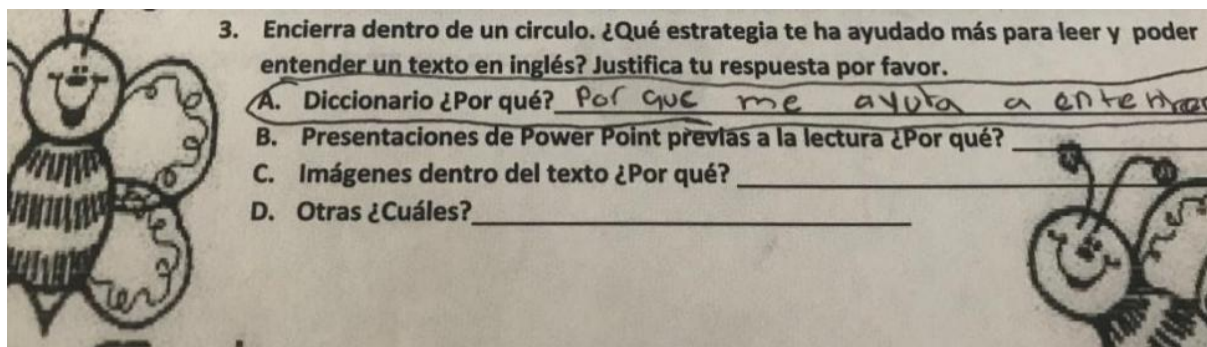


**S1:**La estrategia que más me ha ayudado para leer y poder entender un texto en inglés es el diccionario porque "cuando no entendemos algo lo buscamos".  
[Final questionnaire. September 5<sup>th</sup> 2019]

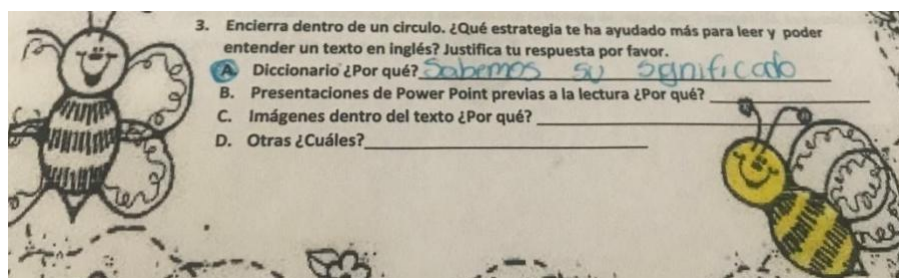


**S2:** La estrategia que más me ha ayudado para leer y poder entender es el diccionario “porque dice la palabra en inglés y en español.”  
[Final questionnaire. September 5<sup>th</sup>2019]

As evidenced in the previous artifacts the major inconvenient learners faced when reading was lack of vocabulary knowledge which affected their comprehension. This is a problematic they could overcome by using the dictionary, because according to student1, if she was unable to understand something she could find it out using the dictionary. On the other hand, bilingual dictionaries seemed to be more accurate because as student2 suggested, her mother language helped her to understand better the concept since she could see the “translation” from English to a language that she was familiarized with.



**S3:** La estrategia que más me ha ayudado para leer y poder entender es el diccionario “porque me ayuda a entender”  
[Final questionnaire. September 5<sup>th</sup>2019]



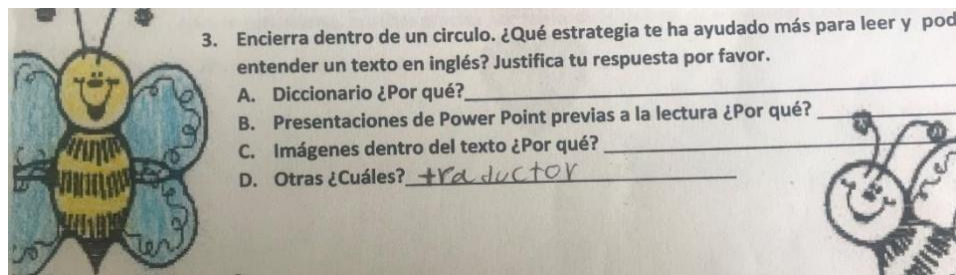


**S4:** La estrategia que más me ha ayudado para leer y poder entender es el diccionario “porque sabemos su significado”

[Final questionnaire. September 5<sup>th</sup>2019]

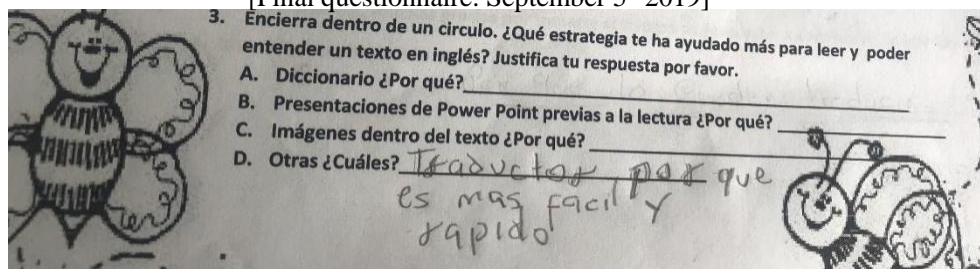
The previous data samples also revealed that dictionaries are considered a very helpful tool for students because as stated by Tseng (2009) “they can provide a quick and direct access to the meaning of an unknown word” (p. 98). In this case, student3 stated that the dictionary helped her to understand the meaning of words and this is fundamental for texts comprehension. Moreover, student4 also referred to word’s meaning and how the dictionary was worked as a sort of bridge between him and the text’s meaning.

On the other hand, some students found that as stated by Tseng, (2009) “paper dictionaries” presented difficulties, taking into account that they had insufficient knowledge of the English language. Also, they found that some of the words they needed were not listed and dictionaries may have a restricted defining vocabulary Bogaards (1996) or that it took them more time to go over the whole alphabetical list to reach a needed word, they even were affected by the fact that dictionaries in the school’s library were not enough. Therefore, after being introduced with dictionaries by the teacher, some of them, proactively started using online translators.



**S5:** La estrategia que más me ha ayudado para leer y poder entender es usar el “traductor”

[Final questionnaire. September 5<sup>th</sup>2019]

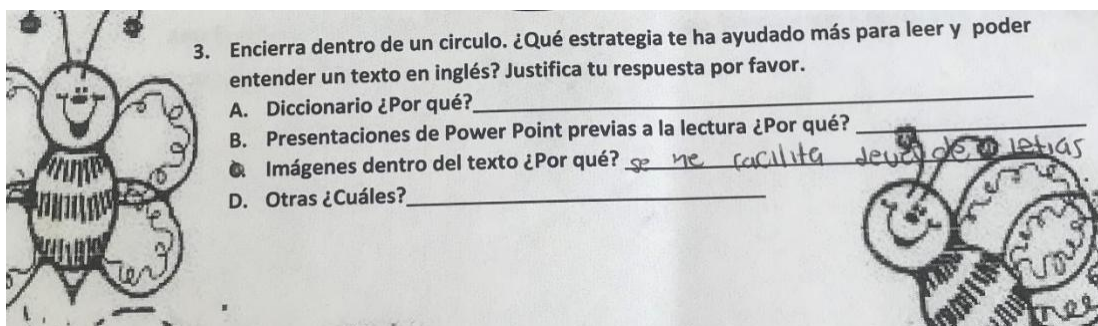


**S6:** La estrategia que más me ha ayudado para leer y poder entender es usar el “traductor porque es más fácil y rápido”

[Final questionnaire. September 5<sup>th</sup>2019]

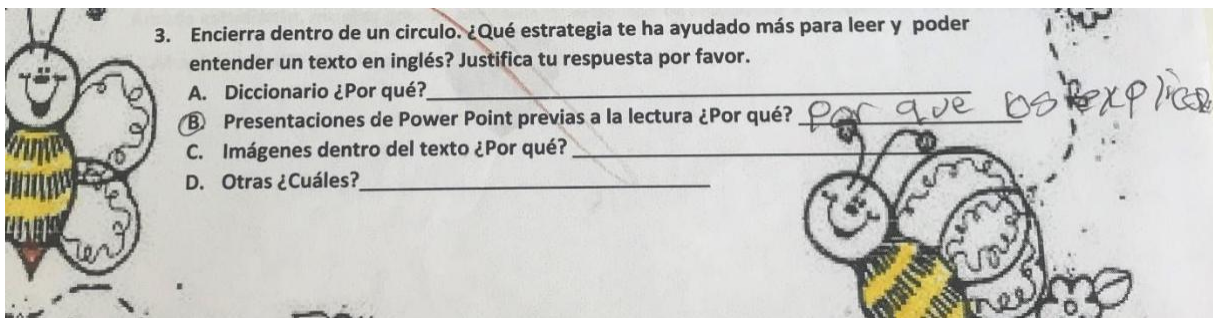
Student5 and student6 affirmed that the best tool they could find in order to get to the texts' meaning was an online translator. Due to the increasing use of technology, and mainly of cell phones, caused by globalization that characterizes this age, Lan (2005) remarks the increase use that online translators and dictionaries have nowadays and that has to do with the fact that they can provide students with the specific information about the looked-up word they need with ease and speed. In this case, student6 affirmed that it was easier and faster to use online translators and according to field notes made through observations (see annex H), students who used online translators as a support to face unknown vocabulary found the meaning of the whole text faster, having more time to reread, to discuss and to reinforce what they read.

**Finding in multimodal texts useful aids.** Multimodality, has to do with the variety of semiotic resources, besides written texts, used to create meaning such as videos or images among others Haquin (2011). During the intervention stage on this research, students were exposed to pre-reading and post-reading activities that included Power Point presentations showing EL words accompanied by images representing the meaning of each word. Also, texts they read and workshops they developed contained images as well, moreover they were supplied with games based on visual representations of words (see annex I) since investigator shares the idea defended by Serafini (2014) stating that “language is not only about words and grammar and it has never been unimodal” (p.12)



**S7** La estrategia que más me ha ayudado para leer y poder entender es usar imágenes dentro del texto porque “se me facilita en vez de las letras”

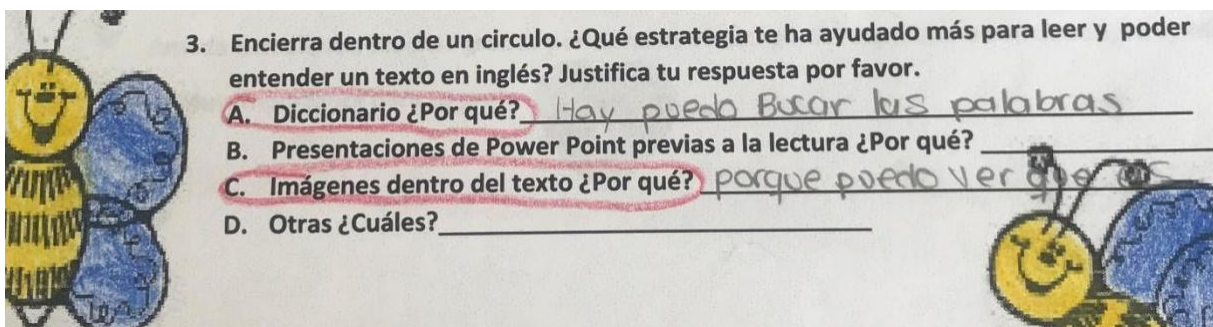
[Final questionnaire. September 5<sup>th</sup>2019]



