Traditional Games: Enhancing the Intercultural Productive Competence Through

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Abstract

Within the complex process of learning and teaching a foreign language such as English, there are different skills which are relevant to achieve a proper communication. Specifically, in this proposal two competences are going to be highlighted. On one hand, the productive competences embrace the writing and speaking skills which comprehend the students' capability to express themselves in a written and spoken form. On the other hand, the ICC reflects on the students' knowledge about their own and other cultures and how they create relationships. Thus, the aim of this paper is to design an innovative proposal which portray a liaison between both, giving as result the development of the Intercultural Productive Competence, which makes use of the recognition of traditional games from Colombia and anglophone countries by means of ICT resources. Hence, it frames on an innovative pedagogical proposal structure divided into five chapters. First, the display of the problem, target population, rational, and objectives. Second, the theoretical framework and literature. Third, the methodological design which portrays the conception of innovation and other fundamental notions. Fourth, the pedagogical and didactic proposal elaborates on the description and presentation of the proposal itself. Fifth, in the final chapter are illustrated the conclusion and final thoughts.

Keywords: Productive competences, intercultural communicative competence, ICT, traditional games.

Resumen

Dentro del complejo proceso de aprendizaje y enseñanza de una lengua extranjera como el inglés, existen diferentes habilidades que son relevantes para lograr una comunicación adecuada. Específicamente, en esta propuesta se van a destacar dos competencias. Por un lado, las competencias productivas las cuales abarcan las habilidades de escritura y expresión oral que se definen como la capacidad de los estudiantes para expresarse en forma escrita y hablada. Por otro lado, el ICC reflexiona sobre el conocimiento de los estudiantes sobre su propia y otras culturas, y cómo estas crean relaciones. Por lo tanto, el objetivo de este trabajo es diseñar una propuesta innovadora que retrate una vinculación entre ambos, dando como resultado el desarrollo de la Competencia Productiva Intercultural, que hace uso del reconocimiento de los juegos tradicionales de Colombia y países anglófonos por medio de recursos TIC. Por consecuencia, se enmarca en una estructura de propuesta pedagógica innovadora dividida en cinco capítulos. Primero, la visualización del problema, la población, la justificación y los objetivos. En segundo lugar, el marco teórico y los antecedentes. En tercer lugar, el diseño metodológico que explica la concepción de la innovación y otras nociones fundamentales. En cuarto lugar, la propuesta pedagógica y didáctica que desarrolla y presenta de la propuesta en sí. Quinto, en el capítulo final se dan a conocer las conclusiones y limitaciones.

Palabras clave: Competencias productivas, competencia comunicativa intercultural, ICT, juegos tradicionales.

Content Table

Chapter One: The Problem

Context and Target Population

This project is thought to be developed in Colombian public/state schools in 10th grade which involves specific contextual features. According to *Ley General de Educación* (1994, p.1) education in Colombia is defined as a service which can be provided by the State or private institutions regarding the different school levels such as elementary, junior high, high school, and so on. The following pedagogical proposal, as it was mentioned before, is planned for the last level of education in schools, better known as "educación media"; concretely, 10th grade.

In terms of socio-economic level, tenth graders of state schools mostly belong to first, second, and third level which hinge on the neighborhood (Jaramillo and Montoya, 2022, p. 7). Furthermore, The Colombian Congress in *Ley 142 de 1994* (1994, p. 38) characterizes those socio-economic levels as users or citizens with low resources and lower incomes than the rest of socio-economic levels. Nevertheless, state schools located in those levels count with the accessibility and resources such as internet connection, computers, and TVs in order to approach students to a connected environment.

Equally important, the average age of tenth graders in Colombia falls within the scope of 15 to 18 years old. Regarding their cognitive aspect "teenagers are willing to learn through context activities that help them to see what is happening in their lives at the moment" (Piccolo, 2017, as cited in Jaramillo and Montoya, 2022, p.7). Hence, to create a connection between their closer context and foreign cultures, in order to learn English as a

foreign language, may be rewarding to promote; first, the use of a foreign language and, second, intercultural communicative competence.

In addition, considering the psychological field, Erikson and Erikson (1997) delve into this human stage which mostly is perceived as a transition in people's existence, they mentioned that "adolescence harbors some sensitive, if fleeting, sense of existence as well as a sometimes-passionate interest in ideological values of all kinds—religious, political, intellectual—including, at times, an ideology of adjustment to the time's patterns of adjustment and success." (p. 62). Thus, teenagers are in a stage of transformation and construction of themselves, in which education can play a vast role providing the environment for exploring and set the fundamentals of future adults.

Similarly, the authors affirm about this stage "the process of identity formation emerges as an *evolving configuration*—a configuration that gradually integrates constitutional givens, idiosyncratic libidinal needs, favored capacities, significant identifications, effective defenses, successful sublimations, and consistent roles." (p. 63). For that reason, the integration of awareness and the recognition of different cultures should be present in order to supply that whole configuration of feelings, capabilities, conceptions and roles.

In the state of mind scope, Aparicio and Hernández (2021) in a recent investigation carried out during 2021, they could develop a survey with kids and adolescents from Bogotá. In that research they identified varied aspects which truly concern those groups of age in terms of mind scope, material possessions, physical wellness, and so on. Concretely, one of the facts depicted is the mind state because school level. According to the results, they distinguished a pattern that is that after university students, the population who assert

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to have a lower mind state are those who attend high school education, followed by those in junior high school and elementary school. This means that the higher the educational level studied, the bigger the feeling of restlessness, sadness, boredom and loneliness. (Aparicio and Hernández, 2021, p. 16)

Thereupon, although teenagers are not in the lowest percentage, they tend to feel negative feelings about their school education. The investigation does not provide any evidence of causes; nevertheless, some nonevidence possibilities lead us to think about the kind of classes, the strictness of teachers, classwork, or homework.

Under a similar spotlight, the new technologies have changed the way teenagers spend their free time and explore or develop their likes. Antezana y Andrada (2018) display a wide amount of data in which is portrayed the likes of Chilean teenagers; besides other factors which influence their likes, the use of multimedia technologies is on the top of the results. Multimedia technologies embrace social media platforms, streaming platforms, digital resources, information and communications technologies (ICT) and so on. Hence, this age group develops most of their likes such as music and movies taste through the use and, even more important, the interaction with those platforms and their friends in it.

Likewise, the consumption of content via multimedia platforms and technological resources has led to the emergence of some abilities related to this kind of environments. Scolari (2018 as cited in Antezana y Andrada, 2018) argues that "these competences range from problem-solving processes in video games to the production and sharing of content on web platforms and social networks; the creation, production, exchange and critical consumption of narrative content" (p. 121). Thus, it is possible to affirm that currently teenagers have diverse likes, but they develop and have access to them by means of new

technologies and social media platforms which, simultaneously, develop multimedia abilities that are improving in their daily life.

Finally, regarding their English level and skills, considering the CEFR Global Scale (1971), most of tenth graders have a basic knowledge in English level (A2) which is really near to fetch an intermediate level (B1). Particularly, this group of learners is identified due to their capability to express "very basic personal and family information, shopping, local geography, employment" (CEFR, 1971) among other relevant capabilities.

Statement of the Problem

Teaching English in state schools in Colombia is strongly linked and driven by the national document *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* by Ministerio de Educación Nacional (MEN, 2006), in which the general reasons and the value of teaching English in schools are defined. From that perspective, MEN stablished the aims to reach during the school process of Colombian students in English subject. It is expected that students accomplish a high level in communicative competences due to the wide possibilities that the students' growth in this field may carry for them and for the country. In the same vein, it is explained that the communicative competence is composed of the following competences: linguistic, pragmatic, and sociolinguistic (p. 11-12). As it was referred previously, with the establishment of these three competences along the document, MEN provides not only a theoretical perspective of learning English; simultaneously, it fosters the use and practice of the language.

Nonetheless, according to the study and records of Education First in *EF English Proficiency Index* (2021), Colombia currently occupies the eighty first position in English

level around the world which means that it has a "low proficiency", and regarding Latin America, it holds the seventeenth position of twentieth countries recorded in the results. This kind of assessment put to the test knowledge and use of English language, and records stats about the different fields in which this language takes place, usually related to international connections. Similarly, in the report *Resultados Agregados Examen Saber 11° - 2021* by Instituto Colombiano para el Fomento y Evaluación de la Educación Superior (ICFES, 2021), concerning eleventh graders who portray the final outcomes of English learning process during school, in the last year eleven graders scored low results in the English language test. Besides that, it is recognized a stagnation in the scores since 2017 in this same English field.

In consequence, MEN's aims and expectations in English subject correspond to a view of the use of English focus on the communication of people/cultures and the opening of new opportunities. However, the results of national and international tests reflect a low performance that negatively affects the bounds that MEN and English teachers want to build up between cultures. It is possible to attribute this problematic to various sources such as the lack of economic resources, Covid-19 pandemic, or social issues; despite this, teachers can approach students to pedagogical strategies and methods more convenient to put in touch their eagerness to explore and build themselves with the learning of English as a foreign language.

In brief, on one hand, Colombian students are not showing an improvement in their English level and, on the other hand, MEN and schools are not obtaining neither the results in terms of actual communication nor the results in national and international tests. Hence. it results especially convenient to explore new possibilities in teaching English making

special emphasis on the actual communication along with the creation of bonds between cultures.

Rationale

Historically, learning English has been related to the emergence of new opportunities. In our country, the notion of learning a foreign language is bound up with economic and employment openings. Nevertheless, learning a foreign language depicts cultural knowledge and cultural exchange, as well. The North American writer Rita Mae Brown refers to the language as "… the road map of a culture. It tells you where its people come from and where they are going…" For instance, English language has become a cultural vehicle for anglophone countries and, similarly, the gates for intercultural exchanges with non-anglophone countries around the world. Furthermore, from a legal and institutional perspective, MEN (2006) in *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* claims that one of the several reasons why teaching English in schools is due to the fact that "It stimulates student to open his/her minds, to accept and comprehend new cultures, and to promote the interchange between different societies" (p. 9). Hence, learning English as a foreign language does not simply mean profitability and job opportunities, it also represents a bridge between cultures.

Equally important, the learning of a foreign language fosters the contact and knowledge of diverse cultures. MEN (2006) argues that learning English benefits students because it is the most widely spoken international language, it opens the students mind to different cultures, it enables the trade of knowledge, it allows scholarships, and it brings new job opportunities (p. 9). Likewise, in the same document, it is highlighted the value of

the communicative competences in English because it is necessary to establish what students can learn and can do with that knowledge in a particular setting (p. 11).

In the same spirit, it is important to foster the training of a foreign language in a pragmatical way and, as MEN (2006, p. 11) states, it is capital to promote the use of the language in particular settings in which learners can demonstrate what they can do in order to communicate. Therefore, the exploration and application of communicative methods and activities can improve the interaction with other cultures.

Thus, regarding the highlighted problematic and goals stablished by MEN to state schools in which, it is widely portrayed the importance of teaching and learning English language, the following pedagogical proposal attempts to be an innovative solution that gathers the work on; productive competences, which positively affect the use of the language, intercultural communicative competence, which reflects on the similarities and differences of cultures understanding those aspects as a way of representation, and pedagogical innovation, which represents the development of novel strategies and different ways to present information to students. In terms of intercultural exchange and use of language, the pedagogical work on productive competences by using ICT may give a different view of the traditional paradigms of teaching. Speaking and writing can provide teachers a clear scenery about the knowledge acquired by learners and their capability to demonstrate it; similarly, the proper use of English language along with innovative and technological resources can drive students and teachers to communicate and generate liaisons with distinct cultures.

In conclusion, the learning of a foreign language such as English allows the communication with other cultures, among other possible benefits. In addition, one of the

aims set by MEN in English is that education addresses to the opening and recognition of foreign societies. Nevertheless, as it was portrayed, the English level of Colombian students depicts a problematic situation in the way they learn and put in practice the knowledge of their classes, this demonstrated by means of the low performance which impoverish the possibility to create cultural bounds. With that in mind, this pedagogical proposal bring to the spotlight the innovative labor with productive competences through ICT resources to promote the intercultural communicative competence particularly by means of inner and folk components of cultures such as traditional games.

Objectives

Main Objective

To design a pedagogical proposal which fosters the Intercultural Productive Competence through the recognition of traditional games from Colombia and anglophone countries by means of ICT.

