

**LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS**

**INTERCULTURALISM AND EDUCATION:  
GUIDELINES TO MATERIAL DESIGN FOR ENGLISH LEARNING IN FIFTH  
GRADE AT INSTITUCIÓN EDUCATIVA TÉCNICA DE PASACABALLOS.**

**ROXANA BANQUETT BATISTA**

**LESLY BARRIOS LICONA**

**CARTAGENA DE INDIAS D. T y C.**

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**Trabajo de grado para optar al título de  
Licenciado en Educación con Énfasis en Inglés**

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2016**

NOTA DE ACEPTACIÓN

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## INTERCULTURALISM AND EDUCATION

Guidelines to material design for English learning in fifth grade at Institución Educativa Técnica de Pasacaballos.

## INTERCULTURALIDAD Y EDUCACIÓN<sup>1</sup>

Orientaciones para diseño de materiales para el aprendizaje del idioma Inglés en 5to grado de la Institución Educativa Técnica de Pasacaballos.

### **Abstract**

Teaching and learning process of English as a foreign language into cultural diversities required to promote intercultural competences; in order to achieve that, teachers need to design or adapt materials that recognize the student's own culture and the target culture to an intercultural dialogue between the native and foreign culture. This research analyzes English teaching and learning process in fifth grade at Institución Educativa Técnica de Pasacaballos, an official and ethno educative school located in Cartagena de Indias, through a qualitative research supported on the action research method that allowed to identify that cultural aspects are not being taken into account into the English classroom, so it is proposed a guidelines to material design through intercultural keys with the objective to improve English teaching and learning recognizing cultural practices, beliefs, values and lifestyles of young learners as rural and afrodescendant community members.

### ***Key Words:***

Interculturality, intercultural education, intercultural competence and intercultural material.

## Resumen

Los procesos de enseñanza- aprendizaje del inglés como lengua extranjera en medio de las diversidades culturales que convergen dentro y fuera del aula de clases requiere en el desarrollo de la competencia intercultural; para ello el docente de lenguas extranjeras necesita diseñar o adaptar materiales que promuevan el diálogo intercultural entre la cultura nativa de los estudiantes y la cultura extranjera. Esta investigación analiza la enseñanza- aprendizaje del idioma inglés en el grado 5<sup>to</sup> de la Institución Educativa Técnica de Pasacaballos, como escuela pública y etnoeducativa de la ciudad de Cartagena, a través de un paradigma investigativo mediante el método de investigación acción que permitió identificar como los aspectos culturales y del contexto de los estudiantes no son tenidos en consideración dentro del aula de inglés, para ello se propone una guía para el diseño de materiales desde una perspectiva intercultural con el objetivo de mejorar los procesos de enseñanza- aprendizaje del idioma Inglés reconociendo las prácticas culturales, creencias, valores y estilos de vida de los niños y niñas como miembros de una comunidad afrodescendiente y rural.

**Palabras claves:** Interculturalidad, educación intercultural, competencia intercultural y materiales interculturales.



## Introduction

Intercultural education arose from the necessity to exchange two or more cultures through the language practice. Due to a number of factors such as immigration, it was necessary the implementation of an educational perspective in order to recognize and promote the cultural diversity (Breeze 2003). It drives an initiative to achieve awareness and acceptance of other cultures, by implementing changes that encourage the cultural inclusion in the classroom. Tupas (2014) claims that the focus of intercultural education is to develop values, and the integration of aspects that characterize a specific culture, such as cultural practices, customs, religion, among others, to strengthen the relation and acceptance of cultural diversity. Thus, try to develop a balance between all the cultures that can be found in the classroom, requires that teachers adapt different methods and approaches to facilitate and guarantee a successful process. It is important to draw a distinction between the intercultural education and other educational perspectives (Sánchez, 2011).

The main aim of this perspective is to increase an international tolerance understanding, which encourage people to respect and accept different cultural practices. The central focus is that the learners develop a high range of tolerance for various customs and worldviews. For this reason in the process of teaching a foreign language it is important to consider a proposal in the intercultural education perspective. Nieto (2010) affirms that learning a language imply to acquire a new culture, therefore it is necessary to recognize, accept and respect cultural diversities.