**S8** La estrategia que más me ha ayudado para leer y poder entender las presentaciones de Power Point “porque los explica”

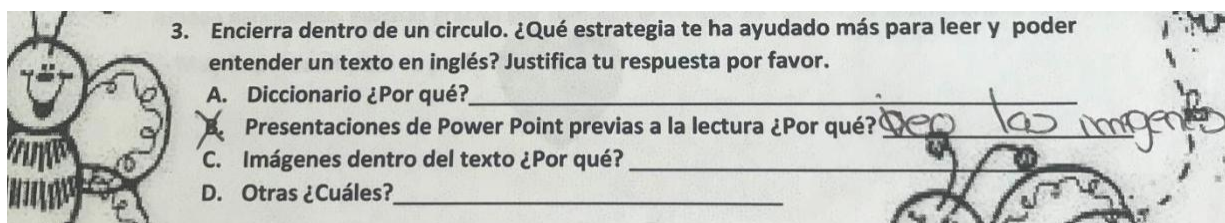
[Final questionnaire. September 5<sup>th</sup>2019]

As mentioned in previous chapters the use of multimodal texts results convenient since they can visually represent words to help learners to appropriate concepts which was illustrated with the artifacts presented. Student7 stated that it was easier for her to understand images rather than letters. According to field notes, during the classes, when teacher asked students the meaning of a word showing the written word, most of students were unable to remember the concept, however; whenever they were shown the image or the visual representation, most of them could answer and they were able to remember the word in English as well. Accordingly, student8 (talking about concepts) stated that Power Point presentations, that were based on images, could “explain” vocabulary even better.



**S9** La estrategia que más me ha ayudado para leer y poder entender es imágenes dentro del texto “porque puedo ver qué es”

[Final questionnaire. September 5<sup>th</sup>2019]





**S10**La estrategia que más me ha ayudado para leer y poder entender es: presentaciones de Power Point “porque leo las imágenes”

[Final questionnaire. September 5<sup>th</sup>2019]

Images inside of texts, activities and workshops had a great impact on students' comprehension and situated vocabulary learning. Field notes revealed that students could remember easily content words which meaning could be represented with images rather than connectors or non-content words. Student10 affirmed that she could “read images” supporting the aforementioned cite sustaining that language goes beyond letters or grammar and other materials can also be addressed within the classroom to develop reading processes.

## **Category 2: Walking into the path of autonomy**

This category illustrates how instructed pre-reading while-reading and post-reading activities could promote principles of autonomy in participants. The analysis of data collected revealed that learners can lead their reading processes independently if they are provided with simple and useful tools, clear instructions and if their processes are being constantly monitored.

According to Agich, (1993). Autonomy "...includes qualities such as self-rule, self-determination, freedom of will, individuality, independence, and self-knowledge... it is identified with the qualities of self-assertion, critical reflection, absence of external causation..." (p.264). Thus, it was found that participants could develop their own judgment, self-reflection and responsibility to take care of their own reading process without constant external pressure, aid or influence. Hence, participants were initially guided on reading under instruction during the first interventions and then, they were given a text to read at home on their own (see annex E, text 6). Consequently, at the beginning, they were shown some strategies to read autonomously such as the dictionary, an online translator, or searching for images to appropriate the concepts. Some of them explained how they could face the text on their own by using tools seen during the classes.

**S1:**“Pues a mí me fue bien [leyendo el texto] porque el texto nos informaba muchas cosas y pues era de un tema muy chévere. Cuando veía palabras que no conocía las buscaba en el diccionario y las usaba practicándolas muchas veces”

[Final semi-structured Interview. November 11<sup>th</sup>2019]

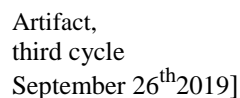
**S6:**“El texto me pareció bonito [celebración del día de los muertos en México], aunque ya sabía algo de la cultura, cuando encontraba palabras desconocidas buscaba en el traductor, pero solo ponía la palabra.”

[Final semi-structured Interview. November 11<sup>th</sup>2019]

[Last text: “Life and Death Are Together; Mexican Day of the Dead” November 7<sup>th</sup>2019]



Accordingly, student1 mentioned how interesting the topic addressed on the text was and its usefulness by saying that “it informed many things.” Both students mentioned the strategies they used to be able to read the text on their own, which gave them the possibility to approach



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This category emerged from the data analysis that revealed how developing pre-reading and post-reading activities, based on informative texts with cultural content about life and death, had an awareness role that allowed learners to approach the recognition of their own emotions and the recognition of their peers' emotions.

A pre-reading activity of socialization about the death of a pet, in order to introduce the text "Burial Rituals Around the World", allowed participants to express feelings of sadness and nostalgia, data revealed that they could use L1 to participate on this activity since they were not only learning EFL but also learning through their own language Halliday (2003). Those feelings they expressed during this activity, had to do with the fact that, according to Speece and Brent, (1996) as cited by Amsler (2015), children can understand some components of death: its irreversibility and its universality. Students could understand the irreversibility of death because they know once someone or something is dead it will not come back to life and they knew that death will happen to every living thing in every single part of the globe. This made them approach in solidarity with peers, who crying, no longer were sharing experiences of death with their pets but also with beloved ones. After that, they were presented a video titled: "Animated Shorts: Life is Beautiful - by Ben Brand" and these were their reactions and responses to it:

3. Did you like the video?

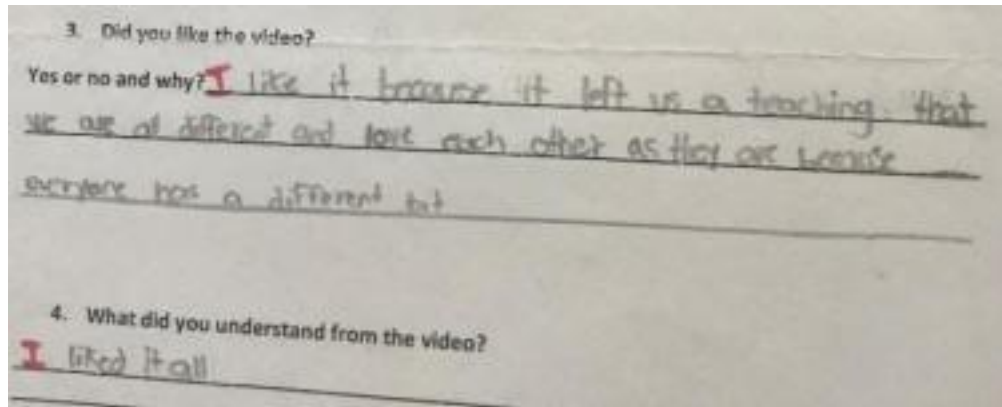
Yes or no and why? Si me gusto porque inspira la vida cuando  
la creamos imposible

4. What did you understand from the video?

Lo que entendi es que no importa el tamaño de nosotros  
lo que cuenta es nuestra esperanza y nuestros sentimientos

**S1:** "Me gustó el video porque inspira la vida cuando la creamos imposible... No importa el tamaño de nosotros lo que cuenta es nuestra esperanza y nuestros sentimientos"

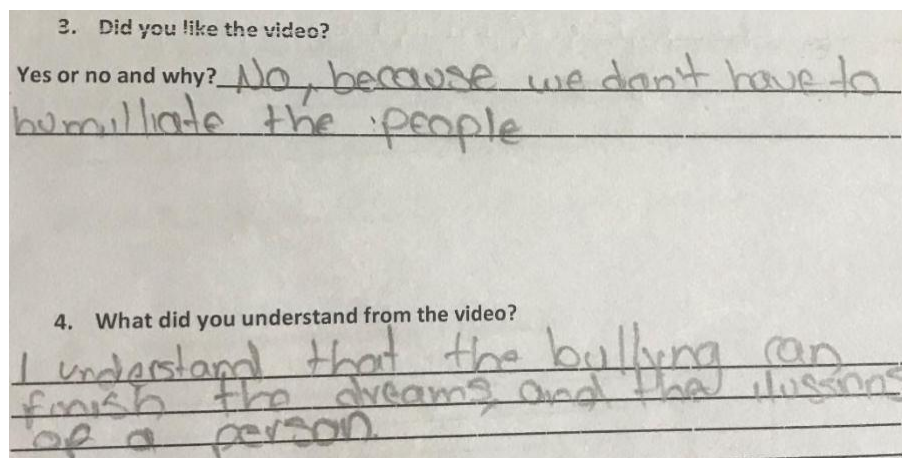
[Artifact, July 25<sup>th</sup> 2019]



**S2:** “I like it because it left us a teaching, that we are all different and love each other as they are because everyone has a different bit.

[Artifact, July 25<sup>th</sup> 2019]

This activity prior to reading the text to introduce the second cycle topic; "knowing life" generated reflections upon the importance, not only about own life, but also about others' lives as well. This was illustrated with student's1 responses in which she remarked the importance of hope in life. This student also highlighted the importance of values such as hope and good feelings over the physical appearance. On the other hand, student2 stated that we all are different but acceptance and love for each other was the teaching that the video left her.



**S3:** “We don't have to humiliate the people. I understand that the bullying can finish the dreams and the illusions of a person”

[Artifact, July 25<sup>th</sup> 2019]



Initially, this activity was applied in order to introduce situated vocabulary and a specific topic, however the previous artifact can illustrate that students could reflect upon the importance of respecting and treating others kindly since they could understand their peers' sensitivity. Another important finding is that if these activities are discussed within the classroom and are related to the educational and social context, students can develop a sense of responsibility over other's actions and emotions, this was evidenced in the above presented artifact in which student3 recognizes the consequences of bullying, understanding that her actions have an impact in others' lives. Lastly, the following artifact can illustrate how texts and activities related to death had also a sensitization role since girls could approach to the pain that represents to others their beloved lost.

9. ¿Cuál ha sido tu texto favorito?

A. The death   **B. Burial**   C. Feeding the Vultures   D. El texto de alguna de tus compañeras acerca de un ritual de otra cultura   E. Ninguno

Si te gustó alguno; ¿Por qué te gustó? Senti la tristeza de otros.

Si no te gustó ninguno ¿Por qué no te gustó ninguno? \_\_\_\_\_

**S4:** Mi texto favorito fue "Burial" porque "senti la tristeza de otros"

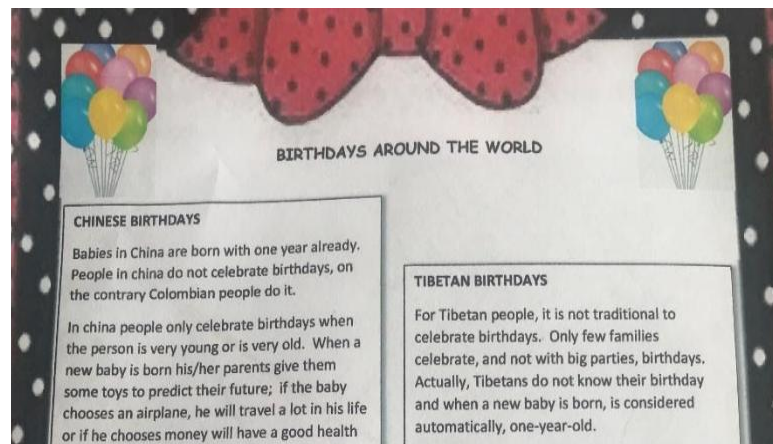
[Artifact, October 24<sup>th</sup> 2019]

#### Category 4: Traveling towards intercultural competence

The last category is related to the approach that participants had to other cultures through reading informative texts. The analysis of data collected revealed that the participants could know other cultural practices outside their own country, and most of them could understand that despite being unusual, they are totally valid for others. Moreover, reading about some cultures sparked their interest for learning about more or of them. Along the investigation, participants were shown some unusual practices to celebrate burials, birthdays and the arrival of life or baby showers in China, Tibet and Colombia. Usually, before readings, students were prepared to receive topics with videos, games or prior discussions in group.