Specific Objectives

- To use ICT tools to work with productive competences in order to promote the practical use of English language in particular situations.
- To propose the traditional games as a possible representation of cultures and a way to enhance the intercultural communicative competence in 10th graders from state schools.

Chapter Two: Theoretical Framework and Literature Review

The following chapter of the paper displays two sections: Firstly, the state of art which portrays the review of different studies related with the constructs that underpin this proposal. In this selection of documents there are national and international documents which enrich and contribute this pedagogical proposal. Secondly, the theoretical framework which presents the theoretical constructs and subconstructs sustained in this proposal such as *Communication and Culture, Intercultural Productive Competence, Intercultural Communicative Competence, Productive Competences*, *ICT, Game* and its subconstruct *Traditional Game*.

State of Art

To begin with, regarding productive competences, Herrera (2020) conducted a qualitative action research investigation, *Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an EFL Classroom* which proposed the work on the productive competences with third grade students in Bogotá, Colombia. The author used the storytelling as a vehicle to determine its effects on the development of the productive competences. The population selected for this pedagogical project were students of third grade. The investigation took into consideration three evaluative categories which portrayed the enhancement and facilitated the assessment of the productive competences: Productive Skills as a language vehicle in a reflective process, storytelling as a pedagogical technique in an educational environment, and social literacy as a reflective process within the classroom. Regarding the data collection procedures, there were used four specific instruments: field instruments, audio recordings, artifacts, and transcriptions. Some of these

instruments were implemented to collect the information which, combined with the analysis instruments gave the supplies to evince the results of the application.

The findings demonstrated that, considering the previous state of the learners who had difficulties specifically with the use of productive skills to express short interactions and their own ideas, the use of short stories can foster the productive competences. First, in terms of writing students began to use varied vocabulary in the arrangement of the brief productions, besides, they properly used grammatical structures and follow a structured procedure: planning, writing, and correcting. Second, in terms of speaking students had an improvement in terms of fluency, pronunciation, and interaction. In this manner, this research provides a bright outlook on the use of productive competences and possible paths to follow to achieve an improvement in students' writing and speaking skills.

In this light, Somawati et al. (2018), in their quantitative research, called *Task-based language teaching: how it is implemented effectively?* using a post-positivist design applied two tests with the main goal to evidence the improvement of speaking while using EFL communicative tasks which fostered productive competences. The tests were applied to a population of twenty-eight students majoring in tourism in Bali State Polytechnic, Indonesia, in which they prioritize the practice of the target language only by talking rather than reading or listening. The tests were applied in different moments; the first, evaluates their syntax knowledge at basic levels, and the second, took place after the implementation of communicative activities evaluating the same topic evaluated in the first test. The test consists of rubric in which the investigator had to assess the learners in terms of speaking. The students received a card with a role which they had to interpretate and a specific

situation in which they played the assigned role. After the performance they listened in a table the recording of the activity.

The results of this research show a significant enhancement in learning and remembering syntax structures when English is taught with specific purposes which foster the affective communication in a specific context. Some of the indicators considered were the grammar and complexity which were the most difficult of all in terms of score, 100% of students tested got score 1 in both aspects. Then, comprehension was the highest aspect for them, obtaining both score (1 and 2) for this aspect in the same amount. 50% of learners obtained score 1 and half of them obtained score 2. The pronunciation skill was lower than comprehension. Score 1 was obtained by 53,5% students and score 2 was obtained by even lower students (46,4%). Finally, speaking fluency was more difficult aspect than pronunciation aspect. A big percentage obtained score 1 (82,1%) and a small amount of them (22,8%) obtained score 2. On balance, the instruction and teaching highlighting the productive competences reflects an improvement in the communicative skills such as speaking. Additionally, the use of the language with a purpose seems to be a capital point in this project, when learners found a goal to achieve the made a better use of the language. Thus, this study depicts the structure of task-based learning classes in a possible mean which links the students' closer context with an actual use of the target language.

Concerning the ICC, Rezaei and Naghibian (2018) present an investigation carried out with 13 EFL students at the intermediate to upper-intermediate level from different science and engineering departments at Sharif University of Technology in Tehran named *Developing Intercultural Communicative Competence through Short Stories: A Qualitative Inquiry*. The main goal was to expose the role of literary texts in the development of ICC.

The authors implemented an intercultural syllabus of fourteen classes about American English short stories. The implementation involved a contrastive approach where native language (L1) and second language (L2) cultural points of view were discussed. The intercultural syllabus is made up of 5 aspects: linguistic structure, social structure, technological structure, religious structure, and with a capital role, the worldview which conforms other fields of the culture.

In order to collect data, they implemented a series of questions, in the form of journal entries written by the participants as part of their assignments, and semi-structured interviews at the beginning and end of the syllabus implementation. Two types of questions took place; first, opinion questions which attempts to describe the feelings and reason on a subject matter, second, analytic questions which try to approach students to a more critical opinion linked to the intercultural syllabus. The result of this qualitative research indicates a positive development of the intercultural communicative competence, the use of literature is an effective way to address culture and talk to a different culture. Therefore, the whole project research has an immense value because it establishes a resource and a kind of assessment which broaden the scope of the intercultural communicative competence field when it is needed to produce in a written form.

In the same way, Gonzalez (2021) addressed her investigation project to foster ICC through multimodal texts related to cultural contents by means of ICT . *Fostering Initial Intercultural Communicative Competence through Multimodal texts* is aimed to properly understand and guide the teaching and learning of ICC in the classroom. Some of the multimodal texts used in this project concern blogs, videos, songs, and diverse educational platforms. The proposal stablished three pedagogical cycles which are conformed by three

lesson plans each one. The cycles aim to work on different platforms and multimodal texts which can lead to cultural awareness such as blogs, YouTube, maps, images, and songs. It is important to mention that the whole project and cycles only stablished the intercultural exchange between Colombia and USA. Likewise, the learners are supposed to be exposed to different contexts and situations which embrace diverse vocabulary which is perceived as a fundamental key in this pedagogical work.

Although the implementation was not possible in a synchronous way or in face-to-face lessons, the ideas and proposals presented redeem the innovative and possible implementation in order to enhance the ICC in our Colombian context. The technological platforms and resources give different possibilities in terms of interaction and accessibility to learners who cannot attend a synchronous class. With the same aim in mind, this asynchronous project reflects the spirit to connect with learners no matter if they are not in the same place or if they have not the same time or schedule to take the lessons. For that reason, this research scopes the use of multimodal texts which allow students to link with other cultures by using social networks of educational platforms if they received the proper guidance.

In relation to ICT from an international perspective, Bilyalova (2016) in *ICT in Teaching a Foreign Language in High School* explores the implications and the effects of the use of ICT in teaching English to Russian learners. The author understands ICT as a solution to certain difficulties which are badly affecting the communication channels and educational resources in Russian institutions, besides the socioeconomic situation that does not cooperate with the mobility and accessibility of this immense country. The investigation resides on two stages; first, a research and study of the issue and an

exploration of the recent resources they have been using during the lessons. Second, the implementation and analysis of ICT resources for the learning of English as a foreign language. In the implementation stage, the learners were exposed to different ICT resources which attempted to display information and to practice English skills by different means such as multimedia presentations, emails and forums, videos, and internet resources which allow an asynchronous work of the language.

In order to evince the results of the application, the population took a pre-test before any kind of exposure to the ICT materials related to the investigation, and a post-test after the application of the resources. The results of the tests demonstrate the effectiveness of using ICT in teaching English as a foreign language. The study reflects on two main aspects: on one hand, the use of ICT in the pedagogical labor has a positive impact on the quality of teaching, it is more dynamic, it better organizes information, and it increases efficiency of formation of communicative competence. On the other hand, it provides motivation and facilities to the learners; similarly, it helps to the activation of independent work. Hence, this pedagogical research recognizes the possibilities and strengths of ICT in learning and teaching English as a foreign language, likewise, it brings support and a wider scope of this type of resources in a synchronous and asynchronous class.

Related to traditional games, Sulistyaningtyas (2018) based his project research on the use of traditional games as a tool to work on the physical-motor, socio-emotional, moral, cognitive field. The research *The Implementation of Traditional Games for Early Childhood Education* uses a method of surveys and data colleting, 40 elementary teachers and their respective students were part of the project which portray that the use of traditional as a tool of learning is more relevant in lower grades at schools. According to

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the surveys, more than fifty percent of teachers in Indonesia play with their students and a lower percentage use a variety of them. The finding revealed that the traditional games have many benefits such as psychomotor development and environmental interaction in early childhood, and the implementation of those can foster different cognitive fields. Nevertheless, the limitations of the applications of traditional games in the classroom strongly depends on the teachers' knowledge and understanding; similarly, the inadequate facilities and limited time do not allow more implementation of traditional games.

It is necessary to highlight that in the wide number of projects which worked on traditional games, none of them have focused neither on the teaching and learning of English as a second language or ICC. The majority have presented projects related to the physical-motor field or to the emotional field. Besides, the use of traditional games projects and investigations seems to be accurate for really young learners.

On balance, many authors from different parts of the world have focused their attention on these constructs: productive competences, ICC, task based and traditional games. Nonetheless, many of them have not worked on the traditional games focused on the improvement of ICC yet. Evidently, they approached their research from different perspectives, for the most part of them had a similar goal and understand of the importance and relevance of these capital aspects in educational processes in the current days.

Theoretical Framework

Communication and Culture

Communicating is one of the most important interests for learners, however, language learning and communicating have been misunderstood to have the perfect method

for getting the ability or competence to learn or transmit information in the wished language. In contrast, Jesús Martín Barbero expresses in his text *De la comunicación a la cultura: perder el "objecto" para ganar el proceso* (2012), that it is needed to change the perspectives of communication to culture.

> In other words, a concept of culture that allows us to think about the new processes of socialization. And when I say processes of socialization, I am referring to the processes through which a society reproduces itself, that is its knowledge systems, its codes of perception, its codes of valuation and symbolic production of reality. Which implies – essentially - to begin to think about the communication processes not from the disciplines, but from the problems and operations of social exchange, this is from the matrices of identity and the conflicts that culture articulates. (Barbero, p. 80)

What Barbero suggests, is the same this proposal is willing to. An attempt to change from traditional learning English methods (just communication), to getting some competences using cultural approach and other symbolic productions. Which means not only learning the basic competences (speaking, reading, writing, listening, grammar), but also, learning ways to think, learning throughout experiences, question beliefs, exchanging thoughts and so on. That is a truly approach to culture and of course to language. As an example, native learners of a language show how language is learnt in a natural way even when it is not the main intention, but just learning how to interact in a specific context creates unconsciously the necessity of acquiring language to express and comprehend what is going on.

Over time and with the acceptance of constructivists proposals and significant learning as well, what happens around the student, his or her context has become strongly meaningful to the entire process of teaching and learning. Culture is a term that is - nowadays incredibly involved in the process too. Then, to be able to communicate is more than just the language competences development, it seems to be necessary the learning about cultures.

However, to define what culture is has become a demanding effort over years. It has gone from the etymology colure to cult, or to the philosophy, sociology, economics or even politics areas. But considering this proposal, the cultural approach is the most accurate if we consider Terry Eagleton's definition (2000). Eagleton proposes culture in many ways and accepts the transformation that the concept has had and probably will continue to have. From that perspective, he mentions that culture in the first place could be considered a way to live. Furthermore, a way to live is linked to all the language, cognitive, ethics, religious and social aspects that affect the way to live of a human being.

Eagleton also states that "culture is a kind of ethical pedagogy which will fit us for political citizenship by liberating the ideal or collective self-buried within each of us, a self which finds supreme representation in the universal realm of the state" (p.12). According to this, the ideal of the individual and collective stops when culture (with all its possible transformations) comes in human interactions and transforms culture and human individual moments as well.

Moreover, the idea of culture, all the way from its etymological origins in the tending of natural growth, had always been a way of decentering consciousness. If it meant in its narrower usage the finest, most exquisitely conscious products of

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human history, its more general meaning signaled exactly the opposite (Eagleton, p.

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Similarly, Eagleton (2000) stablished a dichotomy in which culture is related to the finest products of human consciousness but also to the most common ways to live of people. Indeed, this dichotomy could be perceived in Colombian context, where learning English is a "fine" activity that sometimes is even noticed as a privilege and advantage. And even though learning English is considered a benefit in Colombian culture, that is also part of the common culture or common thought.