Intercultural education tries to develop intercultural competences, Ministerio de Educación Nacional (1999) in *Curriculum guidelines for foreign idioms area in basic and intermediate education* defined interculturality as a crucial factor in foreign language curriculum design, it is a big opportunity to comprehend, interpret, tolerate and recognize other cultural identities; to know other cultures allow students value their own culture. Deardorff (2011), Fantini and Tirmizi (2006) and Ortiz (2000) coincide in stating that intercultural competences are the abilities to perform effectively and appropriate in interactions with people from different cultures and background, and include some elements such as, knowledge, skills, attitude, and awareness.

Liu(2015) says that “the cultivation of intercultural awareness in EFL teaching can encourage students to break the obstacles of intercommunication and master the culture of the target language, and in turn, promote teaching effect” (p.237). This evidences the importance of including culture in the process of English language learning.

Constructing intercultural competence in foreign languages learning, demands for teacher to design or adapt materials to cultural contents. the use of material in intercultural education must meet the following characteristics: bringing the students to their own context, promote tolerance and respect to other cultures, in this way it is possible to strengthen their own identity and in turn to teach a different culture through the target language, that is why textbooks or other kind of materials for English teaching, must contain enough vocabulary that provides a strengthening of the students' culture, this will be also a useful and attractive way for learners in English classes; Paricio (2013) explains that the communicative approach has a fault, not fully recognizing the relationship between language and culture, not taking into account that to understand other cultures it is necessary strengthening their own culture. This means that the first stage to achieve a successful intercultural education is the strengthening of the own cultural knowledge, however, students learn English through foreign cultures, with the implementation of information on American culture themes, for this reason

students sometimes unknown the vocabulary of activities, food, among others, that are part of their daily routine and in some cases ignore their cultural meaning.

Resources used for this purpose are unlimited, because by requiring an approach to the real world, it is possible to use materials such as magazines, newspapers and all those called authentic materials as support for books and other resources in the English learning process. Reid (2014) shares that: “Authentic materials are without doubt the best materials for teaching cultural aspects, as they bridge the gap between the classroom and the outside world and they bring reality to the classroom”(p.160); they may provide great support for intercultural education, since the information is going to be real, the students will not learn grammatical structures, they may learn in a practical way. Stec (2014) expresses that:

Young learners, acquire languages and culture from educational materials, which promote both visible and invisible aspects of culture. The visible aspects are easy to explain and clear to all learners, for example, traditions and customs such as cuisine or Christmas. The invisible aspects of culture refer to value systems, beliefs and socio-cultural norms that are difficult to explain and usually are not examined intellectually in a FL classroom. (p.352)

In view of the above, it is necessary to have a balance between these cultural aspects denominated visible and invisible, for example, it is crucial to integrate the traditional food, popular fruits and the most important dates in the student's country, region or city; in this regard students will know more about their context and cultural practices, such as, independence day or the foundation of Pasacaballos, the popular sports, games or professional profile in their environment. On the other hand the invisible aspect plays an important role, because students can reinforce the importance of the sociocultural norms. Nevertheless, Paricio (2014) argues that all teachers perceive and know the meaning of intercultural education and its importance in language teaching, however, the balance of language and culture is not reflected in the classroom, so it would be valid to say that the variations presented in approaches for language teaching have been focused on presenting new ways to learn a language, with linguistic accuracy and fluency.

Interculturality allows students to have a meaningful learning, Ausubel (1986) the pioneer of meaningful learning theory, states that incorporating students' previous knowledge in their cognitive structure and the knowledge that they will acquire, may ensure the success of learning, and it is therefore of great importance to think about the set of knowledge or students' preconceptions acquired during their lifetimes. Ríos and Valcárcel (2005) argues that teachers should be more careful to develop support material for their students, and those students should see English learning in a meaningful and useful way, so, that should be supported with materials that call their attention. It is important to take into consideration students' age, culture, environment, and to develop activities based on real situations.

Materials designed based on this sociocultural theories have to represent the students' culture and the foreign culture, and materials designed or adapted by English teachers have to consider the students' contexts and cultural practices, recognizing cultural diversity, lifestyles and beliefs. Therefore, for the implementation of intercultural education it is necessary the use of adapted materials to establish a connection between the native language culture and the target language culture, so it is important the use of culture based materials, which help students to develop and learn English language in a natural way. Nejabat (2016) depicts a situation that supports the above:

When a person as an Englishman says lunch, probably means hamburger or pasta, but a man with a different nationality, like, a Chinese will most maybe referring to steam bread or rice. The division of culture from language resulting to culture from Language leading to culture confiscation as being compared with the conclusive integration of culture with the English language teaching at different EFL contents (p. 359).