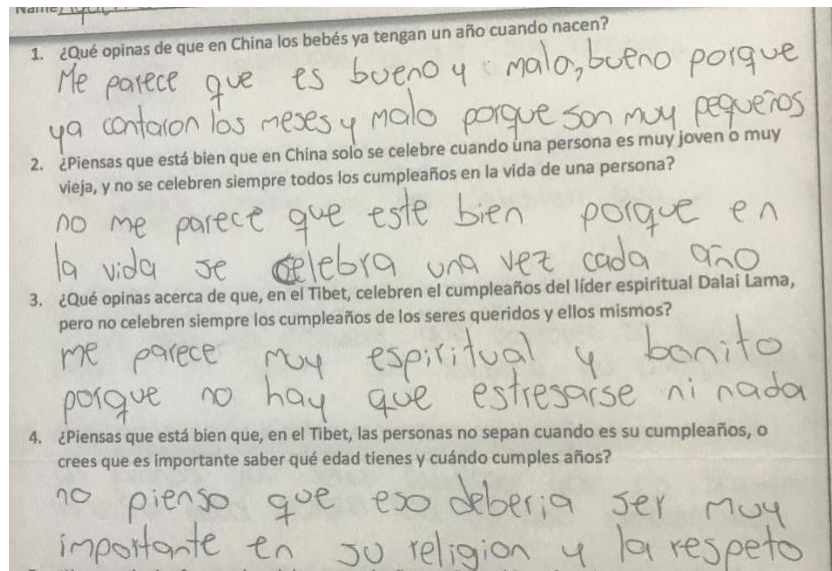
To start, interculturality involves the comprehension and understanding of individuals from different backgrounds when they meet another culture. Therefore, an intercultural competence, as previously mentioned in chapter two, describes an individual who carries out conscious mediations and negotiations between his own culture and the target language community as it is suggested by Corbett (2003).

**Accepting other cultures' practices and perceptions as valid.** Most of practices addressed on texts resulted interesting for participants, and they approached them more curiously than judiciously; showing willingness to put their own beliefs, values and behaviors to aside without assuming that they were the only possible and naturally correct ones Byram, Nichols, & Stevens (2009). Participants read an informative text with very simple vocabulary and meaningful content, designed under the whole language approach principles as illustrated in the following image:



In order to approach this text, as a pre-reading activity, students were asked to start an inquiry bringing to the classroom information they collected about the national symbols of the countries involved (see annex I). Moreover, students should have investigated about the most representative animal, object or element from each country including the meaning of all of the components on their flag; Color, purpose of each color, distinctive elements among others. This was done with the aim of introducing the students to the cultures to be discussed in the text to bring them closer to a slightly more objective view of their customs. After reading this text,

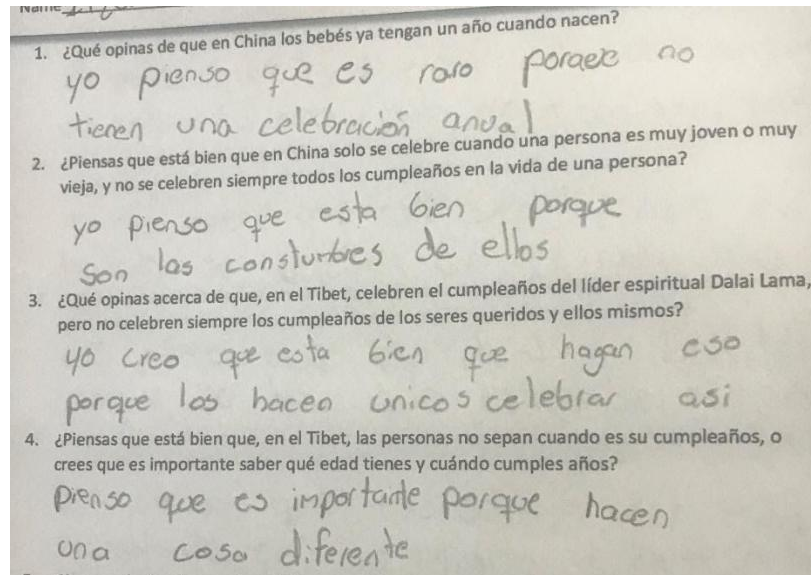
participants were given a workshop to verify their perception about cultural practices that were new for them as illustrated with the following artifacts that will be described and analyzed.



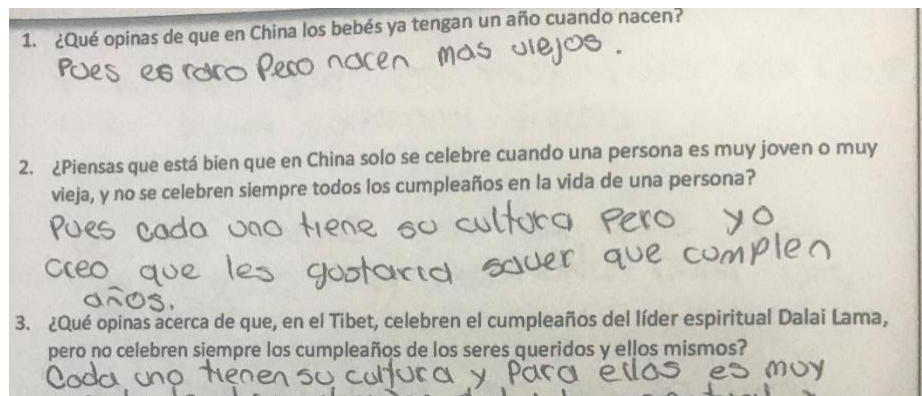
[S10, artifact, cycle 3, September 26<sup>th</sup> 2019]

The previous sample from one of the participants showed that, even when she disagreed with some aspects of birthdays' celebrations which is evidenced when she states: "No me parece que este bien (celebrar solo cuando una persona es muy vieja o muy joven en china) porque la vida se celebra una vez cada año. Still , this data sample evidences that she could recognize the importance of some believes and practices for people who belong to other cultures. Student10 clearly states at the end that, for them it seems to be important and because of that she respects it "No, pienso que eso debería ser muy importante en su religión y lo respeto". Hence, this artifact captures the perspective of several students who had similar responses, as it will be revealed in the next artifacts presented for the analysis of this category. Therefore, this evidences show how students achieved an intercultural competence by mediating their own culture with one unfamiliar to them by questioning some of the foreign community's practices even when they accepted them as important and valid for them. Byram, Nichols, & Stevens, (2009).





[S7artifact, cycle 3, September 26<sup>th</sup> 2019]

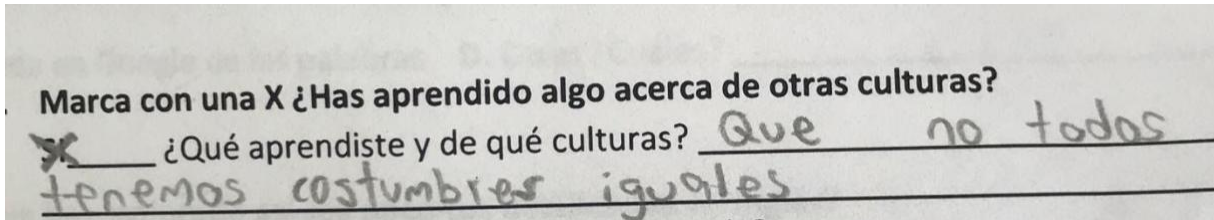


[S8artifact, cycle 3, September 26<sup>th</sup> 2019]

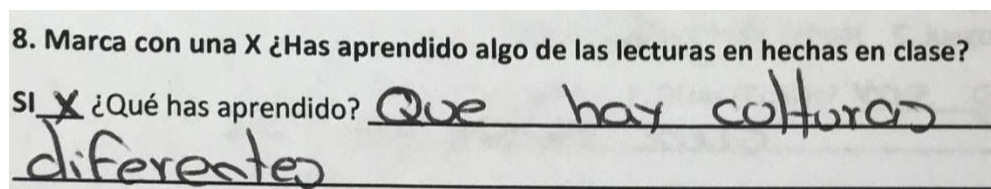
As mentioned in the previous paragraph, most of students questioned the way in which foreign cultures celebrated their birthdays as suggested by student7 when she stated that considered unusual that they did not have a birthday celebration each year. Also student5 mentioned that she thought they might like to know when their birthday was. Still, they showed an objective perspective that included respect and acceptance for other ways of celebration

according to their statements. For instance, student7 stated that it was fine they were celebrating that way because it made them unique, moreover student5 accepted that for them it was “important and normal” to celebrate only their spiritual leader birthday in the same way that here, in Colombia, it was important for us to celebrate our relatives’ birthdays. What these artifacts revealed is that the participants mediated between their own culture and foreign cultures, establishing convergence points to understand the differences.

Lastly, students showed to develop an intercultural competence by being exposed to different cultures, using printed materials and, with the appropriate support and preceding context, so that they could know that there are diverse practices out there besides the ones from their own country (as evidenced with the artifacts present below) and they could also generate a sense of respect and tolerance to accept other practices different from their own that are equally valid and important.



S8: Artifact, October 24<sup>th</sup> 2019]



S5: Artifact, October 24<sup>th</sup> 2019]

**Developing interest in learning about other cultures.** On the first cycle of the intervention stage students were presented a complex topic that resulted taboo to some parents. According to the field notes, they were asked to investigate about unusual burial rituals around the world to contrast them with Colombian practices. This, resulted in discussions about how in some places

in the Philippines the coffins were hung from a mountain, or how in another culture the fingers of the relatives were cut to make necklaces for the deceased so that their relatives could accompany them on the way to the other life, among others. Thus, the aforementioned activity aroused the curiosity of the students who brought an extra number of cases to class than those they were asked to bring. In the following artifacts students evidenced their interest in learning about other cultures and the cultures they were interested on.

B. ¿Te gustaría abordar alguna cultura en especial? ¿Cuál? AFRICA

C. ¿Te gustaría abordar otro tema que se relacione con la cultura y no sea celebraciones? SI ☒ NO ☐

¿Qué tema te gustaría abordar? COMO VIVEN

[S1artifact- cycle 3, October 24<sup>th</sup> 2019]

B. ¿Te gustaría abordar alguna cultura en especial? ¿Cuál? Irlanda

C. ¿Te gustaría abordar otro tema que se relacione con la cultura y no sea celebraciones? SI ☐ NO ☒

¿Qué tema te gustaría abordar? La Homosexualidad

[S2artifact- cycle 3, October 24<sup>th</sup> 2019]

The previous artifacts showed how student1 would like to know more about African culture and how they live and student2 expressed her interest into knowing more about homosexuality in Ireland. According to this, it is worth mentioning that field notes and artifacts evidenced the curiosity of participants for approaching, either cultures very different from their own, or taboo topics that were not addressed by their teachers at school or by their parents at home. As mentioned at the very beginning of this analysis, activities related to little or not mentioned at all topics resulted more attractive to them.