Consequently, this work plans to approach students to culture. Because the ideas of privileges could be broken when learners are in the middle of those contexts and with access to the language but also to the social interactions and traditions. Furthermore, Eagleton also mentions how culture is constantly transformed by each person and how each person is also transformed by culture, generating a constant cycle of social evolution.

Intercultural Productive Competence

Learning about diverse cultures and be aware of the similarities and differences in relationship with the own country is important in the process of learning a language; nevertheless, in this proposal one of the most relevant aims to attain is that learners put into practice that knowledge in specific situations in which they can demonstrate what they can do in order to communicate. Thus, in the present proposal, the Intercultural Productive Competence is the result between the bond of two fundamental constructs which set the guidelines of the present proposal. To achieve a better understanding both; Intercultural

Communicative Competences and Productive Competences, in the following paragraphs are going to be defined and detailed.

Intercultural Communicative Competence. ¿Can languages be taught and learnt putting aside all cultural and contextual influences? Nowadays, culture in language learning represents a big part in this process, teachers and learners have understood its importance which it represents for EFL learning considering the foreign and their own culture. Hence, intercultural communicative competence (ICC) has become a capital key in the curriculum of institutions; this does not mean that ICC displaced other kinds of competence or skill, instead it engages in almost all kinds of learning processes carried out in order to learn a target language. In this segment, I will introduce the definition of ICC, its incorporation, and the resources and strategies to foster this competence.

To begin with, ICC has its roots in the concept of communicative competence. Byram (1997) affirms that this concept was born from the critique of Dell Hymes to Noam Chomsky's communicative model. Language learning in general should not only focus on grammatical competence, but it should pay attention to the ability to use language acquired appropriately. Thus, ICC is defined as "the ability to interact with people from another culture in a foreign language" (Byram, 1997, p.71) Similarly, the British Council (n.d.) in its webpage reinforces and deepens the concept defining it as "the ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully." (paras. 1) In the whole, the ICC refers to the competence to evoke and understand cultures of a foreign language and the own culture. In the process of learning a language, this knowledge is important because its direct relation with the proper way of communication is carried out.

In addition, the incorporation of ICC and its implementation may focus on the exploration of the authentic representations of culture, leaving aside the superficialities and highlighting the appreciation of similarities and differences (Goria. et al. 2016). For that reason, old-fashioned resources must be avoided, in previous times the materials showed a really superficial image of population and countries. Therefore, as teachers we will identify that a learner is developing ICC when he/she can build relationships while expressing him/herself on the foreign language, which involves the effective communication considering his/her own and other's points of view and needs ((Byram,1997, p.71)). In own words, the learners must be able to interact and communicate with others understanding his/her culture and others ideological postures and viewpoints avoiding stereotypes.

Thus, methods and materials used during the implementation of ICC play a prominent role in this enhancement of the competence. "Should we be using task-based learning and discovery techniques to help our students learn for themselves?" "Are some methods more appropriate than others for teachers who are not native-speakers (and may be less familiar with the culture) or have large classes of sixty or more students?" (Tomalin, 2011, paras. 11). The previous queries explore some of the issues to deal with this competence, in fact, the teaching and learning of ICC does not have one define way to foster the cultural awareness in students, the use of communicative approaches allow the development of communicative competence in a whole. In this specific situation, the goal of teachers is to explore the different possibilities with resources such as literature/textbooks, videos, music, among others, which present geography, history, non-verbal communication, slang, and so on. In addition, Tomalin (2011) highlights the importance of the own culture in order to understand differences and achieve the inter-

group and cross-cultural relations that Byram (1997), in his investigation study, established as a capital in order to create cultural awareness.

In brief, the ICC comes from the communicative competence in Hymes' critique of Chomsky's model. Also, it is defined as the ability to understand cultures to successfully communicate with people from different ones. Finally, teachers have the possibility to navigate through methods using varied materials to incline students to the understanding of cultures and the preventing of cliché perceptions.

Productive Competences. Learning English as a foreign language involves the development of different skills: reading, listening, writing, and speaking. British Council (n.d.) bundles these four skills in two bigger groups; receptive competences, reading and listening; productive competences, writing and speaking.

According to MEN (1998) the concept of competence is defined as "The capabilities which an individual has to …" (p.17); similarly, it stablishes that "the notion of competence is a category thought from the constitution and formation of the subjects in different dimensions of their development" (p.17). In this light, the competences in our context are understood as the capability that students have to perform a defined action and, equally important, those competences are reflected in various facets of the learners, this means that in schools and integral education the focus on different competences is the goal to achieve.

In terms of language, MEN (2006, p. 11) also reflects on the competences that educators need to aim in an English class. The importance of providing students with the setting and situations apt to communicate each other is capital because in those moments it

is when they are going to demonstrate their capabilities, in other words, if teachers supply students with the proper environment they can realize about students' competences.

Within the productive competences in EFL; on one hand, "writing is the process of using symbols to communicate thoughts and ideas but in a readable form. It also includes knowledge of grammar, vocabulary, and punctuation (Benwell, 1997 as cited in Alfonso, 2020). On the other hand, according to Burns & Joyce (1997, p. 63) speaking is defined as "an interactive process of constructing meaning that involves producing, receiving and processing information". With that in mind, the writing and speaking skills are vehicles for people in order to express themselves and, specifically, in a EFL classroom both writing and speaking production can provide students the tool to depict their thoughts, beliefs, and customs which are representation of their culture.

On the whole, the term productive competences constitutes the students' capability of express themselves in a written and spoken form. Under this approach, MEN elaborates on the implementation of activities which allow students to improve their skills in order to promote an actual communication.

Finally, now that ICC and Productive Competences are defined, the construct of Intercultural Productive Competence stablishes a connection in order to propose outlooks which bring together the cultural awareness and the written and spoken production in a foreign language. This liaison strengthens and emphasizes on the productive aspect of ICC, this allows that teachers and students take advantage of that cultural knowledge and place it in service of the productions of written and spoken texts such as letters, posters, videos, forums, and so on. This focus differs from ICC perspective in the detailed attention to the

production that learners can carry out in order to communicate the cultural knowledge in specific settings.

ICT

ICTs have become one of the most useful tools, especially after the emergency of the virus COVID-19, which even in a forced way, made teachers and students find out new methods to learn and communicate. This necessity of virtual resources gave teachers new possibilities to get to the students, especially nowadays, when the most popular objects between teenagers and young adults are smartphones and computers. It means that, avoiding technology and modern technology is not anymore, an option, because those devices and ICT are already involved in personal and professional lives. As a matter of fact, even after the emergency of pandemic, many schools and universities decided to continue developing virtual classes, courses and sources, as well as many people decided to keep learning and working at home. With this landscape, virtuality is not an enemy, plus is an incredible tool and almost a prerequisite from this generation of students to the old generation of teachers.

ICT are technologies that include methods and tools to transmit information. The transmission of information breaking the traditional classroom where the teacher was the only one who had wide access to knowledge. In Latin America, the resources have been limited to some specific places, which is one of the most difficult parts of using ICT in education, considering the inequality. Rodriguez, Peña and Salvattore (2020) admit:

In Latin America, the insertion of ICT in the school environment has gradually occurred in the educational units of basic education (infrastructure, teacher training,

promotion of the implementation of ICT and communication in the classroom), the objective set by public policy is to provide the labor of transmission of knowledge by the teacher, to originate a significant learning in each of student and to optimize the education in the educational units. However, being able to establish a correct incorporation of these resources to education requires a significant effort, it is insufficient the mere provision of infrastructure and technological equipment to schools or to simply digitize the information and make it available for students, so it is necessary the existence of a relationship between the parts involved in the process (teacher / student). (p. 4).

Finally, for having this kind of innovation using ICTS, it is not only important the hardware and software resources, but also mandatory that all the students participate and teachers too, because all their community needs to be transformed o innovated. For this specific work, the last three objectives of pedagogical innovation that Brocel and Mero (2017) mention are taken up, which are clearly part of the guidelines of this proposal to be developed, as well as considering the ICT importance.

c) Publish innovative practices that contribute to the solution of educational difficulties that are disturbing the quality of learning of students and teachers who play transcendental roles in the educational community.

d) To comfort the development of admitted educational projects that respond to the reality of our country and that rescue creativity, human wealth and the natural and cultural resources provided by our environment and avoid the loss of it.

e) Promote flexible, creative, and participatory curricular modifications, related to the needs of individuals and their 22 community, seeking quality education and meaningful learning within the institution. (p. 21-22)

Game as a Learning Tool/Strategy

The game has been considered as a form of distraction to get out of the routine by practicing different activities with specific criteria and objectives depending on the type of game. According to Huizinga (2012) the game is:

A free action or occupation, which takes place within certain temporal and spatial limits, according to obligatory rules, although freely accepted, an action that has its end in itself and is accompanied by a feeling of tension and joy and the awareness of "being in another way" than in ordinary life ... this category of play seems to be regarded as one of the most fundamental spiritual elements of life. (p.55)

Then, playing games has not been only a part of kids or infants' development, it is an activity that is "a fundamental spiritual element of life" (2012), which is practiced among every child, teenager, and adult community. Most of the people search for a way to get out of the ordinary routine and one of the most common ways is by playing, no matter the age. In Colombia people play sports games, table games and virtual games, depending on the contexts, resources, and age. However, each person at some point likes any game to get a little bit of adrenaline, fun and joy. Additionally, the game is not only a practice of joy and distraction. It involves such as plenty social interactions that influence social relationships and even cultural constructions.

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The importance of play and toys is also linked to nature, being that many games were played at certain times and not at others, such as in winter or spring in order to act or influence through games certain natural phenomena. It can be mentioned, for example, the game of the spinning top to ensure a good harvest, the dolls that symbolize female fertility and were given to young women for this purpose. Other games were closely related to divinity and had a high symbolic content (ball games, for example), where, through putting into practice certain playful expressions, certain plays, or games, it was sought to influence or please the gods, being therefore these games closely linked to rituals (Öfele M. R., 1999).

This games, built some behavior and interactions and among time transformed into very important elements of culture of those places. Right now, in Colombian contexts it is possible to say that different types of games have been relevant elements for social daily development of relations. Games are also an easy way to share with others in different formal and no formal contexts in a very relaxing and joyful way. That is when traditional games become crucial for the determination and expression of cultures.

On the whole, games depict a part of every culture in which is involved, it is a representation of the people that play it. Finally, it is necessary to highlight that games have virtues related with learning, Huizinga (2012, p.50) claims that when people play, they adopt an innate learning role in which they accept the roles and rules which are involved in that "fictional" space in which the game is develop.

Traditional Game. When someone is learning the rules of a game to be able to play, it is necessary to understand what the reason is why a rule is like that, when that rule is applicable, how can be that rule applicable, the limits, the objectives and so on. However,

that knowledge is not only related to the game. You have the option to accept or not to play, but if you do, you start to get involved in that universe of the game. At the same time, you get in touch with the different verbal and not verbal expressions needed and common of the game. In addition to that, you learn behavior from the rest of the participants to acquire better abilities to get the objectives of the games. Then, the game transforms into a very complex activity in a safe fantastic universe where in a volunteer way everyone wants to interact somehow to get the objectives while having fun.

This complex development of relations and interactions shows up personalities, education, behaviors, expressions, and why not, cultural traditions from a place. There is where traditional games appear and in a very relaxing and comfort way could teach about culture and ways to think from the place where the games come from, and the participants come from. So, traditional games could be used to learn from history, culture, thoughts, philosophies, and geography.

When we talk about traditional games, we refer to those games that, for a long time continue to endure, passing from generation to generation, being transmitted from grandparents to parents and from parents to children and so on, perhaps undergoing some changes, but maintaining their essence. They are games that are not written in any special book, nor can they be purchased in any toy store (perhaps just some elements). They are games that appear at different times or times of the year, which disappear for a period and re-emerge. (Öfele M. R., 1999)

Thus, traditional games have the possibility to transport people to old moments, different historical and cultural times and at the same time to different places. This connection that breaks time and kilometers barriers, is the one needed to connect

Colombian students with English language and the cultures involved. As mentioned previously in the statement of this document, what is expected for English teaching is to provide students with real situations or closer real situations of English contexts to improve and enhance productive competences. Clearly, games are not only joyful experiences but also genuine expressions of culture and thoughts, that provide students with enough confidence to express themselves using English for real situations in real situations.