Consequently Ekawati & Hamdani (2012) gives a successful example of culture-based material:

There are EFL textbooks produced at a national level in particular countries mirror the source culture (rather than target culture) so that the source and target culture are identical. For example, textbooks for Venezuela and Turkey. It's have a text describing the country's chief geographic of Venezuela or the food and history of Turkish. The implication is that students learn English to talk to the visitors who come to the country. They may talk to the visitor by using their own culture; they don't become aware of their own cultural identity (p. 56).

Nevertheless, there are few English teaching materials with a cultural perspective in Cartagena public schools, most commercial textbook represents a homogenous culture instead of cultural variety, and English classes are guided with basic resources, for instance: whiteboard, markers, photocopies, and dictionaries, sometimes there are textbooks but they are not in optimum conditions and teachers do not use them in the classroom.

In view of the above, was necessary to analyze resources used for English classes in a public school (Institución Educativa Técnica de Pasacaballos), where some students are afro-descendant, according with the context and learning necessity, It is necessary the use of different content in the English textbooks and implementing of different resources that come closer to the reality.

Institución Educativa Técnica de Pasacaballos is located in Pasacaballos, a neighborhood from Unidad Comunera Rural of Localidad 3 Industrial y de la bahía in Cartagena de Indias. It is an afrodescendant community, where the main sources of income are agriculture and fishery (Fundación Mamonal, 2009).

Our internship as English teachers at this school allows observing and reflecting on English teaching and learning process in primary level. This is a technical and ethno educative institution, student's population is integrated by approximately 2.000 students, distributed in primary and secondary in two different schedules. Each year, social science teachers organize an ethno educative regional encounter to promote afrodescendant identity. In accordance with Institutional Education Project (2015), the institution's mission raises:

Formar a los miembros de la comunidad educativa en conocimientos, valores y principios con el propósito de mejorar su calidad de vida a través de la implementación de procesos y estrategias de mejoramiento continuo, que contribuyan a la satisfacción de las necesidades, intereses y expectativas de la comunidad de Pasacaballos y el distrito de Cartagena (p.5).

This mission recognizes the student's environment, interest and expectative as a member of a particular community. In relation with English teaching and learning, Institutional Education

Project conceives foreign language as a central dimension that provides opportunities to students in a touristic and industrial context.

Students take English classes from fourth grade until 11<sup>th</sup> grade, two hours per week. Although some of the teachers do not have a degree in languages, they look for strategies and tools in order to teach a good class. .

The materials used are limited; the institution has a computer room but is not available for English teachers, and it does not have internet access. There are not audiovisual resources such as flashcards or posters, so primary English teacher use the whiteboard, photocopies, dictionaries, and some English textbooks provided by the school library. The teaching methodology is based on grammar and translation; it does not involve learners in their cultural contexts, as a consequence students do not understand the real use of the language.

Taking into consideration that the school is located in a rural community, it is important to identify some significant aspects that should be included in the teaching process; Bonilla and Cruz (2013) have argued that students of rural context in the foreign language teaching have other needs, for example, economic situation, social needs, social behavior and heritage. However, teachers design lesson plans regardless these aspects, which is a disadvantage because some students could not appreciate the process in a meaningful way either because of lacks of materials or cultural factors.

Owing to those situations, this research attends to improve English learning and teaching in fifth grade at Institución Educativa Técnica de Pasacaballos through intercultural elements for materials design. This objective try to answer the following question: ¿How to improve English learning and teaching in fifth grade at Institución Educativa Técnica de Pasacaballos through intercultural keys for materials design?

In order to achieve that, first of all, it was necessary to review intercultural literature oriented to material design for English foreign language learning, searching in academic databases for scientific articles or case studies about intercultural material in foreign language education and intercultural competence in foreign language classroom. The goal was to identify contributions and reflections made by some authors about this topic, and to find elements that should be included in materials design based on an intercultural perspective.