B. ¿Te gustaría abordar alguna cultura en especial? ¿Cuál? japon

C. ¿Te gustaría abordar otro tema que se relacione con la cultura y no sea celebraciones? SI X NO

¿Qué tema te gustaría abordar? las creencias

[S3 artifact- cycle 3, October 24<sup>th</sup> 2019]

B. ¿Te gustaría abordar alguna cultura en especial? ¿Cuál? culture egipt

C. ¿Te gustaría abordar otro tema que se relacione con la cultura y no sea celebraciones? SI NO X

[S4artifact- cycle 3, October 24<sup>th</sup> 2019]

Finally, when students were asked to mention if they would like to approach other cultures, despite the fact that some of them expressed were not interested at all, most of them confirmed a culture they considered interesting and also a topic that they would like to deepen. The aforementioned, showed how, if they were presented relevant information, challenging activities and motivation in the classroom, it was possible to arouse interest by going further in the topics addressed and that generated in students' self-motivation without external pressure.

This chapter disclosed the analysis from data collected along the investigation including the observation and intervention stages, also the analysis of the categories was included. The categories emerged from *The role of informative texts with cultural content to learn situated vocabulary* and from *The students' responses to the use of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary*; they were supported with samples retrieved from data collected through different instruments applied to various participants of the study. The next chapter will present the conclusions and the implications of findings based on the previous analysis.

## Chapter 6

### Conclusions and Implications

This chapter presents the conclusions attained after the whole investigation process, showing firstly; a brief presentation of the conclusions; secondly, the implications that it had on the participants' and investigator's personal and academic life, as well as for the institution; thirdly, the limitations that were inherent to the research process and its context, and lastly, useful suggestions for future research related to reading informative texts, under the principles of the whole language approach, connected to cultural matters.

#### Conclusions.

This qualitative action research project looked at whole language approach activities based on informative texts reading in EFL classes in order to learn situated vocabulary. This study was guided by the following research questions:

1. What is the role of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary in a 5<sup>th</sup> grade EFL classroom?
2. What are 5th graders' responses to the use of a set of whole language approach activities based on informative texts with cultural content to learn situated vocabulary?

Regarding to the first research question, data analysis revealed that by being exposed to guided and monitored pre-reading while-reading and post-reading activities designed under the whole language approach principles when reading informative texts with cultural content, students responded positively by going into comprehension strategies and developing principles of autonomy.

To start, as for the development of comprehension strategies, students were able to identify and to apply two of them; initially, the usage of regular dictionaries and then they jumped to online translators proactively. On the other hand, they could find in multimodal texts useful aids.

Hence, students were provided with some paper dictionaries and they were explained how to use them since they were not familiarized with reading exercises, or the usage of a dictionary.

Data analysis showed that after being instructed, whenever they faced unknown vocabulary, paper dictionaries were a very useful tool because they could verify the meaning of a word and then they tended to reread the full sentence again in order to understand the text as a whole; McNamara (2006). As the students read more texts, they themselves noticed some difficulties encountered using paper dictionaries; first, dictionaries were not enough at the school library; second, they spent more time looking for words and identifying meaning according to the context and finally they found that some of the words they needed were not listed and dictionaries may have a restricted defining vocabulary Bogaards (1996). Consequently, since almost all of the students had a cellphone with internet access, they started using online translators. Field notes and artifacts evidenced that online translators provided students with a quick and direct access to words' meaning.

Now, as for the principles of autonomy students could gain by being supplied with a set of whole language approach activities based on informative texts, resulted on the fact that they were able to find out that are other ways to understand unknown vocabulary without being aided by the teacher or their parents. Also students could recognize that reading on their own will help them to learn, by themselves, a new language autonomously. Consequently, it was observed and evidenced through data analysis that students needed less and less help from the teacher and they preferred to use paper dictionaries and online translators on their cell phones to be able to decipher the meaning of texts or certain words in English.

Finally, regarding to the second research question, the data showed that informative texts with cultural content and whole language approach activities had two important roles; firstly, they sensitized students to their own emotions and to others' emotions and secondly, they led them to develop an intercultural competence.

As for the sensitization role that texts had, data analysis evidenced that the cultural practices addressed on texts related to life and death, besides informing the students about each celebration and its generalities, also addressed vocabulary and emotions related to feelings that people from different cultures had when they were celebrating either the death, or the life of relatives and friends. Moreover, during some pre-reading activities students could socialize personal experiences about their pet's or closed relatives' death or their birthdays' celebrations getting in touch this way with their feelings and their peers feelings responding occasionally with hugs and words of encouragement being sensitive to, either happiness or the sadness of their classmates.

Lastly, regarding to the development of students' intercultural competence was evidenced in data analysis when students were able to accept other cultures' practices and perceptions as valid and when they showed interest in learning about other cultures as well. Along the investigation, texts allowed students to explore some unusual practices to celebrate burials, birthdays and the arrival of life -or baby showers- in China, Tibet and Colombia. Also, they carried out investigations about the national symbols and the most representative elements of each culture, which lead them to reflect upon different ways of thinking. This way students could establish a negotiation between their own cultural practices, regarding celebrations, and foreign ones; finding points of convergence to understand rather than judge.

As for the interest that students showed regarding to other cultural practices learning, field notes and artifacts evidenced their curiosity for approaching taboo topics from other cultures. At first, the classes were based on topics such as death and burial rituals, these are topics that are little addressed by parents and teachers in schools, therefore they resulted fascinating for students due to the little approach they have. Thus, since the information presented on texts resulted relevant for them, that generated self- motivation for the exploration of more data related to the topic addressed on the investigation; unusual cultural practices.

### **Implications.**

There are several implications that arise from the development of this research project. Every single study, and even more the ones applied in the area of education, requires certain elements in order to generate important and positive impacts. To start, the implications for the field of education include teachers who reevaluate their pedagogical practices and reflect upon EFL teaching since it must have a purpose applicable to the daily life of students beyond being just another subject. Therefore, the general implication for the whole research project, for the education field and for future investigations to be successful, must be based on the view of English language as a means of rescuing relevant topics, such as cultural matters in this case, having settings for discussion, play and fun to bond students more and to sensitize them because teaching a language without a cultural or social background is meaningless and even more when talking about human sciences. The study presents implications for the participants as well. Being part of a research project based on EFL learning implied firstly, willingness to participate in the proposed activities and to develop them suitably. Secondly, consciousness to understand that in every single learning process, they are the main axis and that it is up to them to take advantage of each lesson; each topic; each class and each activity. Thirdly, it demands autonomy because they will not always have the teacher or their parents to assist them at the time of carrying out the assignments and they must learn to learn on their own to have more successful processes in which they have the main role. Moreover, it requires their easement and tranquility during the classes so that this enables an optimal learning environment. Lastly, an attitude of respect for the class, the time, the teacher and their classmates is of utmost importance.

Finally, regarding to the institution, this project has a number of implications too. These implications have to do with: first, the provision of suitable learning spaces for students and Second, basic technological resources. Also, it is important to have plenty of printed materials, such as dictionaries so that students can optimize their reading processes especially in EFL



classes. Another fundamental requirement, is that the classrooms must be made up of a suitable number of students that allows a more personalized approach to the process of each student since the fact that there are too many students ends in the lack of support for some of them, the attrition of the teacher and the frustration of the students who are left behind. Lastly, is fundamental to provide students and teacher with the amount of time and hours that are necessary in order to achieve satisfactory learning processes in which the information can be constantly seen and deeply addressed in class.

On the other hand, for the investigator, it demands a lot of responsibility, commitment and flexibility to be open to change and constant learning. Secondly, it must involve knowledge of the foreign language to be taught and the willingness to be learning more constantly as well as the capability to transmit, in a simple and understandable way, that language knowledge to other young people. Thirdly, it implies knowing the educational context of Colombia and the institution, the social context of the students and their affective aspect so that pertinent and meaningful topics and activities can be developed. In addition, it requires patience and a very important human factor to be able to understand and to overcome the problems students may have at economical, emotional and familiar levels, which can sometimes, have a significant impact on their learning processes. Last but not least, it needs time, not only time to get to know the context of the students, to get to know the language teaching models of the institution, to design the activities and the material to be applied, but also, time to be able to apply fully and appropriately everything that should be included in any curricular plan in EFL.

### **Limitations of the study.**

Now the challenges faced during the implementation of this study will be addressed. During this research project there were some limitations, some of them were institutional, others related to the students' willingness to learn, some others were due to the political and social Colombian context and of course others had to do with the research itself and the investigator.

To start, class hours for English within the school, were limited to one per week, which made the time to learn about certain topics and to strengthen what is learned, very short. The fact that learners could only have only one English class hour per week, caused that a lot of time between class and class pass by, which leaded students to forget most of the information learned because they were not in constant interaction with it and teacher must review the same topic several times so students can appropriate it.

Besides, another limitation has to do with the students' willingness to learn. Some students categorically stated that they were not very interested into EFL learning or some of them also stated and showed that had serious personal matters that leaded them to be concerned most of time and not very focus during the classes. Therefore, some students seemed to be reluctant to work or to participate and even with the teacher's effort applied to the maximum, whenever they were asked about what they learned, they were unable to remember much of the information or nothing at all.

Moreover, there were limitations related to the difficult political and social panorama that the country was going through at that time. There were strikes and protests throughout most of the intervention stage of this investigation which caused class loss and a lack of continuity in the teaching and learning processes.

Lastly, the research itself and the researcher's performance, presented limitations as well. Firstly, the inexperience of the researcher as a pre-service teacher led to the fact that during the first cycles of intervention the activities did not fit very well with the needs and interests of the students. Last but not least, the lack of knowledge as to how to handle the group and certain unforeseen situations that arose, made that positive results of the process take a little longer to be seen. However, the afore mentioned were considered by the investigator, more than limitations, as challenges and opportunities to reflect upon the pedagogical practice improving day by day along the intervention cycle.

### **Further Research.**

To begin with, as mentioned in previous chapters, this research project was based on the implementation of whole language approach activities based on informative texts with cultural content to learn situated vocabulary. However, this research could only address some cultures and students mentioned during a questionnaire more cultures that they would have liked to read about. Hence, in the future, a study could address a higher number of cultures that can result fascinating and new for learners.

Also, taking into account the level of English for this population, texts were very simple and short because they were designed specifically for 5<sup>th</sup> graders who were not familiarized with printed material, but the same idea of informative texts with cultural content can be applied to different populations either with a more advance or lower level of English. On the other hand, during this project, reading informative texts was used to learn situated vocabulary using some guided activities, however it could be enriching to work on reading to demonstrate and strengthen what language skills can be improved as well besides vocabulary learning only.

Finally, the exploration of the researcher as a teacher and the constant reevaluation of his/her practices is essential. Hence, adapting the material, the topics and activities to the needs of the population is an extremely important recommendation for future investigations related to reading processes because there are various models and methods to bring students closer to the texts and their content, but not all of them are applicable for every population.