To provide real situations is important to understand the internal environment of the game that makes participants behave under certain rules, as Lavega says: "the internal logic bears the stamp of the culture that has shaped it, evidencing a true playful heritage, characterized by a singular set of reactions, learnings and symbolisms." (Lavega, p. 56)

But, in this proposal the idea is to help students to improve competences, they will not only receive information about other cultures, but also, they will have the chance to find the way to express about their own culture in a foreign language. Lavega (2006) exposes the external and internal logic of a game, in which the internal one focuses on the rules and methods the game has itself and the external one allows participants to *reinterpret from the outside* all those internal properties, giving them new *symbolic meanings and values* depending on each person or group of people. (p. 57) Then, finding that reinterpretation of others cultures and why not, their own culture is the challenge for students' intercultural competences.

Finally, traditional games seen from both perspectives: internal logic and external logic, could clearly enrich the competences by somehow forcing them to practice and get a high level to express their ideas. Students must be able to learn other cultures and

understand language from those other perspectives, and at the same time to teach their own culture and make others comprehend it in a foreign language.

Figure 1:

Constructs visual representation.
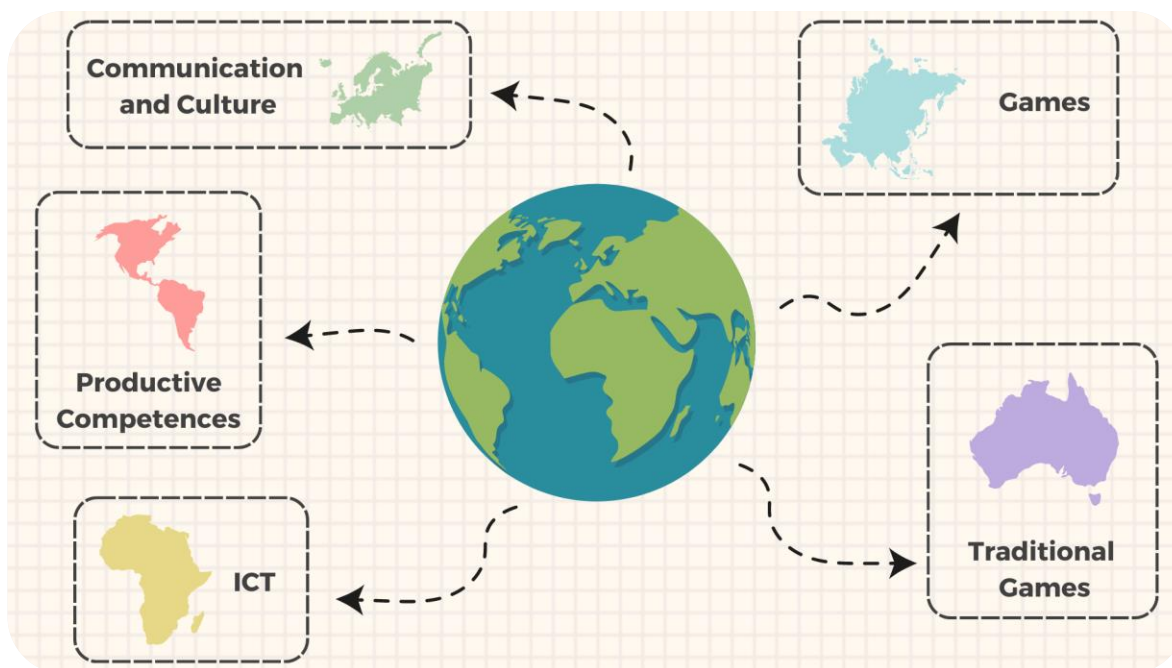
The graphic illustration above represents the bonds which this pedagogical proposal attempts to achieve. It reflects on the link and value of each one of the elements portrayed in the document and; similarly, it pictures the dependency relationships of the elements itself, just as in the earth all continents carry close links and ties. The intention is to create a harmonious correlation among the traditional game which display the culture of countries and place it at service of the learning and teaching of English as a foreign language focusing on the productive skills through the use of ICT.

Chapter Three: Methodological Design

In this section of the document the pedagogic and didactic innovation are going to be defined. In the same line, in order to have a proper comprehension of the pedagogical proposal the conceptions of the curricular vision, the vision of language, learning, and classroom are going to be displayed.

Pedagogical and Didactic Innovation

Moreno (2000, p. 1) reflects on the innovation construct "the new not only refers to something that is generated, instituted or presented for the first time, it also includes new ways of doing something that has already been known or used in other times or situations." Therefore, the design of a pedagogical proposal which gather and consider the work on intercultural communicative competence by means of traditional games and it fosters the productive competences; equally, fulfills the aims of innovation that are stablished and explores the interculturality from a field which portrays the roots of people around the world.

In addition to that, teaching of EFL has changed through time adopting novel approaches and methods which follow trends in education and meet the necessities of students of each context. The grammar translation method, the direct method, the audio-lingual method, the total physical response, among others were slowly replaced for contemporary teaching approaches and resources. Naturally, the exploration of new paths to teach and learn were brought together with the inclusion of technological resources which recently have played a huge role in education. Brocel and Mero (2017) claim:

While education and technology are innovated within society, we will not only train professionals but also quality teachers their growth occurs over time to put themselves within the technological era will rewarding for them internally of their study environment. (p. 15)

In other words, the innovation is a necessity for the evolution and successful adaptation to face varied situations that are experienced and attempt to challenge the traditional methodologies of education. A case in point was the COVID-19 pandemic which demonstrated that we were not prepared for conducting asynchronous classes in terms of technology and skills by both sides, teachers, and learners. The exploration of the modern technologies in our field was learnt along the same process of adapatation. In this instance, the authors Brocel and Mero (2017) affirm that pedagogical innovation is proposed by the teacher and his/her students in the study environment, with the objective of *improving the grounded value of learning-teaching*, adapting continuously to the conditions and necessities of teachers and learners. (p.17)

Thus, innovation is a kind of investigation in which teachers are seeking for learning and teaching strategies which bound up with the current issues discovered through different educational situations. It could be clearly supported by UNICEF's words about innovation: "Innovation in education means solving a real problem in a new, simple way to promote equitable learning. Innovation in education matches the scale of the solution to the scale of the challenge"

Likewise, Gutiérrez et al. (2018) claims that there are not only a possible way to understand the innovation concept. The author ponders diverse definitions to finally concludes that it is possible to identify that some concepts of innovation given may be

understood as synonyms, all of them have common factors and, additionally, they support

or gather with the concept of innovation mentioned previously by Wilson Acosta

Valdeleón (2016).

Figure 2:

Adapted from: *Tipos de innovación educativa* (Gutiérrez et al. 2018, p. 119).

Type of innovation	Subtype	Definition Type
Educational Innovation 1.0	1.1	Educational innovation is an activity that teachers perform to improve practices, that is, the lo results of what they do.
	1.2	Educational innovation is a process of transformation of the practices carried out by the teachers supported by the educational, pedagogical and didactic knowledge that leads I to better learning outcomes.
Educational Innovation 2.0	2.1	Educational innovation is a process of improving educational processes in which teachers and managers undertake joint transformations
	2.2	Educational innovation is a process of institutional improvement in which students, managers and teachers build novel responses to their educational problems.
Educational Innovation 3.0	3.1	Educational innovation is a systematic process of transformation carried out by educational communities and from which they identify themselves, generating disruptive ways of facing their problems.
	3.2	Innovation is a process of agency of educational communities in which their internal members, together with other external actors, generate highly disruptive innovation and produce knowledge about educational innovation processes. which they transfer to other educational communities.

Regarding the definitions of the Figure 2, it is possible to stablish that innovation

includes improvement of practices and learning results having clear knowledge structures

to transform different areas of education, as well as their members (students, teachers,

directors and so on). Furthermore, the transformation of those members implies a

transformation of communities, their social and cultural structures throughout innovative

processes that try as much as possible to propose solutions to their problematics, producing

at the same time knowledge to share with other communities.

After having the bases of Acosta (2016), all the authors Acosta, Gutierrez, and Zapata (2018) shared the conclusions about these expectations from the case of study of the teachers in Huila. Thus, innovation in education also includes the development of plans with accurate strategies, materials and resources that break the traditional paradigms that represent a weakness and problematic for the needs of the community to work with, willing to give alternatives and new meanings to the knowledge and learning conceptions, including technology.

Consequently, this pedagogical proposal fits in the field of innovation due to it offers a different relationship within the EFL related with the cultural aspect link to the productive competences. Hence, it explores a change in the traditional paradigms which in many cases state schools in Colombia are harmfully attached. In the same way, this proposal makes use of ICT which evinces the compromise to apply the most recent tools at service of education trying to create a bridge with students' contexts and likes.

Curricular Vision

The term curriculum can be approached from different perspectives and, sure enough, from each one of those definitions, it is possible to retrieve capital factors. Lizcano (1989) compiles some relevant definitions "It is not the program studies, but the experiences that kids achieve under the school's guidance", in the same light, "all the learning opportunities provided by school" and "a structure of the achievements attempted" (p. 41). In most definitions given, it is possible to reflect on the relevance of goals. The author also highlights other definitions which fall into the importance of the context and, consequently, the relevance of the culture "participation of students in various aspects of the environment which have been planned under the direction of the school" (p. 41).

Nonetheless, more current definitions address more elements within this concept by Lizcano (1989), who mentions that educational system is a unit set up by subsystems like *administration, instruction and staff*, which work constantly to allow and propose in the curriculum an interaction between different social fields that could form people who contribute to society in different ways. (p.42)

Accordingly, it is necessary to perceive the curriculum as a fundamental key within a bigger puzzle in which are implicit diverse fields of the societies and cultures. Lizcano ponders the interrelationship which allows a proper performance and operation of a curriculum. Equally important, regarding our specific context the legal and constitutional perspective reflects on similar elements such as the culture, the staff, the programs and likewise, it states other new features which deepen the understanding of the concept. MEN (2021) states as Lizcano (1989) that curriculum is complex set of human, social, legal, educational and physical resources and elements, and adds that it contributes to the construction of national, regional and local identity. (Paras. 1)

In addition to the previous definitions, a curriculum has to be in concordance to the current needs in order to achieve that integral training and, especially, it must contribute to the construction of an identity which contrasts and gathers other cultures. MEN's definition of curriculum results a very rewarding claim due to the relevance of the resources, those also made up the curriculum and seem to be the physical tools for reaching the aims proposed in this kind of projects.

Specifically, in this proposal the curriculum is understood as set of pedagogical processes and methodologies which attempts to accomplish goals that correspond to the integral formation and construction of the cultural identity. Equally, it considers the human

and physical resources, in other words, the goals set in the curriculum need to be in direct relationship with the resources that the institution possesses.

Finally, according to Freire (1970, as cited in Nouri and Sajjadi, 2014) curriculum should focus on the investigation and study of current times, the informal and popular culture which surrounds students' closer reality and truly builds their identity. In essence, curriculum is conceived from different views regarding each specialist's preponderance educational field. For this current proposal, the concept focuses on the relevance of culture and its constituents as Freire (1970) and MEN (2021) emphasized; equally, it is understood as a part which plays a vital role within an educational system (Lizcano, 1989). It also depends on the instruction and roles, besides the recognition of the pedagogical resources.

Vision of Language

Language in this proposal is understood as system of communication composed of diverse parts or layers. Different authors focused on the grammatical side of languages, some others in the phonetical facet, and so on. Precisely, this proposal leaves aside the scope of the grammatical and structural view; instead, it ponders the use of language which takes place in real situations setting in actual contexts where different factors are considered. In the same light, Hymes (1974, as mentioned in MEN 1998) introduces a wide vision of language in which children learn structures of communication and evaluation of others speech, but that is not isolated or separated from *attitudes, values and motivations* also represented through other *codes of communicative conduct* different from the grammar or phonetics and probably understood according to the context. (p. 25)

That said, the language is a system with defined rules and also a tool which allows the self-expression; however, the focus of this project and Hymes' studies is to understand language as a social tool that permits the trading and the interaction of people. In other words, the language is conceived as a vehicle of interchanges between people from the same culture and different ones.

In the same way, it must be considered that language and culture are strongly linked. "Language is a guide to social reality, it powerfully conditions all our thinking about social problems and processes" (Kramsch, 2014, p. 32), hence language possess a big amount of the certain culture which is a reliable representation of it and a tool for communication. Even farther, "The 'real world' is to a large extent unconsciously built up on the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality" (Kramsch, p. 32), from this point of view the knowledge and contact with other cultures can make people, and students specifically, more aware of worldviews of foreign cultures.