Next, it will be described the conditions and the characteristics of English learning and teaching to identify English learning situations and materials used into the English classrooms. In order to do that, some institutional documents will be reviewed, for instance Institutional Educational Project and Textbooks dotation. Also, secondary and primary English teachers will interviewed, and, class observation and conversation with primary students will be conducted. In addition to that it is necessary to evaluate materials to identify cultural aspects into resources used for English learning in fifth grade.

Finally, some suggestions will be made about intercultural elements for material development to English teaching and learning as a foreign language; this proposal will consider the set of skills necessary to achieve a successful interchange of ideas between two or more cultures. To include the intercultural aspects in English learning for the public school in Cartagena is a meaningful opportunity to integrate local and global culture and construct a democratic education.

Intercultural component in Foreign Language Education has become considerably more important in recent years, UNESCO defined the term Interculturality as the “existence and equitable interaction of diverse cultures and the possibility of generating shared cultural

expressions through dialogue and mutual respect” (p.17). Dietz (2009) uses some elements of that concept, when he claims that interculturality is the equitable interaction of diverse cultures through dialogue, cooperation and mutual respect as members of different national cultures. He also affirms that decreasing ethnocentrism and power relations immerse in educational system; along these lines educative process clearly has to promote horizontal relationships between student’s context and target culture, including both in an intercultural communication and intercultural competences.

The same concept is defined by Kramsch (2013) as the capacity to acquire a set of skills required to achieve an effective and appropriate interaction with other cultures, these are composed by knowledge, skills, and attitudes, in the same way, Deardorff (2006) explained those components; first the knowledge, is the capacity to acquire cultural self-awareness, cultural -specific knowledge and sociolinguistic awareness, then, skill comprises the proficiency by taking a critical view of the world and finally, attitudes are used to view the differences as a learning opportunity. Additionally it is defined by Byram, Gribkova and Starkey (2002) “[...as the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality” (p.10).

Adapt the educative model and include an intercultural aspect in a new educational model is essential in order to achieve the acquisition of this competence. Mata (2005) expressed that “Intercultural education, [...] deals with diversity and difference, pluralism and complexity” (p.41); likewise Alonso (2006) claims that “Intercultural education wants to understand and recognize people history, traditions, values, facing the inevitable conflicts, confrontations, and tensions” (p. 18). In this process is crucial to implement resources that will help deliver the objectives set up in that educational perspective, Tomlinson (2011) defined materials as “anything which is used to help to teach language learners” (p.2); for example: videos, textbooks, magazines, songs, audio recorders that facilitate learning. There are different types of teaching materials; commercial materials like textbooks and materials designed by teachers into themselves. Tomlinson (2011) and Block (1997) have in common a view of materials, they say that commercial materials are designed by professionals, and they may have more credibility but are not contextualized, sometimes students feel boring, and are not motivated. They also stated that English teachers should make their own materials for class development. Then, it is necessary to design intercultural material which contains activities that promote dialogues with other people, and situations to develop a critical thinking about a real life. Furthermore, students could be identified with them. As it is used in all educational methods, approaches and theories, intercultural education required to use specific materials to develop classes; according to Garcia (2004) intercultural materials are materials which help to improve the tolerance and acceptance of other culture, and take into account all the characteristic of the cultures, promotes the inclusion and dialogue between two or more cultures.

Intercultural education is a frame in a global scope. Constitución Política de Colombia de 1991, in article 7 states “El Estado reconoce y protege la diversidad étnica y cultural de la nación Colombiana” (p.4). Particularly in the field of education, la Ley 115 de 1994 in article 6 mentions “El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad” (p.2), and specifically their article 55 about ethnoeducation said:

Se entiende por educación para grupos étnicos la que se ofrece a grupos o comunidades que integran la nacionalidad y que poseen una cultura, una lengua, unas

tradiciones y unos fueros propios y autóctonos. Esta educación debe estar ligada al ambiente, al proceso productivo, al proceso social y cultural, con el debido respeto de sus creencias y tradiciones. (p.14)

In line with those legislative principles, education in Colombia recognizes multiples cultures and ethnic groups that are located in different regions with their own histories, customs, dialects, and so on. Pasacaballos community, since it is a rural and afrodescendant territory, its educative system promote ethnoeducative education to preserve cultural identity. Currently, community-based organizations are designing the Community Ethnoeducation Project.