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## ANNEXES

### Annex A; Students' first questionnaire




 UNIVERSIDAD PEDAGÓGICA NACIONAL  
DEPARTAMENTO DE LENGUAS  
FACULTAD DE HUMANIDADES

 I.E.D LICEO FEM  
MERCEDES NA

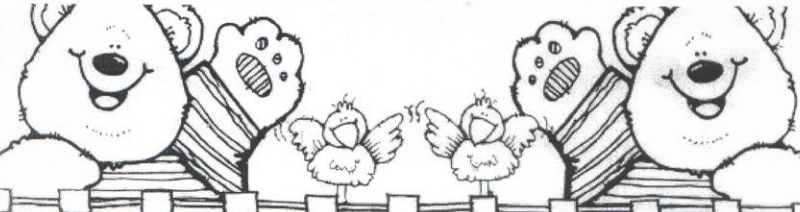
Encuesta para estudiantes de primaria del colegio  
Liceo Femenino Mercedes Nariño.

Querida estudiante: Aprender inglés te abrirá muchas puertas, te dará experiencias y oportunidades maravillosas a lo largo de tu vida: por eso queremos conocer tu experiencia de aprendizaje de inglés a través de esta encuesta y agradecemos tus respuestas y tiempo.

Curso: 406 Nicol caballero

Responde las siguientes preguntas encerrando en una nube  las respuestas que consideres adecuadas, en algunos casos debes llenar los espacios en blanco.

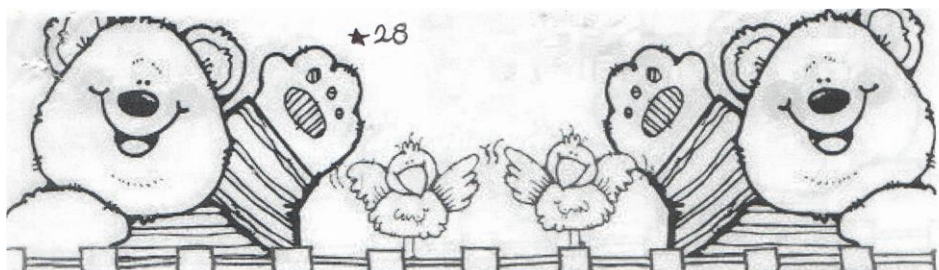
- ¿Cuántos años tienes?  
8 Años 9 Años 10 Años 11 Años 12 Años
- ¿Con quién vives?  
Mamá Papá Hermanos Tíos y primos Abuelos otros, ¿Quiénes? mi abuelita



- ¿En qué barrio vives? las lomas-Resurrección
- Generalmente, ¿Cómo vas de tu casa al colegio?  
Caminando Bicicleta Moto Carro Taxi Bus Transmilenio Otro, ¿Cuál? ruta
- ¿Cuánto tiempo te demoras en llegar de la casa al colegio?  
Menos de 20 minutos De 30 minutos a 1 hora Más de 1 hora
- En casa, ¿Quién te ayuda con tus tareas?  
Nadie Mamá Papá Hermano(a) Mayor Abuelos Tíos Otro, ¿Quién? \_\_\_\_\_
- ¿Cuál es tu materia favorita?  
Matemáticas Español Sociales Ciencias Naturales Informática Ed. Física Artes Inglés otra, ¿Cuál? Física  
¿Por qué? porque son muy interesantes y aprendemos mucho
- ¿Te gusta venir al colegio?  
☒ SI NO ¿Por qué? uno grande mucho
- ¿Te gusta aprender inglés?  
☒ SI NO ¿Por qué? nos da un futuro en la vida
- ¿Te gusta la clase de inglés, eres feliz en ella?  
☒ SI NO ¿Por qué? uno grande
- ¿Qué actividades realizas en tu clase de inglés...  
Cantas Juegas Escribes Lees Hablas en español Hablas en inglés Otras, ¿Cuáles? \_\_\_\_\_
- ¿Qué materiales utilizas en clase de inglés?  
Guías Libros Tarjetas con dibujos Canciones Vídeos Otros, ¿Cuáles? \_\_\_\_\_
- ¿Cuál es tu fortaleza en inglés?  
Hablar Escribir Leer Otra, ¿Cuál? no tengo ninguna por que me gustara hablar
- ¿Qué es más difícil en inglés para tí?  
Hablar Leer Escribir Otra, ¿Cuál y Por qué? no se muy bien

## Annex B; Students' survey

★ 28



15. Ahora colorea una carita triste (rojo) o carita feliz (amarillo) al lado de la oración según tus gustos o preferencias.

¿Te gusta que el profe hable en inglés toda la clase? 😊 ☹️ ¿Por qué? una aprende mejor

¿Te gusta escribir palabras u oraciones en inglés? 😊 ☹️ ¿Por qué? no por que no se escribir

¿Te gusta escuchar música en inglés? 😊 ☹️ ¿Por qué? son muy lindas

¿Te gusta participar en clase de inglés? 😊 ☹️ ¿Por qué? si pero no se hablar muy bien

¿Te gustaría leer historias en inglés? 😊 ☹️ ¿Por qué? no por que no entiendo

¿Te gusta usar el diccionario de inglés? 😊 ☹️ ¿Por qué? si podemos encontrar palabras

16. ¿Qué te gusta hacer en tu tiempo libre?

Escuchar música ¿De cuál? Arelizcano Ver Televisión ¿Qué programas? la rosa de guadalupe

Explorar internet ¿Qué páginas visitas? luta Deportes ¿Cuál? patinaje

Otras actividades, ¿Cuáles? colorear

17. Te gusta leer...

¿Cuentos de terror? 10 ¿Cuentos de princesas? 10 ¿Cuentos de animales? 10 ¿Noticias interesantes? 10

Otros textos, ¿Cuáles? \_\_\_\_\_

18. ¿Te gustaría leer textos en inglés?

SI NO ¿Por qué? por que no se leer

¿Qué tipo de textos te gustaría leer en inglés?

¿Cuentos de terror? 10 ¿Cuentos de princesas? 10 ¿Cuentos de animales? 10 ¿Noticias interesantes? 10

Otros textos, ¿Cuáles? \_\_\_\_\_

😊

¡Gracias por tu ayuda!

## Annex C ; Teacher's Interview

**Nombre de la docente a entrevistar:** Sandra Cárdenas **Curso a cargo:** 406  
**Nombre de la persona que hace la entrevista:** Dalila Moreno Zambrano  
**Fecha:** 25-Sep-2018 **Hora:** 01:20 P.M.

**Objetivo:** El objetivo de esta entrevista es conocer la relación que tienen maestra-alumnas en términos de funcionamiento de las clases, estrategias pedagógicas y convivencia entre ellas dentro del contexto escolar con el fin de caracterizar eficazmente la población.

### Pregunta N° 1 ¿Hace cuánto trabaja en ésta institución?

RTA/ 11 Años

### Pregunta N°2 ¿Hace cuánto tiene a cargo a este curso?

RTA/ Hace dos años

### PREGUNTA N°3 ¿Considera que la relación con sus alumnas es buena?

RTA/ Sí... o sea de amigas, no somos. ¿Maestra-estudiante sí? Es un curso manejable.

**PREGUNTA N° 4 ¿Qué problemáticas conoce a nivel de trato entre los niños y sus padres en casa?** RTA/ Ash... pues son muchas, muchas las que existen, pero así que le lleguen a uno al colegio, sobre todo maltrato psicológico... mmmm a veces le tienen susto, a veces le tienen miedo a la mamá por el miedo a cómo va reaccionar la mamá. Pero... no, aquí no hay tanta disfuncionalidad. Pensaría uno como que los niños son alegres, les gustan las cosas. Entonces, pensaría que no, no hay mucha cosa así especial, creería yo... Al menos nada evidente.

### PREGUNTA N°5 ¿Qué fortalezas identifica en sus estudiantes a nivel de convivencia?

- A. Son solidarias
- B. Son tolerantes
- C. Otras, ¿cuáles?

RTA/ Ellas son muy colaborativas, ellas se ayudan entre ellas pues tienen su rosca, pero ellas tratan de ayudarse unas con otras; de prestarse el cuaderno, de colaborarle, de salir adelante... entonces es un curso bonito.

### PREGUNTA N° 6 ¿Qué dificultades identifica en sus estudiantes a nivel de convivencia?

- A. Hay rivalidad entre ellas
- B. No hay comunicación
- C. Otras, ¿Cuáles?

RTA/ ¿De convivencia? que cuando se tienen cosas, se tienen cosas y se maltratan; son de... de maltratarse fuerte, de decirse cosas que yo pienso que a veces ni se siente sino solo por decir las. Yo no he visto agresión física gracias a dios y no, pensaría que es más de "Ay yo no quiero ser más su amiga esta vez" "Ay es que ella me quitó a mi amiga" pero, pero no, no, no.

### PREGUNTA N°7 ¿Qué fortalezas identifica en sus estudiantes en la clase de inglés y qué habilidades?

- A. Participan activamente
- B. Se interesan por aprender
- C. Otras, ¿Cuáles?

RTA/ Les gusta, les gusta participar ¿Qué fortalezas tienen? Que algunas son como espumitas, como esponjitas, que cogen las cosas en el aire. Hay otras que ya tienen conocimientos entonces eso las jala a las otras y entre ellas se gustan colaborar mucho

### PREGUNTA N°8 ¿Qué debilidades identifica en sus estudiantes en la clase de inglés?

- A. Son tímidas
- B. No participan
- C. No hay interés de parte de ellas por aprender
- D. Otras, ¿Cuáles?

RTA/ Algunas son tímidas, les gusta participar cuando se siente acompañada. Cuando trabajan en grupo les gusta mucho, mucho, mucho participar, cuando está solita les da muchos nervios, pero hay otras que son como tranquilas y lo curioso es que aquí a veces de pronto hablan, pero las sacas a otro ambiente y pueden ser niños y no hablan se quedan calladas. Yo creo que es por la pena, la pena en general, o sea, pueden saber, pero como que se asustan entonces, es eso.

### PREGUNTA N° 9 ¿En la clase de inglés hablan la mayor parte del tiempo en inglés o en español?

RTA/ ¿Quién, las niñas o la profesora? jajaja. Yo hablo 50% de la clase en inglés. Las niñas español, muy poquito inglés o sea toca es focalizarse para que lo traten de hacer y lo puedan realizar, pero entre ellas les gusta mucho la lengua nativa, la lengua materna.

### PREGUNTA N° 10 ¿Qué actividades lleva a cabo en la clase de inglés?

- A. Juegos

- B. Canto
- C. Resolución de guías
- D. Otras, ¿Cuáles?

**RTA/** De todo, yo creo que de todo. Ellas juegan, cantan de vez en cuando, resuelven guías, copian en el cuaderno, trabajan en grupo.

**PREGUNTA N° 11 ¿Qué materiales usa en la clase de inglés?**

- A. Guías
- B. Libros
- C. Tarjetas con dibujos
- D. Videos
- E. Canciones
- F. Otras, ¿Cuáles?