In brief, language is conceived as an interchange tool which allows the communication with other people; nonetheless, the communication process is complex and it is affected by a variety of factors that are displayed in the actual use of language. Moreover, there is a vast correlation between language and culture; the first one shows a great part of the second one and it affects the way people see the world, in short, it influences the people's perception of things. Subsequently, the use of language to connect with other cultures can become learners aware of those diverse ways of see the world.

Vision of Learning

In concordance with the vision of language, the Communicative Language Teaching approach, within the communicative approaches, emphasizes on diverse elements while learning and teaching L2. Richards and Rogers (1999, p.72) recaps on three fundamental principles: First, class activities which involve actual communication foster learning of a second language. Second, class activities in which students accomplish meaningful tasks promote learning and provide an aim to learners. Third, language which is meaningful for students favors the learning process. In this sense, it is possible to infer that a class which highlights real communication by means of meaningful tasks which focus on meaningful language for learners is a lesson that properly encourages the learning process of L2.

In addition, Richards and Rogers (1999) also relates the conception of learning to a skill-leaning model which implies both, a cognitive and behavioral aspect. On one hand, "the cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system – they include grammatical rules procedures for selecting vocabulary, and social conventions governing speech" (p. 72). In fact, the whole process of communication and learn a L2 is developed by human being under a vary of social and cultural references and frameworks that strongly impact the performance. On the other hand "the behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance." (p.72). Thus, the practice is a capital component in the procedure of learning L2 and, likewise, it depicts a way to automatize and become students into fluent speakers.

Moreover, the learning conception gathered in this pedagogical project of teaching English as a foreign language understands the term as a practice in which teachers should

seek for three major principles (real communication, meaningful tasks, and meaningful use of language) which promote the learning of foreign language and, in the same way, those principles enhance the development of skills. Therefore, as Richards and Rogers conclude "Thus encourages an emphasis on practice as a way of developing communicative skills" (1999, p.73). In other words, the development of communicative skills is directly bonded with the actual practice of the language deploying tasks and meaningful class job.

Lastly, in this proposal, learning mostly evokes to the pragmatical field of learning a of foreign language. A great part of the process of learning depends on the theoretical aspect; nevertheless, is fundamental to put into practice that knowledge and, even more important, on of the aims of this approach is to place students in situations in which they can put into practice their knowledge in order to promote factual communication.

Vision of Classroom

In this proposal, classroom is perceived in both a physical space and a pedagogical event in which the learning and teaching processes take place. Regarding the pedagogical event, Tudor (2001, p. 19) states that "The language classroom is certainly a pedagogical entity, but one which is embedded in the society and culture of which it is part". Consequently, the dynamics and class events are tightly associated with the context in which inscribes itself and, in this light, teachers may use this influence in their favor to create an affective relationship between the students' reality and the subject matter of the class and the aim that educators want to achieve.

Likewise, in the classroom the participants play a significant role in the dynamics and procedures within it. As the matter of fact, participants' perception of the classroom

will be tied up to the culture's insight about it. "The way in which participants perceive classroom realities and interact with one another are therefore influenced by their socialization under belief and value systems. The language classroom is thus one part of a much broader socio-cultural reality" (Tudor, 2001, p. 19). For this reason, classroom vison depends on the culture and its own relationship with education in general; thereby, this diversification of ideas may broaden teachers and students worldview which allows a deeper understanding of other cultures in terms of education, specially in regard to the classroom.

Eventually, the pedagogical development of class relies on the participants which are involved in the classroom. Clearly, principals and directive staff depict the values and beliefs related to the inner culture in the curriculum and study program; nevertheless, teachers and students are the main characters in the actual perform of class and those are the ones who truly interact and bring to the classroom their cultural beliefs.

Role of the Teacher

Concerning the teacher's role, Breen and Candlin (as cited in Richards and Rogers, 1999) argue that, from a communicative perspective, the teacher has two principal roles: "The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts" (p. 77). "The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it" (p.77). Hence, labor of teacher in a classroom is understood as a provider of communicative opportunities between all learners and a supplier of activities and various texts which

foment actual communication; similarly, the teacher's job involves his/her participation in the activities as an independent contributor to achieve the targets set previously.

Finally, there are secondary functions which are linked to the main roles of educators' job. In consequence, according to Breen and Candlin (as cited in Richards and Rogers, 1999) teachers are also organizers of resources, guides of procedures and activities, and researchers of proper situations to develop skills. In essence, educators have several roles which engage a compromise with learners in class for the sake of tasks towards certain objectives which foster actual communication.

Chapter Four: Pedagogical and Didactic Proposal

Description of the Proposal

The following chapter is going to develop and deepen in the didactic proposal itself. The main aim of this document is to design a pedagogical proposal which fosters the Intercultural Productive Competence by means of the recognition of traditional games from Colombia and anglophone countries through use of ICT resources. Hence, it is important to understand traditional games as a factual representation of a culture in which there are displayed inner perceptions of the individuals who are part of it.

The pedagogic proposal is made up of three cycles, each one is focused on the development of activities related with a foreign traditional game and a Colombian traditional game. The following structure of cycles provides the proper scenario for the contrast and comparison of both, the two countries and their corresponding cultures. Within the cycles, there are set three lesson plans which seek for the enhancement of the productive competences through various ICT, technological platforms and class exercises; in such a way, those allow the awareness of other cultures while students make use of English in actual situations.

During this chapter, a chart is displayed with the sequence and topics of the proposal, those accompanied by a brief explanation and description of the activities, foreign countries, and traditional games which are included in this proposal called *Can You Tell Me What You Play?*

Also, all this pedagogical proposal is accompanied by a web page:

https://blogdeestudiantes.wixsite.com/tell-me-what-you-pla which is going to reflect all the

work of the proposal in an innovative form which teacher and learners can use in order to

interact as a forum and; particularly, to find all resources and activities which are part of the

booklet and some additional resources which enrich the virtual platform.

Figure 3:

Cycles of Intervention.

Cycles	Lesson	Objectives	Productive competences	Countries and traditional game
1. Highland Games and Tejo Duration: 3 Lessons Time: 120 minutes each lesson.	1. What do you know about Scotland? 2. Highland games and Tejo. 3. Have you ever played Tejo?	General: - To foster cultural awareness in learners through traditional games from Scotland and Colombia. Specific: - To foster cultural awareness about Scotland through the knowledge of their traditional games (Highland games) in comparison to Tejo. - To recognize general facts about Scotland culture. - To foster the productive competences through the creation of posters which explain the rules of the games and traditions.	"Recognize general and specific information in written and oral opinion texts and discussions on familiar topics." Specific tasks - Scottish and Colombian posters. - Our customs in a letter to a Scottish student. - Short podcast about Highland Games and Tejo	Scotland (Highland Games) Colombia (Tejo)
2. Boomerang and Trompo Duration: 3 Lessons Time: 120 minutes each lesson.	1. What do you know about Australia? 2. Boomerang and Trompo. 3. Have you ever played Trompo?	General: - To foster cultural awareness about Australian culture through the knowledge of their traditional games in comparison with Colombia. Specific: - To recognize general facts about Australia and its culture. - To understand the relevance and history of both traditional games, Boomerang and Trompo. - To promote the productive competences by creating short videos, draws, and rulebooks about the two traditional games	"Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations." Specific tasks - Australian customs TikTok stories. - Plot and presentation of Australian animals - Rulebook of boomerang and trompo.	Australia (Boomerang) Colombia (Trompo)
3. Rounders and Rana Duration: 3 Lessons Time: 120 minutes each lesson.	1. What do you know about Ireland? 2. Rounders and Tejo. 3. Have you ever played Tejo?	General: - To foster cultural awareness about Ireland through the knowledge of their traditional games intercultural awareness Specific: - To recognize general facts about Ireland and its culture. - To understand the relevance and history of both traditional games, Rounders and Ran. - To promote the productive competences by creating short videos, draws, and rulebooks about the two traditional games	"Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced" Specific tasks - Irish folktales and fairytales. - Travel agent presentation. - Instructional video of Rounders and Rana.	Ireland (Rounders) Colombia (Rana)

Cycle 1: Highland Games and Tejo

The first cycle named *Highland Games and Tejo* has as main aim to recognize and familiarize with the Scottish culture and the general facts which characterize the country. The purpose is not to deepen into the history of the country, but a brief review of the most iconic aspects of Scottish culture via infographics, videos, and explanations. Once students get use to the information, they are going to interact with two traditional games from Scotland and Colombia: Highland Games and Tejo. By means of varied activities which are going to promote the productive competences in class and at home as autonomous work through ICT, students will have individual activities and group activities in which they have to interact with their partners. At the end of the cycle, students are going to reflect and compare the differences of both traditional games with the objective to understand their value in each culture.

Concretely, this cycle counts on three lesson plans each one composed of two sessions. The first lesson is named *What do you know about Scotland?* in these sessions the goal is to gather students with the generalities about Scotland; likewise, it tries to provide a general context about the culture of the country. The second lesson is called *Highland Games and Tejo*, the two sessions which are part of the cycle aim to have the first contact of students with the traditional games and familiarize with the rules and the game itself. Finally, the third lesson named *Have you ever played Tejo?* attempts to the recognition of similarities and differences between both traditional games and to express those aspects in a creative way. It is fundamental to mention that every cycle, lesson and session is thought in the interest of the enhancement of productive competences.

Cycle 2: Boomerang and Trompo

The second cycle named *Boomerang and Trompo* stablishes as principal objective the awareness of Australian culture exploring from the most popular aspects until the native and folkloric facet of the country. In this cycle, students will smoothly navigate the characteristic customs and facts about the country; nonetheless, the specific objective is to track the origin of the traditional game and toy that distinguish Australia. When students work and interact with the information provided, the trompo will appear in the classwork. It is capital that students reflect on the kind of interaction of both games/toys allow in each cultures. Once again, through different activities students are going to face and use English language in situations which encourage them to express themselves in that foreign language.

Specifically, this cycle counts on three lesson plans each one composed of two sessions. The first lesson is called *What do you know about Australia?* in these sessions the target is to present to the students general aspects about Australia; hence, geography, population, history, and so on in this first lesson are going to be comprehend. The second lesson is named *Boomerang and Trompo*, the two sessions which are part of the cycle seek for presenting to the students the traditional games and get acquainted with the game itself. Lastly, the third lesson is *Have you ever played Trompo?* which tries to identify similarities and differences between Boomerang and Trompo and, equally, to communicate those aspects in a creative way. It is fundamental to mention that every cycle, lesson and session is thought in the interest of the enhancement of Productive Competences.