Interculturality in regard to Foreign language education is supported in the Common European Framework of References for Languages (2002), which conceives learners as a social agent, in interaction with the global world, including intercultural education as a basic principle of language learning “central objective of language education to promote the favorable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture” (p.5). Ministerio de Educación Nacional through Programa Nacional de Bilingüismo proposed Basic standards of competences in foreign language: English, and expressed that foreign language learning is an opportunity for intercultural communication and intercultural competences, which helps to reduce the ethnocentrism and allows learners to estimate and respect the value of their own culture and develop the respect for other cultures practices, involving learning in an immediate and global context.

Recently, the Basic Learning Rights, English grades 6<sup>th</sup> to 11<sup>th</sup> were published, where intercultural competence is a transcendental component, however these rights were proposed only for secondary level, and they are really necessary for young learners, because childhood is an important stage to promote values and appreciate children's own culture background.

## **CHAPTER 1: Methodology**

This research was supported by a qualitative approach, Bonilla and Rodríguez (1997) and Yuni, et al (2014) expressed that this approach permits to recognize people as historical and a social agents with the aim to transform or reconstruct social practices. The method used was Action Research (AR), which allows research in educative practices and transform them in order to achieve a democratic education according to student's needs and context.

Action research (AR) was originated in the 1950s by Kurt Lewin the founder of social physiology (BraburyHuang, 2010). Mills (2010) and Stringer (2013) defined AR as the systematic process that enable teachers to construct effective solutions to problems they live everyday into the classrooms, this method is supported in the practice and is immersed in local contexts. The Classroom is a scenario for teacher's autonomy and reflection through new knowledge development, generate innovation and reconfigure new ways to students related with the knowledge, in a practical dimension (Parra, 2002, p.124).

There are many stages for doing action research, the first one is to identify the problem; teacher analyzes significant problems that occurs daily in the classroom, for example, poor attendance, writing or reading skills that not meet grade-level expectations, and so. Teacher decides the research question (Ross-Fisher, 2008). In the same line Mertler (2008) agrees with those elements and includes that possible topics for research have to pique teachers' interests and curious.

After this, it is reviewed related literature that "provides the action researcher with the raw information that will be used to better understand the identified area/topic" (Brighton & Moon, 2008, p. 25); at the end of literature review, teachers should have identified, what other respected sources have written about the topic, or how the planned strategy, technique, or approach for the project shows promise for success (Ross-Fisher, 2008, p.163). Subsequently, to develop a research plan, Mertler (2008) at this point states that teachers design the research paradigm and methodology, also define participants, technics and instruments to collect the information. To collect information Ferrance (2000) mentions a diversity of techniques and instruments such as interviews, diaries, field notes, questionnaires, focus groups.

Afterwards it is time collect primary or secondary information and evaluate and interpret that data, by looking for themes, categories or a matrix according to research methodology, (Johnson, 2008). Finally, develop an action plan that consists on the action part of the research, to put into practice and propose an innovate way to educational practices.

Theses stages were addressed in the following way: in order to identify the research problem, the researchers visited the institution and used participant observation and field notes to collect data in fifth grade at Institución Educativa Técnica de Pasacaballos, with the purpose of identifying materials content used into English classes in relation with learners as rural community integrants. After this stage a review of literature will be carried out, case studies, articles about intercultural approach in foreign language classroom, and materials with intercultural perspective to foreign language teaching and learning.

Consequently was defined the research methodology, the techniques and instruments to collect information. It was used a qualitative methodology supported by techniques such as

question guides. some of the questions asked to teachers were: what kind of material do you use in the English classes? Do you consider children's context to choose the resources? How student's feel with the materials?. Moreover field notes for a period of two months to observe teachers methodologies, class environment and activities developed during the process; also, it was created a checklist with the following criteria (See annex 1 and 2) for textbook evaluation. After deciding the methodology, information about materials used into English classes was collected, furthermore, two English teachers in secondary and primary teachers were interviewed in order to identify their perceptions about English teaching and learning process in that public institution; in addition to that, a conversation with the students to identify their materials opinion was necessary.

As soon as the information was collected, evaluated and interpreted, the unit of analysis were two English textbooks (Clapping Time 3 and Heinemann 3), finally, it was developed an action plan that is a proposal about intercultural elements to take into account for material design according to students' needs analysis and cultural contexts, as an example the students who live in an afrodescendant territory. This proposal can be used by English teachers to design their own materials and promote native culture of students and foreign context.