**RTA/** A veces trabajamos con tarjetas, yo les pedía cartulinas y escribían el abecedario en inglés. eeeee, a veces ellas mismas hacen el flash cards...eeee, a veces generalmente trabajamos es con video mucho, mucha parte visual como para que asimilen y asocien y a veces con tabletas cuando tenemos tiempo.

(La profesora aclara que libros casi no usan). A veces se les pide el diccionario, y ellas lo traen y buscan palabras por lo menos para resolver sopas de letras. Libros de texto hay uno que es este de “Palolo y Pilolo” pero esos libros están más descuadernados, pero a veces si los trabajo, pero eso es rara vez.

**Pregunta N° 12 ¿Lee textos en inglés con los estudiantes? De ser así, ¿con qué propósito lo hace, ¿cuál es el objetivo de la lectura?**

**RTA/** Nonunca leen, no, nada.


## Annex D; Lesson plan

Lesson plan: “Knowing life” June 6,13,27 2019			
Room Teacher: Sandra Cárdenas		Researcher: Dalila Moreno	
Participants: 34 Students		Grade: 506	
Duration: 74 minutes		Materials: intelligent board, markers, copies of the text “Acute white angel”, Power point presentation, workshop to fill, cards with images, video: -Animated Shorts: "Life is Beautiful" - by Ben Brand- <a href="https://www.youtube.com/watch?v=6fDoTmjHa1I">https://www.youtube.com/watch?v=6fDoTmjHa1I</a>	
<b>Lesson objectives:</b> To recognize the general meaning of life and the emotions related to this concept. To internalize words and situated vocabulary related to the concept of life To identify reading strategies in order to comprehend the general idea of a text To practice on pronunciation and spelling by reading a short informative text To practice on writing by putting own thoughts related to life on paper.			
Stages and estimated time	Specific objectives	Description/procedures	Resources /Media
Introducing the topic 10 Minutes.	To raise awareness in regards to the meaning of life for each person.	Using a power pint presentation with some images, teacher will present to the girls the concepts of: Beautiful, hard and sad. Then based on that each girl must write a short sentence answering; “What is life to you?” Using the structure “Life to me is... beautiful, hard or sad... because...” explaining it with a drawing	Intelligent board.
Presenting and reinforcing concepts to the students (pre-reading activity) 17 Minutes	To introduce students situated vocabulary	The teacher will present to the students a short animated video titled: "Life is Beautiful" - by Ben Brand. After watching the video girls will be reflecting upon it with some questions such as; What did you understood from the video? How is the life of the little man; hard, beautiful or sad? Afterwards, girls will be presented a short Power Point presentation with some vocabulary that will help them to understand the text they will be reading. In the presentation there are only words in English accompanied by images that will help girls to understand the meaning. They must try to guess the meaning of each word.	Power Point presentation: Knowing life  Video: "Life is Beautiful" - by Ben Brand. <a href="https://www.youtube.com/watch?v=6fDoTmjHa1I">https://www.youtube.com/watch?v=6fDoTmjHa1I</a>

Reading an informative text (core activity) 25 Minutes	To read and try to comprehend the text based on the pre-reading activity	Each student will receive a copy with a text based on the life as a personification, its main features and the feelings related to it. Then, students must read the text with their classmates. The teacher will help (if necessary) students to pronounce properly, or finding meaning in the dictionary.	Text “Acute White Angel” (see annex E, text 3)
Remembering and appropriating vocabulary post-writing activity 20 Minutes	To recall vocabulary learnt by reading the text	After reading the text the teacher will paste on the board the images of the concepts that were exposed on the text and will write the word that corresponds to each image. The classroom will be divided in two for a game. The idea is that one girl for each team must pass to the front and will try to match words with images and the winning team will receive a reward.	Printed images, markers, candies.
Closing activity. Using the learnt vocabulary. 10 minutes	To use the vocabulary learnt in the read text	Students must fill a workshop related to the video and using vocabulary found on the text they read	Workshop (see Annex I, artifact 2)



## Annex E; Readings for each Cycle



**THE DEATH**

The death is a dark creature. Death it is like a human skeleton. Some persons call it "the Angel of death".


The death holds a scythe and wears a black dress.

This "Angel of death" causes the death of a person. And the person closes the eyes forever. The "Angel of death" provokes fear for its appearance because it is skinny and scary. And when a person dies their families can feel very sad.

DEATH IS...

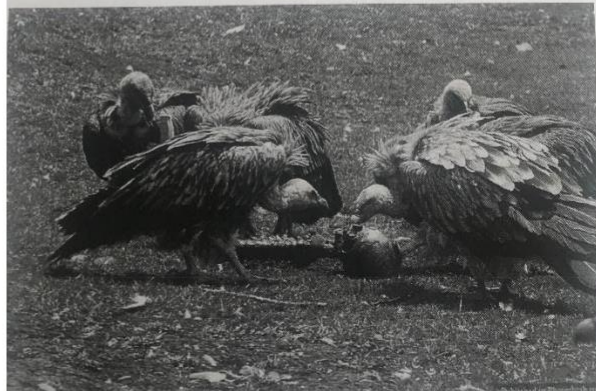
DEATH WEARS

DEATH HOLDS ...

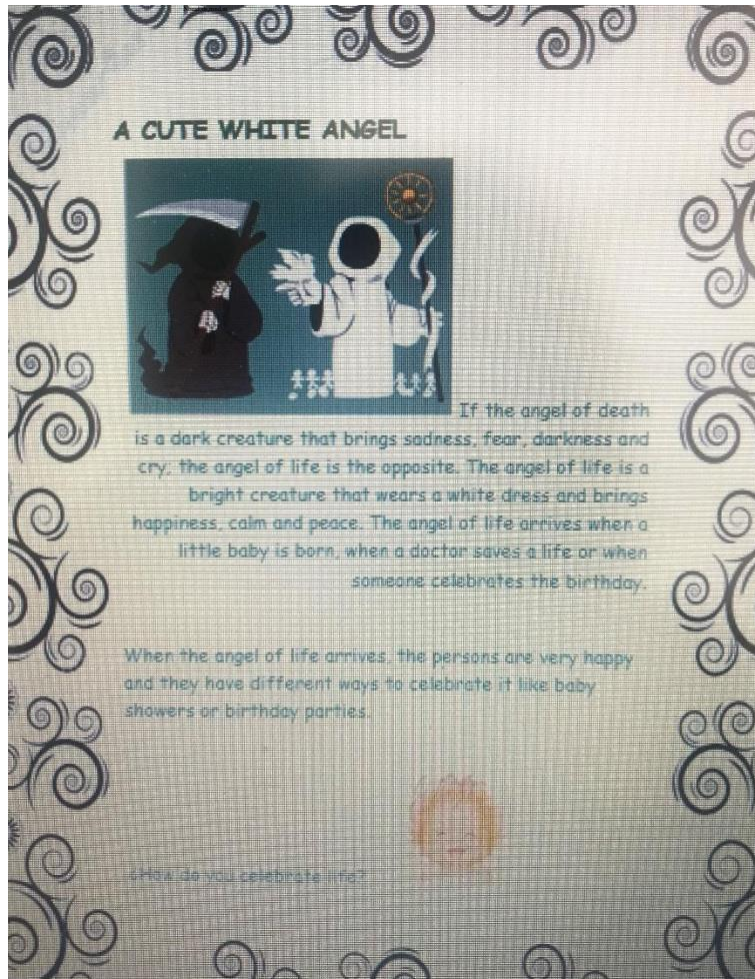


**FEEDING THE VULTURES**

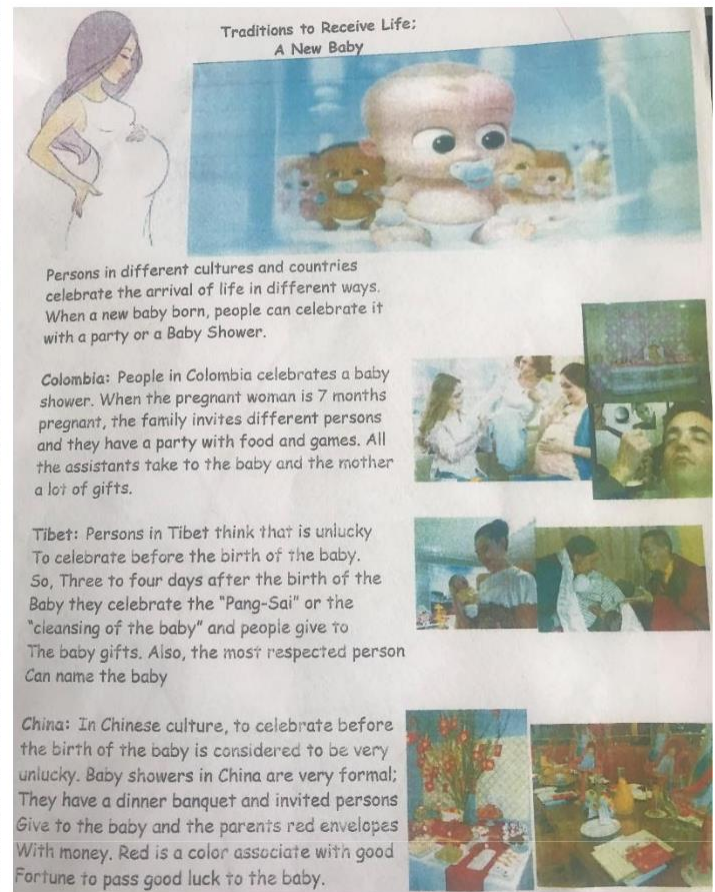
In the Tibetan culture the persons have a different burial ritual. They do not put the dead person inside of a coffin; they take the dead person to a mountain and many vultures come to eat the dead person. So Tibetans do not have the burial that we have here in Colombia with candles, coffins, flowers, graves or cemeteries. The Tibetans leave the dead person on the ground and the vultures eat the person. For the Tibetans this is a beautiful way to feed the animals and take care of the nature.