Cycle 3: Rounders and Rana

The third cycle called Rounders and Rana determines as principal aim to foster the recognition of the Irish culture by means of the traditional game Rounders. Concretely, the
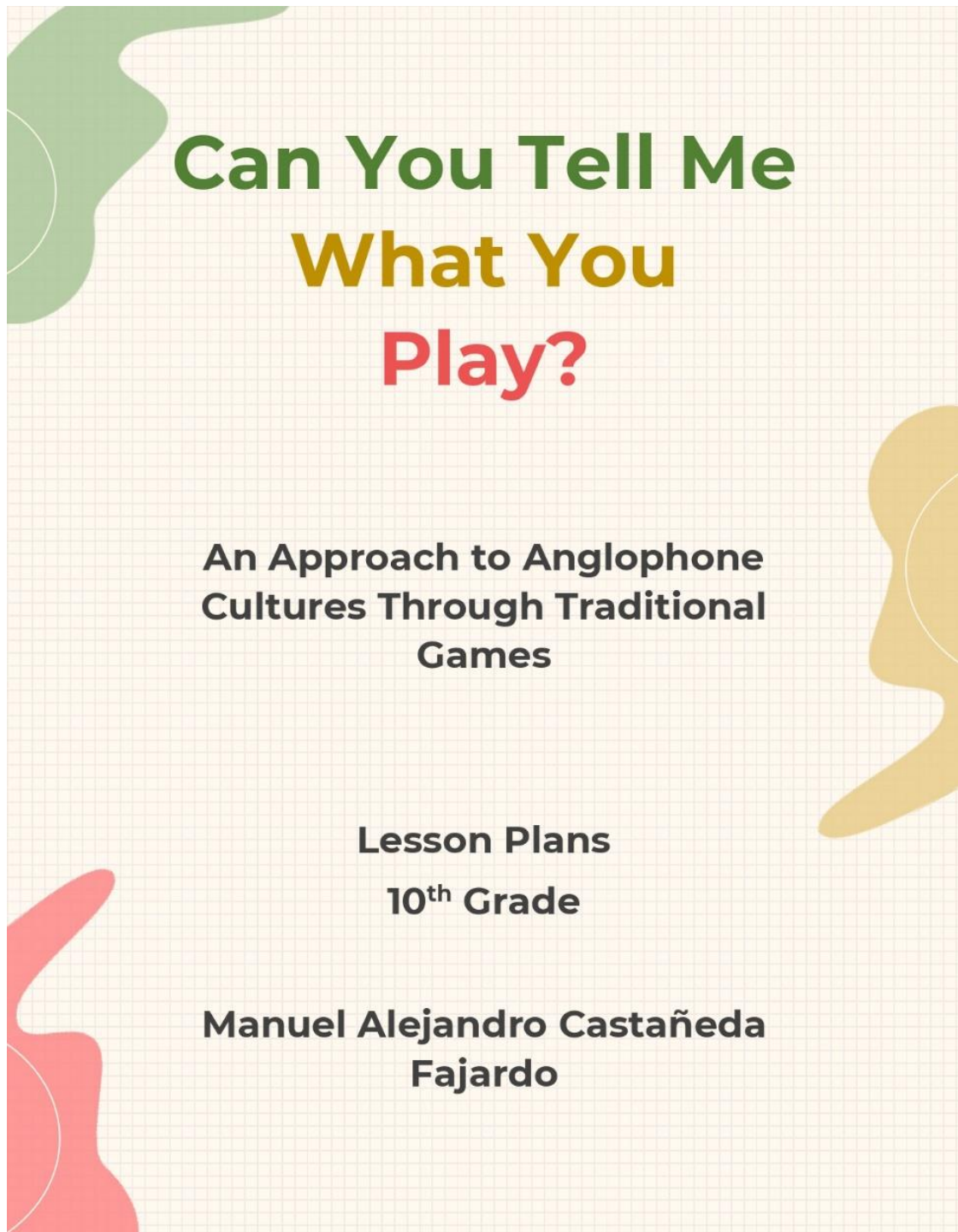
learners will portray to different situation in which they are going to express themselves in a spoken and written form. A great part of activities are related to the use ICT during class and equally, as autonomous work. All the cycles make use additional activities at students' houses which will enrich the class activities and will provide the technological bond technological.

Particularly, this cycle counts on three lesson plans each one composed of two sessions. The first lesson is named *What do you know about Ireland?* in these first sessions the objective is to introduce to students the generalities about Ireland, it refers to the recognition of the place, weather, capital, and so on. The second lesson called *Rounders and Rana* consists of two sessions which attempt to promote awareness about the traditional games and rules and game field. Ultimately, the third lesson is named *Have you ever played Rana?* It works for the appreciation of both traditional games taking into account the similarities and differences and to express those aspects in a creative way. It is fundamental to mention that every cycle, lesson and session is thought in the interest of the enhancement of Productive Competences.

Instructional Design

In the following pages it will be presented the instructional design and all details related to the execution of the proposal. The form selected to display this part of the document is a booklet due to the practicality and freedom design which this kind of pedagogical resources allow in terms of colors and shapes.

Here after, the first cycle *Highland Games* is going to be illustrated. The rest of the cycles, the second cycle *Tejo* and *Boomerang and Trompo* and the third cycle *Rounders and Rana* is going to be showed in the appendices section.

Can You Tell Me What You Play?

An Approach to Anglophone Cultures Through Traditional Games

Lesson Plans
10th Grade

Manuel Alejandro Castañeda Fajardo

Cycle 1 Highland Games and Tejo

Objectives:

- To foster cultural awareness in learners through traditional games from Scotland and Colombia.

Specific:

- To foster cultural awareness about Scotland through the knowledge of their traditional games (Highland games) in comparison to Tejo.
- To recognize general facts about Scotland culture.
- To foster the productive competences through the creation of charts, letter, audios, and poster which explain and portray the knowledge of Scottish and Colombian culture.

Countries and traditional games:

- Scotland (Highland Games).
- Colombia (Tejo).

Lesson Plan 1: *What do you know about Scotland?*

Session 1

Introduction: 10 – 20 minutes

Fist, the teacher will evoke the previous knowledge that students already have about Scotland. Questions such as "Where is Scotland? What language do they speak? What is the capital city of Scotland?" can be asked to interact with the students. With help of the board the teacher will write on it as a Brainstorming exercise students' answers they give to the questions.

Second, the teacher is going to show the video *Scotland History In 5 Minutes – Animated* (https://www.youtube.com/watch?v=wd0Vzk6OBQk) and students have to take note about aspects that call their attention. Once the video has

finished, the teacher will ask "What information did you catch?". With the students' answers the board is going to be filled supplementing the previous information.

Activity: 30 – 40 minutes

With the information showed in the presentation, each student will be handed a *Chart* (https://docs.google.com/document/d/1zmNYoWdy4s5LBpj-5drs6Fhc5-nqcsYH/edit) which they need to fill with the information provided about Scotland. The chart consists of two columns, one for the *Topic* and other for the *Facts* they are going to write down. At the same time, the teacher will display an infographic with some general facts that contribute

to the chart exercise.
Note: *It is important to remark that this initial part of the activity is individual.*

After, the teacher is going to divide the class in eight groups. Nonetheless, the division of groups will consider the number of students in class, it may vary. Each group conformed is going to receive a specific topic. For instance:

- Location
- Language
- Sports
- Cities
- Currency
- Famous people
- Weather
- Music

Working in these groups, the students will share the information they wrote on the chart and will make emphasis on the facts related to their specific topic assigned.
Note: *The teacher will point out the conformation of the group because in future classes they are going to be maintained.*

Closure: 5 - 10 minutes

The teacher will reflect on the information presented in class and will assigned and explain the homework. In this specific case the homework is going to approach students to the use of online platforms for learning and sharing. By using *Padlet* (https://padlet.com/macastanedaf/hm9yk03zz629o2s8), the students will write and expose information with their classmates in order to enrich the class activity in an asynchronous way.

Homework instructions:

The students are going to access to a Padlet in which they are going to find the topics of each group conformed in class. Each student has to add some relevant, remarkable, or curious information about Scotland related to the topic they were allocated. They have to complete the homework before the next class.

Materials:

- Scotland History In 5 Minutes – Animated (https://www.youtube.com/watch?v=wd0Vzk6OBQk)

Scotland History In 5 Minutes - Animated

- Chart
  (https://docs.google.com/document/d/1zmNYoWdy4s5LBpj-5drs6Fhc5-nqcsYH/edit)

- Infographic
  (https://create.piktochart.com/output/58868203-general-facts-about-scotland)

- Padlet
  (https://padlet.com/macastanedaf/hm9yk03zz629o2s8)

Session 2

Introduction: 10 – 20 minutes

As a warmup, the teacher will play some *Scottish folk music* (https://www.youtube.com/watch?v=VGzBVtS5Xc0) while students get involved in the atmosphere of the Gaelic country. Also, the teacher is going to organize some chairs to carry out the well-known "chair game" in which there is a circle made up of chairs. The participants have to dance around the circle and when the music stops, they take seat. In each round the teacher will take out a chair which means there will be a disqualified student or students every round.

Activity: 50 – 70 minutes

The teacher is going to present the *Padlet* in the session. The whole class will spend some minutes watching and reading the information each group collected for the class in the platform. The

sharing of information is capital in order to all the students read, watch and interact with their partners' information.

When the sharing moment finishes, a part of the class is going to be used for the reviewing of a grammatical tense. With help of an infographic (https://drive.google.com/file/d/1Jim MDNU4j4BLSwIVm8ndwxTcnJeRch YW/view?usp=sharing), the teacher is going to present and explain the *Present Simple Tense*. This tense will help students to express the routines and schedule of Scottish people and Colombian people. Although, according to the grade school, 10th grades know and use the *Simple Present Tense*, it is capital to reflect on the grammatical use, time expressions, rules, etc.

After that, the teacher will organize the students in their corresponding groups. Considering the previous

and new information depicted in Padlet, they are going to arrange and record an audio in which the facts and information of Scotland will be related according to their topic. The audience is going to be Colombian student who does not know too much about the Gaelic country.

For the teacher's part, the structure of the audios needs to be explained. Hence, before the learners start to work on the audio, the general framework is going to be displayed.

Audio framework:

- *Introduction:*
  The students have to present themselves (names, location, school, grade and age) and present the topic they are going to talk about (Sport in Scotland, Popular cities in Scotland, ...).
- *Body:*
  Each student must talk about one fact. The order is a fundamental part to not interrupt or break the flow of the audio. In that way, all students must contribute to the recording of the audio.
- *Conclusion:*
  They are going to tell a concluding sentence which briefly sum up the information presented in the *Body* and say a farewell.

Similarly, within each group there are roles which demand a specific task in the audio: *The host 1* will carry out the introduction, *the host 2* will express the conclusion, and *the guests* are going to appear mostly in the body providing the facts.

Closure: 5 - 10 minutes

In order to finish the class, the students have to upload the audios in a *Google Drive* folder previously created by the teacher (https://drive.google.com/drive/folders/1rf7-JNxb19hB0vDSmxm2s0diMbCUN_Rq?usp=sharing). The students who cannot upload the audio have to upload it as soon as they can. The audio have to be named by the corresponding topic.
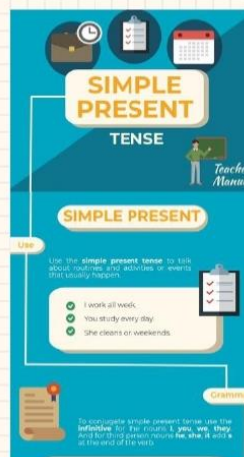
Materials:

- Scottish folk music
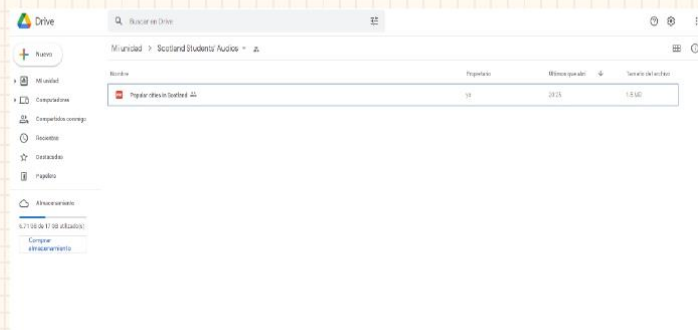 (https://www.youtube.com/watch?v=VGzBVtS5Xc0)

Scotland Music Traditional Instrumental

- Simple Present Tense
  (https://drive.google.com/file/d/1JimMDNU4j4BLSwlVm8ndwxTcnJeRchY
  W/view?usp=sharing)

- Google Dive Folder
(https://drive.google.com/drive/folders/1rf7-JNxb19hB0vDSmxm2s0diMbCUN_Rq)

Lesson Plan 2: *Highland Games and Tejo*

Session 1

Introduction: 10 – 20 minutes

For this session is fundamental to recapitulate the imperative forms, this due to the focus of the session, rules of both traditional games: Highland Games and Tejo.

Hence, the class is going to start with a didactic and short game. Students are going be divided into groups which will receive papers with verbs. Each student is going to act the verbs he/she got; concurrently, their partners will try to guess. Once they guess the verbs, the actor or actress is going to create an imperative sentence with the verb they previously acted. *Imperatives Game Sentences* (https://docs.google.com/document/d/1fvKXHkfA5V0SdxuX95IMrtFUzb4YJ3lF/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=true

) **Note:** *The teacher will briefly explain the structure of imperative sentences. There is not necessary the use of a noun, those sentences are useful for instructions, rules, etc.*

Activity: 50 – 70 minutes

The main focus of this session is going to be related to the contextualization of the two traditional games. To begin with, the class will watch a video: Scottish Highland Games: Explained (https://www.youtube.com/watch?v=Wj_8RqT6Vfg) which briefly explains the history, rules and games played in the traditional compilation of competences called Highland Games. In this compilation of games Scotland and foreign contestants compete in physical and artistic events; similarly, the events are full of characteristic

clothes and food which typically represents the country. Then, the teacher will deliver a text which explain the rules of the traditional Colombian game called Tejo (https://docs.google.com/document/d/1lvuGQLcdgfgTp7haRkVEC1w68un_aRsG/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=true). By small groups, the students need to read the text.