## CHAPTER 2: Results

Some researchers have been undertaken investigations to attempt to improve English learning and teaching through intercultural aspects, showing the importance to include culture and context in English language teaching especially in rural communities, such as Institución Educativa Técnica de Pasacaballos operates. In this sense it is necessary to look up some scientific articles.

In the local context, Ortiz, Caraballo and Pertúz (2015) express that materials has to include students culture, they showed that in public school from Cartagena, materials used into English classes do not respond to students interest, they are not relevant or meaningful for students learning process. Materials have to improve learners identity and also let them acquired knowledge about the target culture. The authors used some references about intercultural material design, that have been taken into account in this research, and they also express some relevant reasons in order to design intercultural materials, they say that students in Cartagena have to learn English through native culture learning.

Nicolle, (2014) and Gomez (2015) express the necessity of adapting materials for meeting students' needs; materials can not reflect cultural content inappropriately and have to promote a critical thinking through debates and discussion about the target and native culture; materials have to include topics such as injustice, poverty and discrimination, analyzed surfaces culture and deep culture involved in English materials. These authors present different types of activities that promote discussion between children, and relevant topics based on children's interest.

On the same line Bedoya *et al* (2015) and Delgadillo (2010) argue that didactic materials for the English learning have to connect students' own culture with the target language culture, the relation between the native culture and the target culture is necessary with the purpose to establish an intercultural dialogue in the classroom that recognizes differences. They also propose some points to evaluate the elaboration of dynamic or complementary activities to promote the cultural and meaningful knowledge, the first is to consider students' needs; the second is the group of resources to reach the goal (Language learning); and finally the data, in this case the Colombian themes. The integration of the above results in didactic units that focus on Colombian culture and promote the efficient English skill, using a meaningful approach and cultural didactics units, serves as a guide in this process. Despite, the lacks of materials in Institución Educativa Técnica De Pasacaballos, some dynamic activities could be developed in order to improve the English teaching process.

Liu (2015) claims that English as a foreign language class is a way to teach culture, more than grammar. English has to recognize cultural diversities. She shows some approaches for interculturality. She mentions that one of the causes of some shortcomings in the process of learning the English language, and distance from the objectives of the curriculum and the issues raised in the IPE, is the goals' variation, introducing as an ethnic educational school, the objective should be to strengthen the skills, knowledge and cultural practices.

The analysis of the researches listed above was complementary with a field work in that government school through the use of qualitative research techniques and instruments allow observing the English teaching and learning process and present the next information.

Institución Educativa Técnica de Pasacaballos has four English teachers in secondary and one English teacher in primary. Secondary teachers are language professors graduated from Universidad de San Buenaventura, Universidad del Atlántico, and Corporación Universitaria de la Costa. They have more than ten years teaching English in that school, and they know some methodologies for English language acquisition and try to use didactic resources like songs and flashcards into the classrooms. Each one takes responsibility into two specific grades 6° and 7°, 6° and 8°, 8° and 9°, 10° and 11° respectively.

In secondary level, students have their own English textbook, (it was a dotation named *English, please!* provided by Colombia Very Well, Bilingual national program from Ministerio de Educación Nacional.). Teachers say that the school does not have enough teachers for teaching English in primary levels, for this reason, when a student arrives to secondary levels, he does not have all the required skill for the English competence in these courses, in spite of having a teacher in primary level, the implementation of the English program is only in 4th and 5th grades.

Based on many conversation with teacher, it can be expressed that teachers perceive that in a non-native English context it is difficult the English learning process because students only get three hours of English subject per week and the classroom is the only place to practice. teachers explain grammar rules on the board and students have to do activities such as complete sentences or translate paragraphs to understand texts. Three years ago, an English teacher in that school won the Premio Regional 2013 with a proposal “Mi pueblo, una riqueza que me enseña a aprender Inglés”:

The purpose was English teaching through student's culture and context, they learned English with gastronomic contents, doing typical foods of Pasacaballos, also students having to perform a fieldwork animals and vegetables in their context and region, with the help of the people from the community and design a photographic album to socialize into the English classes ( Palabra maestra, 2015).