Text 1



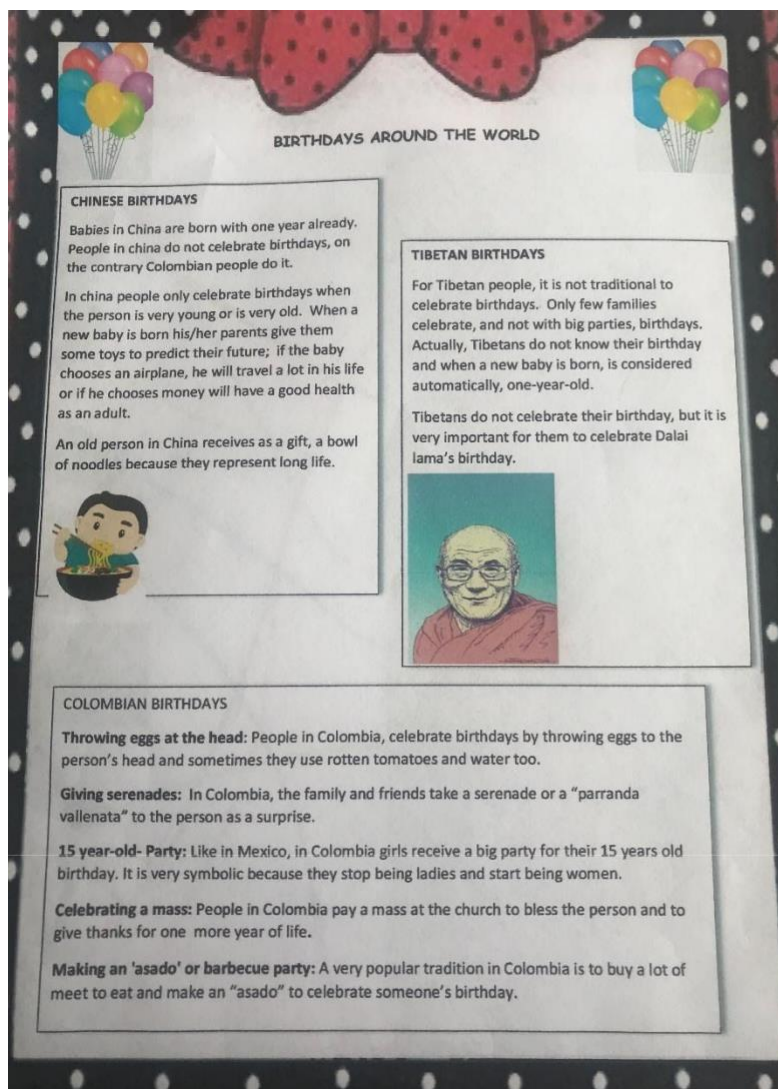
Text2



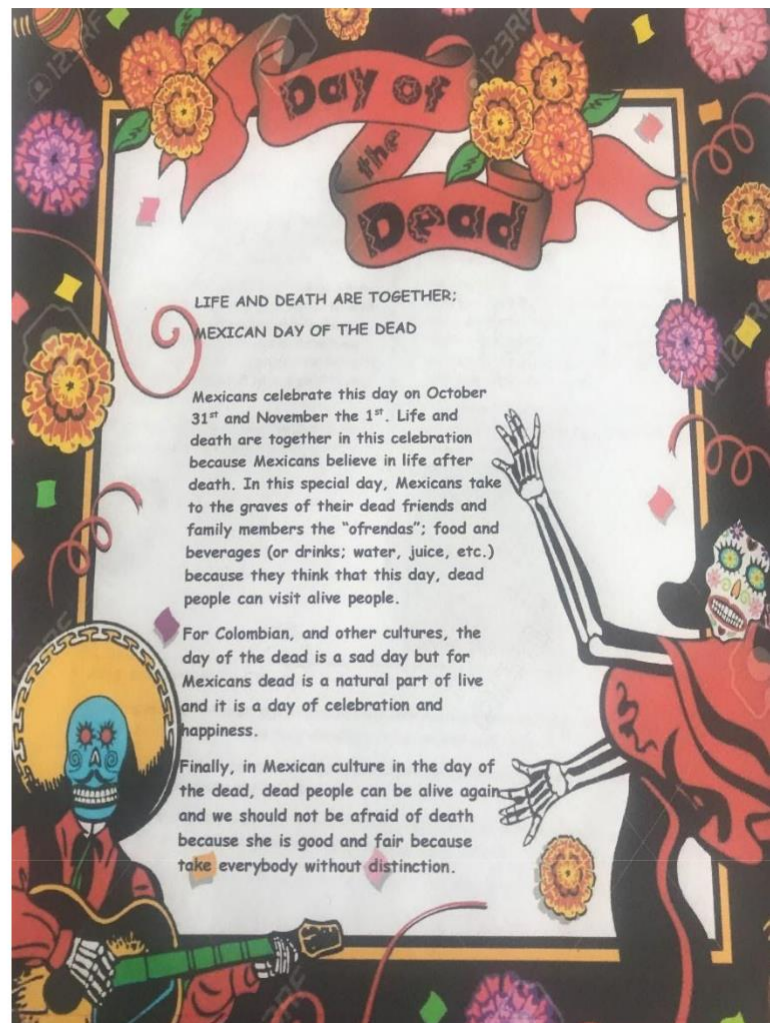
Text 3

Text 4





Text5



Text 6

## Annex F; Students' Questionnaires

Querida estudiante, de antemano muchas gracias por responder esta encuesta de la forma más sincera posible y recuerda que tu opinión es muy importante ya que incide bastante en la mejora de tu proceso de aprendizaje y será tomada en cuenta por tu profesora.

1. De todas las actividades realizadas en clase ¿Cuáles te han gustado más?  
 A. Lecturas de texto den voz alta B. Juegos de Kahoot C. Juegos de Imágenes y palabras  
 D. Escribir párrafos E. Ver videos F. Otras ¿Cuáles? me gusta Kahoot Y ¿Por qué? por que entendia mejor los cosas

2. ¿Cuáles te han gustado menos?  
 A. Lecturas de texto den voz alta B. Juegos de Kahoot C. Juegos de Imágenes y palabras  
 D. Escribir párrafos E. Ver videos F. Otras ¿Cuáles? no me gusta Y ¿Por qué? Escribir párrafos por que me confundia las palabras

3. Marca con una X ¿Has aprendido palabras nuevas?  
 SI X ¿Cuáles? Escribe a continuación coffin, candle y grave  
 NO      ¿Por qué crees que no has aprendido ninguna palabra?     

4. Marca con una X ¿Crees que las palabras aprendidas son importantes para tu vida?  
 SI X ¿Por qué? Puedo ir a otros países donde se hable  
 NO      ¿Por qué?     

5. Marca con una X ¿Has aprendido algo acerca de otras culturas?  
 SI X ¿Qué aprendiste y de qué culturas? No aprendi que todos tienen formas diferentes de hacer funerario  
 NO      ¿Por qué crees que no aprendiste nada?     

7. Marca con una X ¿Crees que leer es importante?  
 SI X ¿Por qué? Por que aprendo otras cosas  
 NO      ¿Por qué?     

7. Marca con una X ¿Qué tal te han parecido las actividades de lectura en voz alta hechas en clase?  
 A. Me han gustado mucho B. No me han gustado C. Me son indiferentes  
 ¿Por qué? Justifica tu respuesta Me han gustado por que aprendo otras lenguas que no sabia

8. Marca con una X ¿Has aprendido algo de las lecturas en hechas en clase?  
 SI X ¿Qué has aprendido? He aprendido otras palabras que no sabia  
 NO      ¿Por qué crees que no has aprendido nada?     

9. ¿Cuál ha sido tu texto favorito?  
 A. The death B. Burial C. Feeding the Vultures D. El texto de alguna de tus compañeras acerca de un ritual de otra cultura E. Ninguno  
 SI te gustó alguno; ¿Por qué te gustó? Me gusta the death  
 SI no te gustó ninguno ¿Por qué no te gustó ninguno?     

10. Encierra con un círculo la opción que consideres conveniente ¿Ha sido fácil o ha sido difícil para ti comprender los textos?  
 Dificil      ¿Por qué?       
 Fácil (X) ¿Qué crees que ha facilitado la comprensión?  
 A. Presentaciones de Power Point B. Recortes con palabras que acompañan imágenes  
 C Búsqueda en Google de las palabras D. Otras ¿Cuáles? Recortes con palabras

10. ¿Crees que has mejorado así sea poco tus habilidades en inglés?  
 NO      ¿Por qué?       
 SI X ¿En qué aspectos? escucha, pronunciación, vocabulario, comprensión? comprensión  
 Finalmente, ¿Qué sugerencias tienes para tu profesora de inglés en cuanto a las actividades y el manejo de la clase; ¿Qué otras actividades te gustaría que se realizarán y qué actividades te gustaría que dejaran de realizarse? No me gusta de la profesora que regañaba todos me gustan  
 Muchas gracias por tu participación en esta encuesta gracias por tus respuestas y opinión son muy importantes para la profe!!

Querida estudiante, de antemano muchas gracias por responder esta encuesta de la forma más sincera posible y recuerda que tu opinión es muy importante ya que incide bastante en la mejora de tu proceso de aprendizaje y será muy tomada en cuenta por tu profesora.

1. Marca con una X ¿Crees que leer en inglés durante las clases te ha ayudado a aprender vocabulario o palabras nuevas? Justifica tu respuesta por favor.  
 SI X ¿Por qué? he aprendido el significado de algunas de las aprendido palabras que no conocia  
 NO      ¿Por qué?     

2. Escribe a continuación dentro de la nube todas las palabras nuevas que recuerdas haber aprendido en inglés con su significado en español.

## Students' Interview (Annex G)

**Grade of interviewed students:** 506

**Name of interviewer:** Dalila Moreno Zambrano

**Date:** 07-Nov-2019 **Hour:** 03:47pm.

**Objective:** The objective of this interview is to know the perception of the students regarding the entire reading process they carried out during the three cycles proposed at the beginning of this investigation, establishing a parallel between the first and the last text they read. The questions asked seek to know their progress in terms of comprehension, knowledge of unknown words and difficulties that they overcome through the process. The interview was conducted after reading the last text, which they read on their own at home. (see Annex D, text 6)

**Entrevistador:** ¿Cómo les fue leyendo el texto, muchas palabras desconocidas?

**Estudiante 1:** Si, bastantes.

**Entrevistador:** ¿Qué hiciste para poder leer el texto encontrando un significado?

**Estudiante 1:** Lo busqué en el traductor

**Entrevistadora:** ¿Todo el texto en el traductor?

**Estudiante 1:** Las palabras que no conocía

**Entrevistadora:** Solo las palabras que no conocías, y después qué hiciste; ¿las escribiste dentro del texto?

**Estudiante 1:** Solo las “tradují” para entender el texto

**Estudiante 2:** Pues a mí me fue bien porque el texto nos informaba muchas cosas y pues era de un tema muy chévere

**Entrevistadora:** ¿Qué hiciste cuando veías palabras que no conocías?

**Estudiante 2:** Las buscaba en el diccionario.

**Entrevistadora:** y ¿Qué hacías para que no se te olvidaran? **Estudiante 2:** Las empezaba a repetir y a practicar muchas veces.

**Estudiante 3:** El texto me pareció bonito, aunque ya sabía mucho de la cultura

**Entrevistadora:** ¿Qué hiciste cuando veías palabras desconocidas?

**Estudiante 3:** Buscaba en el traductor

**Entrevistadora:** ¿pero ponías toda la frase o solo la palabra?

**Estudiante 3:** No, solo la palabra.

**Entrevistadora:** ¿Ustedes sienten que hay una diferencia así sea pequeña, entre la primera vez que recibieron un texto con este último?

**Todas las estudiantes:** Si

**Estudiante 4:** Si porque profe obviamente cuando tú nos pones así en el tablero cosas así... Por ejemplo, nos repites y nos repites... y luego ya pones como... o sea, pones imágenes con el texto arriba.

**Entrevistadora:** ¿Cuál fue la actividad con la que sentían que aprendían más palabras?

**Estudiante 2:** Kahoot profe, Kahoot porque nos... o sea, decían frases que al principio no entendíamos y luego la última vez que jugamos ya empezamos a entender más.

**Estudiante 4:** No porque profe... es que yo no aprendí casi ahí porque había mucho desorden y las niñas gritaban mucho y no dejaban por ejemplo concentrarse eso.