Once the reading exercise has finished, in a piece of paper each student is going to create a comparison chart. On one side of the chart, they are going to write the rules of one Highland Game he/she prefer, and, on the other side, they will write Tejo's rules.

Closure: 5 - 10 minutes

To finish the class, the teacher is going to highlight the results of the comparison exercise and the imperatives game. Additionally, a homework related to Present Simple Tense will be assigned.

Homework instructions:

The students are going to play in a *Kahoot Simple Present Tense Quiz* (https://kahoot.it?pin=8475427&refer_method=link). Through this platform the teacher will be able to spot if the students have difficulties with this specific tense. Additionally, it represents a dynamic way to evaluate the knowledge they acquired by means of the explanation through the infographic.

Materials:

- Imperatives Sentences Game (https://docs.google.com/document/d/1fvKXHkfA5V0SdxuX95IMrtFUzb4YJ3lF/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=true)

Imperative Sentences Game

Pass the salt.	Take the pill.
Close the front door.	Take a shower.
Find the jacket.	Wash the uniform.
Clean the room.	Catch the ball.
Do the homework.	Eat the apple.
Wear the uniform.	
Wait until 5.	
Get out!	
Turn on the TV.	
Don't use the cellphone.	
Brush your teeth.	
Don't write.	
Don't play guitar.	
Don't play soccer.	
Don't talk.	
Find the book.	

Chapter Five: Conclusions and Implications

As explained earlier, the current pedagogical proposal is looking to foster ICC though the awareness of traditional games from anglophone countries as a factual representation of cultures focused on productive competences by means of ICT. This final chapter is going to draw the conclusions, display the implications of executing this proposal, and it will present further limitations.

Implications and Conclusions

To begin with, this pedagogical proposal is involved in the EFL field which through the years has been disposed to innovation and new approaches. Nonetheless, in some Colombian and many other Latin American classrooms are still stalled in antique methodologies, approaches, and resources which no longer correspond with the current days. Therefore, this submission implicates an opening which, together with other proposals already reviewed, is trying to connect the learning of English as a foreign language to new technologies and display them at service of teachers and students. Equally important, it is an attempt to achieve the goals set by MEN which is still willing to foster the bonds between cultures, in this case the liaison between ICC and Productive Competences is a core element and it enables the possibility to gather both by means of the Intercultural Productive Competence which demonstrate the use of the language in actual situations.

Moreover, it is fundamental that teaching EFL provides students a wider view of learning a foreign language, this complex process does not mean the learning of grammatical structures and the memorizing of vocabulary, bond to this procedure the value

of the own and foreign cultures becomes an important factor to consider. The cultural element brings to the spotlight topics that teachers cannot left behind because those place value on our learners thoughts and customs, in other words, they can express themselves and their every day life in a way they feel recognized. Thus, the production in English language will have a motivation and if the teachers find out the proper goals to achieve the learners will be eager to be part and learn in that kind of class and activities.

Concerning the learners, it is mandatory to always perceive the students as human beings who, in this specific case, are adolescents passing through a stage in life which brings changes and they initially are starting to face responsibilities and consequences which truly affect them. Likewise, as adolescents their capabilities are wider, hence the teacher need to push them a step forward and cheer them up to interact and work by themselves as autonomous learners. However, the teacher's job is also to read their students and adapt the resources in order to connect the most that he/she can with the students.

Regarding the institution, it results capital that the school, which attempts to implement this proposal, has to consider the physical and human resources. A great part of the activities planned in the proposal are correlated to the use of ICC and technological platforms for learning, this means that the institution must have at least internet connection and resources such as video beams or any kind of screen which allow the projection of some digital resources. Similarly, the teachers who carry out this proposal must have a certain knowledge about ICT and the cultures implicit, is essential that the guides of this process understand the importance of the use of this kind of resources and, even more important, that they know how to use them or train/study for the proper use them.

Otherwise, the activities will not be fluent, there will be waste of time or the teacher will avoid the activities.

Finally, the teacher should have an active attitude. The proposal frames ludic activities which imply dancing, playing, acting, talking, and various situations that need someone who lead learns to do it. The teacher has to be the example of disposition and good attitude; besides, on his/her hands is the responsibility to create a safe space in which the students have and feel the freedom to make mistakes in order to learn and achieve the overall goal: to communicate and to be aware of their own and foreign cultures. In the same path, the teacher should understand the kind of projection this proposal is hoping to accomplish. The grammatical explanations have a space in class, it is mandatory to provide room for the achievement of grammatical structures that allow learners to express themselves, nonetheless the main focus of the class will never be the assessment in a non-productive way, the teacher will always evaluate students learners by means of production, it means what they can express and demonstrate during the class activities.

Limitations

The design of this pedagogical submission demonstrates the necessity of the implementation, application and its corresponding analysis in order to evaluate its accessibility and convenience in our Colombian context. This proposal began as an action research project which face some difficulties such as the impossibility to agree a space and time in the school that I carry out my pre-service teaching practices. Moreover, this one is the year which students returned to presential classes after COVID-19, hence the teachers had the difficult job to adapt and bond the knowledge students received and could not have

during that anormal situation. Learners did not have the expected capacities to carry out the whole proposal and teachers focused on filling the gaps the students presented.

Another limitation is the use of ICT, as mentioned previously, state schools do not count on all resources we should have in classrooms in current days to properly develop an EFL class. TVs, speakers, video beams, and even physical space or chairs may be limitations in the application. Nevertheless, the adaptations of some activities or materials is apt to the teacher and the institution's resources. The use of ICT obeys to the new necessities and minimums that MinTIC warrants to public/state schools in Bogotá. Hence, despite ICT are presented as proper resources it is inevitable to consider the reality that a teacher may handle when the application stage arrives.

Further Research

To conclude, it is decisive to realize that a further research is needed and it will contribute to the EFL field. Mainly, as an innovative pedagogical proposal the application and analysis of its implementation is going to provide a practical perspective, it will portrait its feasibility and contemplate improvements.

Equally important, it would be very rewarding to deepen the traditional games as an accurate representation of different aspects of a culture. Many approaches around the world have focused on the game as a way of learning; nonetheless, I could identify a gap in terms of conceiving the traditional game as a portrait or vehicle of cultures and traditions. Likewise, a big part of the proposals scoped as population children, it seems to be that this topic is reserved to lower grades in schools. Finally, in terms of ICT and innovation, this project is attached to the adaptation of new technologies in the pedagogical field. New

platforms and resources surely are going to broaden the way teachers and learners approach

to the constant process of learning a foreign language.

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Annexes

Annex 1 Cycle 1:

- Kahoot Simple Present Tense Quiz
  (https://kahoot.it?pin=8475427&refer_method=link)

Session 2

Introduction: 10 – 20 minutes

For the beginning of this session, in order to provide more vocabulary about verbs, the whole class is going to play a *Board Race*. The teacher will divide the board in two sections, one part for the middle of the class students and the other part for the rest part of the students. One student by one is going to pass to the board and write a verb conforming a list. The goal of the game is that each students write a verb; nevertheless, each verb must have the same first letter that the final letter of the previous verb on the list. E.g.:

- Ru**n**
- **N**avigat**e**
- **E**xplai**n**
- ...

Activity: 50 – 70 minutes

In an induvial exercise, each student is going to write a short letter in which they explain to a Scottish student our traditional game and the results of the comparison they did between the two traditional competitions.

The letter must follow a structure which will be shown, and students have to accomplish the structure to successfully complete the activity. *The letter Structure* will be explained by the teacher.
Note: *The structure of this informal letter is the simplest one which only expects to communicate a message.*

Letter structure:

- Personal information: address, country, and city.
- Date
- Name: name of the person you are writing to.

- Body: Information you want to express, specifically, the comparison made in class.
  - First paragraph: Introduction and explanation for the two traditional games compared.
  - Second paragraph: Rules of Tejo.
  - Third paragraph: Rules of one of the Highland Games.
  - Fourth paragraph: Conclusion.
- Farewell.
- Your name.

Closure: 5 - 10 minutes

As closure of the class, the teacher is going to spotlight the topics and the structure learnt in this lesson. It is important that students understand the writing part as a factual way to organize thoughts and communicate with people around the world. Similarly, the teacher will be able to assess the vocabulary, coherence, cohesion, and grammatical structures in a writing form.

Materials:

- Letter Structure: (https://docs.google.com/document/d/1eRUAtS3c0gabKcxckSrIdoEd3nc8wEia/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=true)

INFORMAL LETTER STRUCTURE

Colombia
Bogotá D.C.
State School ...

7ᵗʰ September 2022

Dear Sebastian,

Love,
Daniela

Personal Information

Date

Name

Body

Farewell
Your name

Lesson Plan 3: *Have You Ever Played Tejo?*

Session 1

Introduction: 10 – 20 minutes

To start with this third lesson plan, the teacher will evoke their students' drawing and plotting skills.

To begin the class in a dynamic way, they are going to write objects in little papers. Once each one has written the object, the teacher is going to collect and put them in a bag. It is necessary to divide the class in two groups, one participant for each group is going to pass to the board and will draw the object until the group of partners guess the object.

Activity: 50 – 70 minutes

This first session is going to be used for the planning a preparation of poster that students are going to create. However, in order to choose the topic, the teacher will show a *Digital Roulette* (https://es.piliapp.com/random/wheel/) which will help to organize the groups. The topics are following ones:

- General facts about Scotland
- General facts about Colombia
- Tejo's rules
- Highland Games' rules

In the groups assigned, the students are going to compile the information related to their topics in the previous classes. Following that path, the students will design a poster in their notebooks, such as blueprints of their graphic material.

After all groups design their posters, the teacher will introduce the platform Canva. In that platform there is a *Canvas Folder* (https://www.canva.com/folder/FAFPC7g9s-g) in which all groups are going to develop the posters in a digital form.
Note: *This time for the introductions of the platform is going to be used for the register of the emails' students in the folder.*
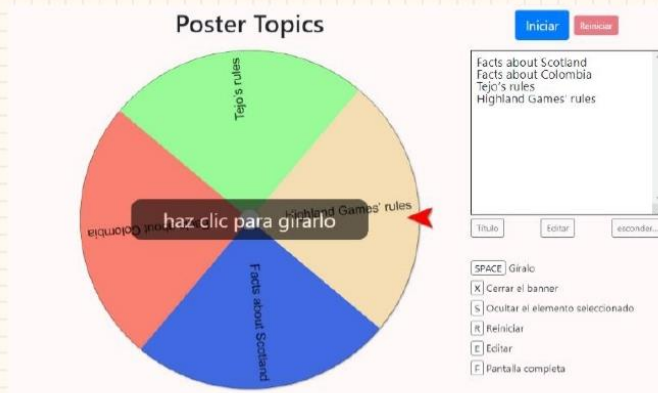
Closure: 5 - 10 minutes

Concerning the final part of the class, the teacher will explain the homework for the next session.

Homework instructions:

The students have to create their poster for the next class. It is capital to highlight the possibilities that Canva provides. The poster have to be a group work and mostly they need to use images (words can be added, but the use of images is the main focus).

Materials:

- Digital Roulette
  (https://es.piliapp.com/random/wheel/)

- Canva's Folder
  (https://www.canva.com/folder/FAFPC7g9s-g)
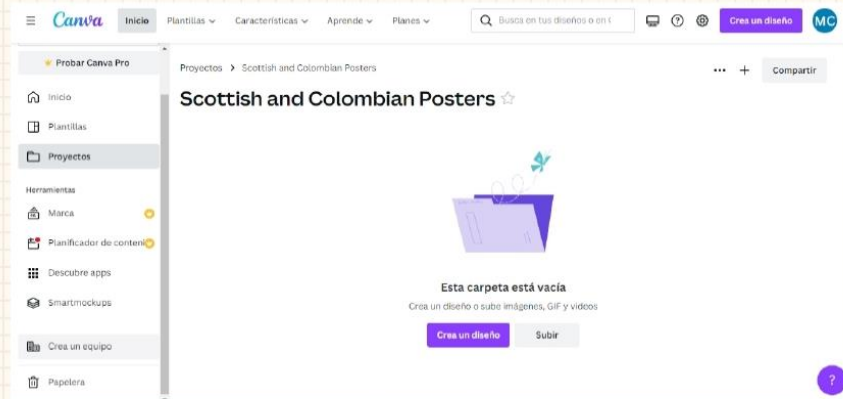
Session 2

Introduction: 10 – 20 minutes

To In order to begin with this final class of the cycle, the teacher is going to use the platform Lyrics Training. The whole class is going to interact with Scottish popular music by playing with music.