In the library there are some English textbooks, 300 stories in English, 10 specialized English dictionaries, English textbooks for children and young people. Some of them are: You Too from 1 to 5 for secondary edition 2009, Tools from 1 to 5 edition 2008, Clapping time from 1 to 5 primary issue for 2007. These materials are rarely used because there is a large number of students compared to the number of textbooks, some teachers prefer to teach the language without relying on these resources.

On the other hand, fifth grade classrooms have about 39 students between 10 and 11 years old. Classrooms are not comfortable, they do not have too much ventilation, there is not a desktop for teacher, chairs are deteriorated, walls do not have pictures that involve children in a good class atmosphere and they see English two hours per week.

Primary English teacher is not a language teacher, she studied children pedagogy at Universidad Rafael Núñez in Cartagena, and she is working in that public school two years ago; in view of the absence of an English teacher in that school, administrators delegated her English and Ethic subjects. She is not an English teacher but she has liked English since she was at the university. She finished five English courses at Centro Colombo Americano in Cartagena.

According to materials used for the English class the teacher said:

“Se utilizan libros, copias, colores, el tablero, también utilizan cartulinas, cartón paja, materiales concretos como lentejas, témperas, diversos materiales. Hay computadores pero no hay internet. Los libros que hay en el colegio son insuficientes porque en los grados hay como 40 niños entonces me toca hacer grupos de tres personas, lo que sí hay a veces eso es el inconveniente de que lo coges tú, lo cojo yo, pero al final ellos trabajan, utilizan mucho el

diccionario, traducen palabras, a veces es de completar. Ellos transcriben del libro al cuaderno. Aprendemos verbos en inglés y español” (English primary teacher).

Bearing in account the lack of materials presented in this institution, the teacher implements educational materials, created by her, and encourages students to learn songs for increasing their vocabulary, for example, before starting the class, students sing a numbers song using their hands, or other activities, for example, Simon says, in relation to the total physical response methodology. In some classes the teacher teaches grammar, “en estos dos últimos meses fué que me atreví a enseñar el verbo to be” (English primary teacher), students have to memorize new words and try to express them with a good pronunciation. The teacher writes on the whiteboard the topic and the new vocabulary related to it, by writing English words and Spanish meaning. She hardly ever uses pictures related to the topic and the activities are developed individually.

It is clear that in the situation presented in school, teacher has a disadvantage when she wants to implement aptly English classes, notwithstanding, she does not have enough resources to develop them.

In conversation with children about materials used for English classes, they said that the materials they use are notebooks, photocopies, and dictionaries. While the teacher explains the topic on the board, students have to translate the contents and memorize them, sometimes children work with textbooks but in pairs. (Fifth grade children).

It could be observed that when students work with English textbooks, they have to transcribe the content and then do the activities; children feel confused, and sometimes they do not know what to do, because the teacher does not explain the instructions and spend time translating words.

Children expressed that they would like to learn about: sports, food, games, music, animals and technologies, they would like to learn by listening to songs, watching videos, and working in pairs. Content in the book for example, when describing physical appearance, includes a text describing a white children with green eyes, long hair; students do not feel identified with that physical appearance.

As part of the process two English textbooks were evaluated, Clapping Time 3 and Heinemann Mathematics 3, through a checklist emphasized on sociocultural contents that the textbooks include.

Clapping Time is an English textbook for young learners written by Nancy Edith Parrado Delgado, published in 2007. This Textbook has 96 pages and the Physical Size is 28cm, Letter size. The components are student’s book, workbook, Teacher’s guide, Audio CD and a Website but this school only has the student’s book. The English level according to the common European Framework is A1. The Target skills are listening, speaking, writing and reading and it is designed for teachers with advanced English knowledge. The textbook’s objective is allows students to develop communicative skills effectively using the standards required by the Common European Framework. This book does not respond to the students’ level, in this public institution children start English learning in fourth grade and the grammar focus is advance for them.

That book was designed for children who live in a context with more opportunities, in a family with good socioeconomic conditions, for example in the unit about “Places to Visit”, the book presents pictures related to movie theaters, coffee shops, and activities like go shopping. Another unit “In the Supermarket” presents a shopping list which does not include

food that students eat in their daily life for example fish or seafood. The book does not include intercultural contents, and it does not respond to students' culture (the Caribbean Region); it only privileges North American culture and it does not include authentic materials.