**Entrevistadora:** ¿Cuál fue entonces tu actividad preferida que te ayudó a aprender palabras?

**Estudiante 4:** La última que hicimos, la de que uno encontraba palabras y las niñas encontraban más y con imágenes.

**Entrevistadora:** ¿El concentrarse; encontrar las parejas de palabras con imágenes?

**Estudiante 4:** Ajá

**Entrevistadora:** ¿Cuál fue su texto preferido o el que les pareció más interesante?

**Estudiante 2:** El de los “baby showers”, el de las culturas y el del día de los muertos. Todos, profe, todos.

**Estudiante 5:** A mí el del día de los muertos y lo de los bebés. La de cómo celebraban la llegada de los bebés en China en Tibetan y en Colombia.

**Entrevistadora:** ¿Cuál fue su cultura preferida?

**Estudiante 2:** China profe.

**Estudiante 4:** Es que no me acuerdo era una que yo me acordaba que colgaban las tumbas en una pared grandota.

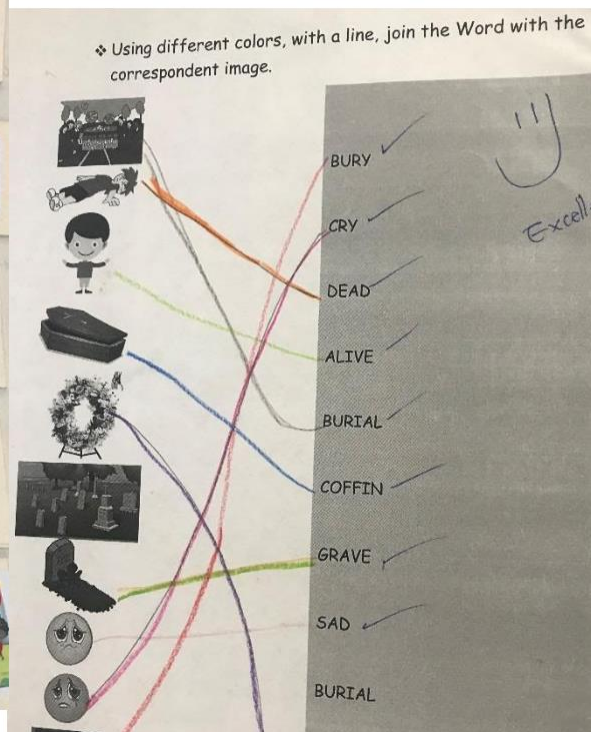
**Entrevistadora:** Ese texto fue de ustedes mismas, ustedes investigaron diferentes ciudades.

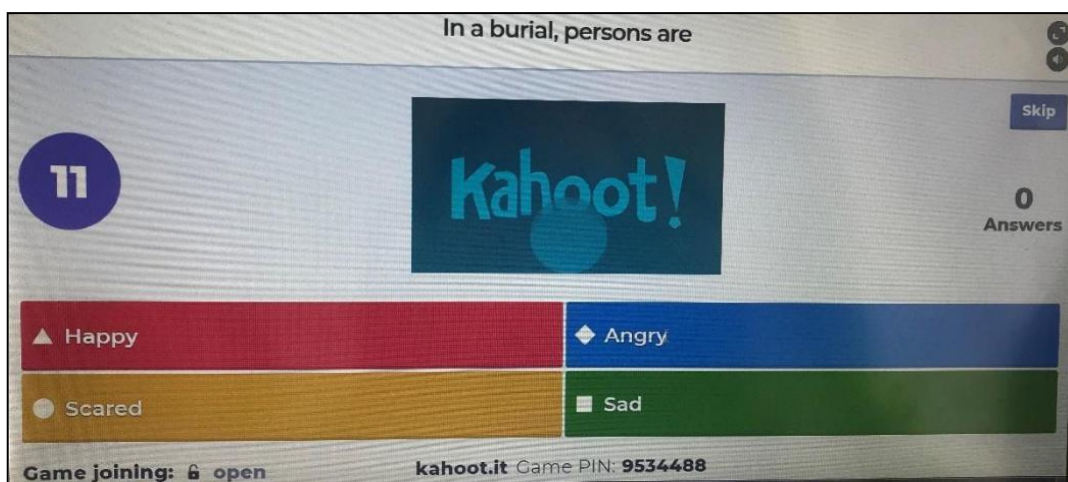
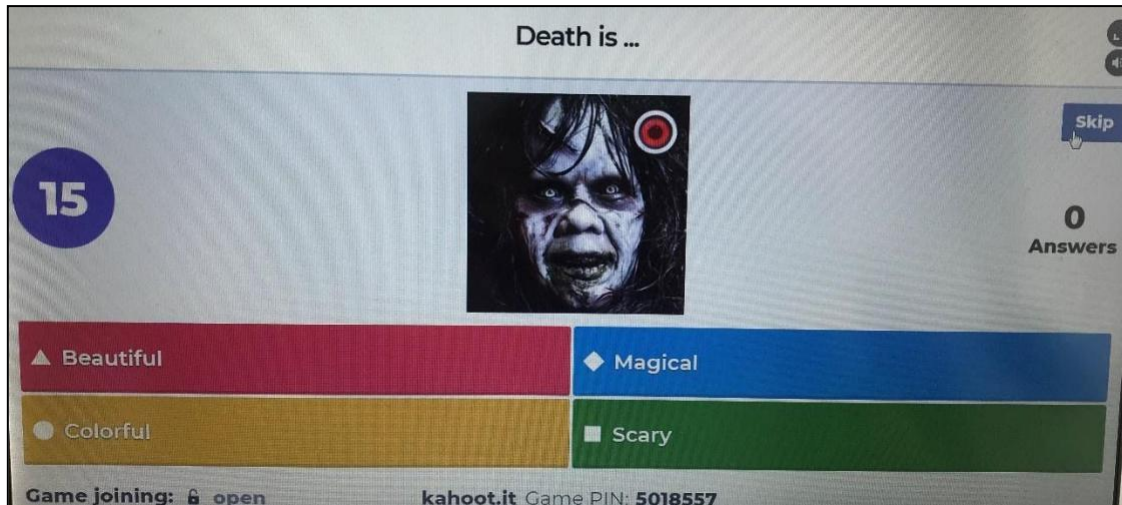


## FIELD NOTE (Annex H)

<b>Field Note # 1</b>	<b>Grade:</b> 406- Elementary School
<b>School:</b> I.E.D Liceo Femenino Mercedes Nariño	<b>Date:</b> August , 28/2018 From 12:15 to 02:15 h
<b>Room Teacher:</b> Sandra Cárdenas	<b>Practitioner:</b> Dalila Moreno Zambrano
<b>Number of Students:</b> 35	<b>Number of Students with special needs:</b> 0
OBSERVATION	INTERPRETATION
<p>Two hours of class are observed; the first one corresponds to the English subject and the second is that of social. The first class was held at the English lab, due to the chairs and desks accommodation (there are seven chairs per one desk), this classroom is more given to collaborative learning because there is not much individual work. For the second class the girls were moved to their usual classroom (406) which has a more traditional organization (one chair per desk set in rows). For this reason, in social class, each girl works individually.</p> <p>Although the group is very quiet, a girl is moved as a punishment to the back of the classroom alone because she was talking too much. Also, the English teacher called the group's head teacher to complain that girls had not done a homework and they had not taken a signed authorization (for an English activity with the British Council) to the classroom.</p>	<p>The space of the English class is more of socialization and teamwork, on the other hand, the one for social class is more given girls working individually</p> <p>The girls are a little distracted and talkative among them and there are constant interventions in which the teacher call the students' attention For not being paying attention to her.</p> <p>Girls look sometimes very quiet and this is because they respect the teacher a lot for her strong personality and this makes the group to be very discipline even taking into account the times teacher call their attention.</p>
<p>The teacher arrives to the classroom and said "Hello, how are you?" and the girls answer "Fine" then teacher says in Spanish "Y además de fine cómo pueden decir?" and they answer in english: "Angry, sad, happy, bored..."</p> <p>After that, the teacher (using Spanish, ask the students to translate the meaning of "expressions" she is showing with her arms. For instance, she extends the arms and girls answer "long"</p> <p>The she reduce the space between the arms closing one hand to the other and girls answer "short"</p>	<p>At the beginning of the class the teacher starts speaking in English (but most of the class development is the teacher and the girls speaking in Spanish).</p> <p>Spanish is used a lot throughout the whole class even when the students can understand almost everything when teacher is speaking in English or miming the instructions for them.</p>
<p>During that class the teacher used a game to practice adjectives, pronouns and verb to be. The game was like a board game and the girls had to roll the dice to advance in squares and go forming sentences (to which they only had to add the adjective). This game was created by students of the 8th semester of the UNICA. Girls were playing that game until the class was over. At the end teacher ask students to raise their hands if they had understood the activity; only 21 girls arouse their hands.</p>	<p>Before starting with the board game, the teacher asked students what an adjective was and a girl answered that it was the name of an animal person or thing. So, girls have clear metalinguistic knowledge. During the social class there are no (on this day) eventualities at interactional levels. The class develops normally; the girls are very participative and they also listen carefully to the introduction of the topic by the teacher.</p>
<p>After the English class girls moved to their classroom (which has a more traditional distribution: like one chair per table (meaning this individual work). There, in their classroom, they started the social class in which they talked about ethnical Groups</p>	<p>During the socials class the teacher starts with questions to see if the girls remember topics from the last class. In general, most of them are very participative. Then, teacher them a crossword with the different ethnic groups that he had already explained and memorized.</p>

## Artifacts (Annex I)







**MATCHING IMAGES WITH WORDS**

1. Match the word with the correspondent image.

10

BORN / VERY YOUNG / VERY OLD / PARENTS

BOWL OF NOODLES / TOYS: AIRPLANE, REGISTER / THROWING EGGS / TOMATOES

SERENADE / MASS / MEAT

MASS / MEAT / TOMATOES / TOYS: AIRPLANE, REGISTER / BOWL OF NOODLES / PARENTS / VERY OLD / THROWING EGGS / BORN / SERENADE / VERY YOUNG

1. How is life for the Little man?

A. Beautiful  
B. Sad  
C. Hard

2. Why is it sad? when you feel bad

Why is it beautiful? when you are happy

Why is it Hard? when you are upset and you feel bad

3. Did you like the video?

Yes or no and why? I found it sad and a little impressed

4. What did you understand from the video?

that a man felt bad and sad because he was small and he decided to commit himself

The meaning of the colombian flag is: Yellow it represents the sky that covers the country, the rivers and the two oceans that bathe the colombian territory. Red: represents the blood shed by patriots on the battlefields to achieve freedom, which means love, power, strength and progress.

Symbolism the official government site in the exile of tibet explains the meaning of the flag as follows: in the center is a large mountain densely covered with snow, which represents the great nation of tibet, specifically known as the land surrounded by snowy mountains.

China:

\*The Chinese flag means: the red is the revolution, the small stars people and the big star the leadership of the Chinese communist party.

\*The most representative of china is gastronomy, mythology, philosophy, music and art

Colombia:

\*the yellow means the richness of the soil, the sun, harmony and the justice, the blue the sky, the rivers and two oceans of Colombia, the red the blood that the patriots shed for independence.

\*The most representative is gastronomy, music, emeralds, coffee and mining.

Tibetan:

\*The sun is knowledge, the lions the bravery, the blue stripes the sky, the red the tributes, the jewels Buddha, dharma and shangpa.

\*The representative thing is that people are generous and expect nothing in return.