By groups, they are going to participate filling the gaps of the songs. Following the song of Scottish popular artists nowadays:

- Calvin Harris
- Franz Ferdinand
- Simple Minds

Activity: 50 – 70 minutes

The great part of the class will be the presentation of the posters develop by the students. Each group is going to display its poster and explain to the other the poster they create. When the presentation have finished the learner will post their materials on the school's walls in order to show their job to other partners.

Closure: 5 - 10 minutes

The finishing of the class will allude to a consideration about all the work and activities related to this first cycle. The materials, activities, customs, games, and topics will be highlighted by the teacher in order to finish with a general view.

Materials:

- Lyrics Training (https://es.lyricstraining.com/play/calvin-harris-justin-timberlake-halsey-pharrell/stay-with-me/HpBOeCa3Pp)

Annex 2 Cycle 2:

Cycle 2 Boomerang and Trompo

Objectives:

- To foster cultural awareness about Australian culture through the knowledge of their traditional games in comparison with Colombia.

Specific:

- To recognize general facts about Australia and its culture.
- To understand the relevance and history of both traditional games, Boomerang and Trompo.
- To promote the productive competences by creating short videos, draws, and rulebooks about the two traditional games.

Countries and traditional games:

- Australia (Boomerang).
- Colombia (Trompo).

Lesson Plan 1: *What do you know about Australia?*

Session 1

Introduction: 10 - 20 minutes

To begin with, it is crucial that the teachers know the starting point of the cycle. For that reason, by means of a world map the students are going to try to locate Australia and possible cities they know. Then, they will attempt to add more facts about this country. What is the capital city? What famous people do you know? What animals do inhabit the zone? Weather and temperature? Etc.

Activity: 30 – 40 minutes

To introduce the general information about Australia the teacher will play a video *Sand, Sun & Surf* (https://www.youtube.com/watch?v=Q_0LrrrEr4Q) in which are portray curious and general facts about the country. Once the video is presented, divided into groups, all students are going to past different ideas they could catch from the video. From the teacher's side, in the board there will be categories to organize the papers that students will paste. Bellow there are the categories.

- Location
- Sports
- Weather
- Music
- Films
- Animals

After the papers exercise, the whole class is going to reflect on the most important aspects they could remember.

- *Simple Past Tense*
  (https://drive.google.com/file/d/1p0oJBXcQBKJmIX2XDJxByEEQxxqEK15M/view?usp=sharing)
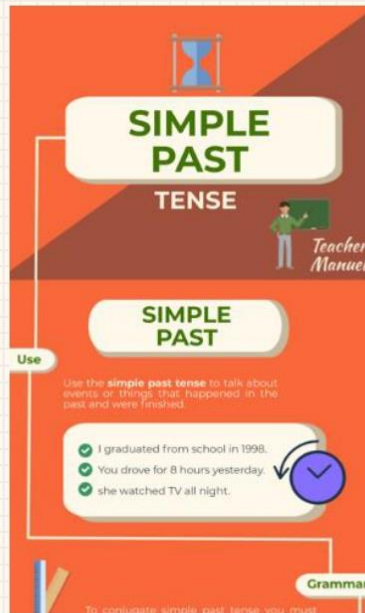
- Kahoot Simple Past Tense Quiz
  (https://kahoot.it?pin=4747136&refer_method=link)

The next part of the class will be dedicated to the explanation of the *Simple Past Tense*. By means of an infographic the teacher will explain the grammatical rules and, time expression, regular and irregular verbs, etc. This explanation will be useful for the following session in which students are going to focus on past traditions.

Closure: 5 - 10 minutes

At the end of the session, the teacher is going to assign the homework which is related to the grammatic part of the class.

Homework instructions:

In order to confirm that students completely understand the use of Simple Past Tense, through a Kahoot quiz assigned as homework the students will play and be assessed by means of the platform.

Materials:

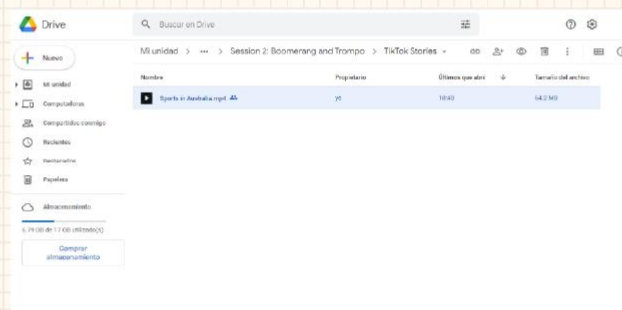- *Sand, Sun & Surf* (https://www.youtube.com/watch?v=Q_0LrrrEr4Q)

Sand, Sun & Surf — Australia Facts You Don't Wanna Miss!

Materials:

- TikTok Stories
  (https://play.google.com/store/apps/details?id=com.zhiliaoapp.musically&
  hl=es-419)

- Google Drive Folder
  (https://drive.google.com/drive/folders/1GlTwH2J_z3qlV9ckw5fWw-
  D5PDLl6hEh?usp=sharing)

Lesson Plan 2: *Boomerang and Trompo*

Session 1

Introduction: 10 – 20 minutes

In order to start the class, the whole class is going to interact by groups playing Hang Man. The words will come from the vocabulary given by students in the previous sessions. The main purpose of the activity is that students remember the vocabulary and create connections.

Activity: 50 – 70 minutes

For this session the class will focus on the wildlife of each country. By means of a *PowerPoint Presentation of Colombian Animals* (https://docs.google.com/presentation/d/1bSndVBWyTS-SKrNrXdpbgXPrSx-eEJx_DeXgFErFdRE/edit#slide=id.p) there will be presented some of the most characteristic animal from Colombia. The emphasis of this activity is to acquire different vocabulary, related to animal and ecosystems.

In a chart, individually, each student is going to write and categorize the animal which call their attention *Animals Chart* (https://docs.google.com/document/d/1A4QN96EOUlFicPMoisTjA-uzPq-_jpr3/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=true). Through the chart they are going to organize the animals, the information, and particularities they could catch from the initial explanation. Besides, it results

important that students be aware of Colombian nature in order to understand the differences between to distant countries.

The presentation needs to be shown to the students because they are going to create their own one in the next session in order to identify the nature and animals that characterize the country.

Closure: 5 - 10 minutes

The final part of the class is going to be centered in the reinforcement of the vocabulary of the class; additionally, they have an autonomous work which will lead the next class activity.

Homework instructions:

Each student is going to investigate one animal from Australia. Once each students choose an animal, in a paper sheet letter size, they are going to draw and present the animal as creative they can, additionally, they will write some characteristics of the animal in order to describe it.

Materials:

- *PowerPoint Presentation of Colombian Animals*
  (https://docs.google.com/presentation/d/1bSndVBWyTS-
  SKrNrXdpbgXPrSx-eEJx_DeXgFErFdRE/edit#slide=id.p)

- Animals Chart
  (https://docs.google.com/document/d/1A4QN96EOUlFicPMoisTjA-uzPq-
  _jpr3/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=tru
  e)

COLOMBIAN ANIMALS

Name of the Animal	Ecosystem	Feeding	Physical Qualities and Abilities

Session 2

Introduction: 10 – 20 minutes

To begin with, the teacher will show to the class a video which present curios facts about Australian animals and wildlife in the country *Australian Animals* (https://www.youtube.com/watch?v=TkCq54_ho-A). The video is going to

help to introduce the following activity in which students will display some of them to their partners.

Activity: 50 – 70 minutes

The teacher will give way to the presentation of the drawing of each student. It is predictable that some students select the same animal, hence, the students who have the same animal will organize and arrange only one presentation in which they give the facts and show the illustrations they draw.

The classroom will be organized as a museum room in which the visitor can walk through the room and watch the pictures. When the visitors arrive to a stand the drawers will explain the characteristics of the animals. Simultaneously, the visitors are going to evaluate and write down in format *Australian Animals Exhibition* (https://docs.google.com/document/d/1I1k2mgwjFd8JKEeBaVn89jHwYL7LmY_M/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=true) at least one fact they consider interesting or relevant.

Closure: 5 - 10 minutes

The ending of the session will constitute on the handing of the material to the teacher who is going to collect them and group them by animals for the next class. The teacher is going to create card frames for the drawing for the next class. The aim is to hang the picture on the classroom's walls.
Note: *For the next class students have to bring colors or markers to decorate.*

Materials:

- *Australian Animals* (https://www.youtube.com/watch?v=TkCq54_ho-A)

#animals #nature #kangaroo
Australian Animals | Animals for Kids | Weird Wild Animals

- Australian Animals Exhibition
  (https://docs.google.com/document/d/1I1k2mgwjFd8JKEeBaVn89jHwYL7LmY_M/edit?usp=sharing&ouid=100410530191630618070&rtpof=true&sd=true)

AUSTRALIAN ANIMALS EXHIBITION

NAME:

Partners' Animals	Characteristics Facts	Evaluation

Lesson Plan 3: *Have You Ever Played Trompo?*

Session 1

Introduction: 10 – 20 minutes

To finish the cycle the lesson plan will focus directly on the traditional games, Boomerang and Trompo. As a warmup, the class is going to actively participate in a Broken Phone activity. Playing in groups, the teacher is going to divide a long sentence into smaller parts, the aim is to preserve the sentences the best that each group can and, finally, put together all the part and read the sentence. Some sentences such as:

- Colombian animals are truly different to the Australian animals due to the weather and ecosystems.

- The foreign customs from other cultures seem to be really different, but those make countries unique.
- While Colombian people play trompo Australian people play boomerang.

Activity: 50 – 70 minutes

Now that the class has already begun, the students are going to take papers sheets from their own notebooks. The principal target to the class is to recognize the boomerang as a traditional game from Australia, hence in the class

through origami all students are going to create their own origami.

By means of a video *How to Create a Boomerang* (https://www.youtube.com/watch?v=fjF4qwSsRlk) and the teacher instruction, the creation of a boomerang will be carried out. When this first part has finished, each student is going to decorate the boomerang.

To finish the activity, the video *Boomerang History* (https://www.youtube.com/watch?v=_BPzTQwf8xs) is going to illustrate the evolution and tradition of this games which in the past was a tool for hunting and entertainment.

Closure: 5 - 10 minutes

In order to finish the session, the students are going to present their designs of Boomerangs to their partners. Equally, a homework in the platform Padlet will be carried out by students at home.

Homework instructions:

The students are going to access to a Padlet *Australia and Boomerang* (https://padlet.com/manualejocas/1wmene3w0lzt4jlh) in which they are going to add information about Australia and the Boomerang. The topics can vary according to the students; however, the objective is that each student deepen in what they prefer. Also, if they want to talk about the boomerang, they could bond the animals' topics to the Padlet.

Materials:

- Boomerang History (https://www.youtube.com/watch?v=_BPzTQwf8xs)

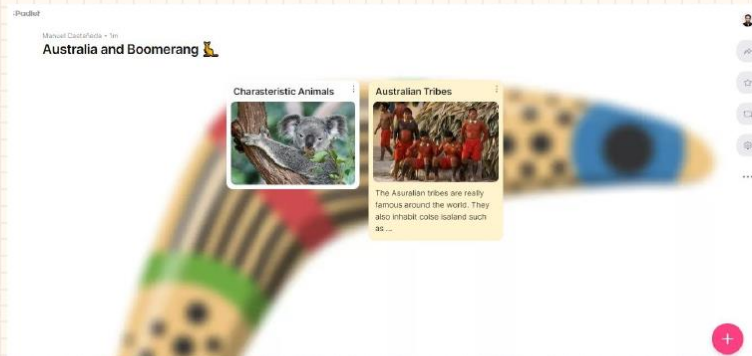Boomerang History by Runaway Tours, Sydney, Australia

- *How to Create a Boomerang*
  (https://www.youtube.com/watch?v=fjF4qwSsRlk)

- Padlet Australia and Boomerang
  (https://padlet.com/manualejocas/1wmene3w0lzt4jlh)

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https://blogdeestudiantes.wixsite.com/tell-me-what-you-pla or get access to the file in the

following link https://drive.google.com/file/d/129l1PC-1rRIJGrPmFzt_wKAZ-

HFqH991/view?usp=sharing .