HEINEMANN MATHEMATICS 3 is an English textbook for young learners written by Miller, Craig & Cocking, Published in 1995. This book has 45 pages and the physical Size is 25cm, normal letter size. The components are three textbooks and a workbook. The school only has one of the textbooks, and this book is for students with A1 level, with a focus on writing and reading skills and it is for teachers with a C1 level and good math skills. This book was designed to support the math previous knowledge as a practical math course.

The book is not in accordance with the students' English level,, however, it contains enjoyable activities and games that require basic math skills. From an intercultural perspective, it does not have the appropriate content for the implementation of this approach, since the book only focuses on the implementation of basic math exercises, and the development is based on objects that can be found in classrooms, for example, chairs, tables, pencils, among others; and some activities or sport that the students do not know, as badminton, ice skating etc. Besides this, it does not have images that help the student to the identification of concepts through graphics.

## Conclusions and recommendations

It can be stated that the interculturality is necessary to have a good social life; everyday people need to deal with situation involving respect, tolerance and other values necessities for effective communication between people who have different perspectives, religions, status, and cultures; at this stage it is necessary that education takes a stance on the integration of cultural diversity, however, it is important schools have the enough and appropriate resources. Based on the above, in some Cartagena's public school educational support materials and teaching materials used for the English language teaching and learning have many deficiencies such as old edition, not good conditions and lack of contextualization, being an obstacle to get an intercultural education through English language teaching. To achieve this purpose it is necessary that teachers as cultural mediators into the English classes develop some materials and resources to help students achieve this propose, creating opportunities to develop skill and attitudes required for a successful process.

Materials used for the English learning process at Institución Educativa Técnica de Pasacaballos do not promote the intercultural competence, furthermore teachers have to find their own resources, because the materials provided by the school are not enough, and the lack of material is reflected on the development of structural classes. That is the reason because the results of class observations show that students are not motivated and they do not like to participate in class. In order to improve this situation, this study proposes some elements to take into consideration when designing intercultural materials, which respond to student local cultures through the implementation of cultural and didactic activities that consider the main aim of this document.

Firstly, it is important to clarify that this document is not designed to create a book, or replace the content of books used in the English program, instead of it, the goal is to have a guideline to design educational material to promote intercultural education through language learning, the focus is to consider some extra information and activities to encourage student's participation, and intercultural communicative competence; as well as to improve the native culture; Kramsch (2010) says that to learn a foreign language, developing intercultural learning of native culture, thus the gaps and problems encountered in facing a new culture, become aspects that serve to promote meaningful learning.

To develop the intercultural competence it is necessary to strengthen the cultural identity and learn a new culture through English learning, viewing the target culture not as an obstacle but as a source of enrichment for the language learning, which is not limited to the fundamental aspects (grammar, listening and fluency) on the other hand, the students may present a critical view of different cultures, local and global.

In order to involve culture into the English classes, Alonso (2004) gives some aspect of preparing, for instance, integration in the program, collaborative work, consider the importance of our culture and recognize the role of both cultures in the classroom. Therefore the activities should evidence an integrative work, in this way the exercises used in the English classroom must develop a collaborative learning; Thus, Johnson et al (2014) assert when they claim "collaborative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (p.87). Some activities require group work because it facilitates interaction between students and strengthens values such as solidarity.

On this way, when developing or designing intercultural activities it is necessary to take into consideration the students' social context, to get students' attention, to awaken the

interest of students and encourage them to participate in classes, to present situations that confront different cultures and offer students significant cultural content.

Based on some observations as English teachers was possible to identify interesting topics through which students acquired knowledge, but on many occasions, the vocabulary was not useful to practice in the context where they live; to acquire a useful vocabulary encourage students to practice outside the classroom, in this way they will get self-confidence. Along these lines it is necessary to include a real world setting into the English classroom (The National Council for Curriculum and Assessment, 2006), some objectives than can be achieved with the implementation of these materials are:

- To develop students' attitudes that allow them to interact with other cultures.
- To increase knowledge of cultural and everyday practices of Pasacaballos.
- To improve the cultural knowledge about the native and target culture.

Finally some examples of intercultural activities and materials for teaching English that were designed, taking into account the characteristics mentioned throughout the document.

As shown in activities "what to eat in Pasacaballos?" (See annex 3) it is important to design material that allows the use of vocabulary and permits to enrich the native culture; in this case it was presented vocabulary of some of the typical Cartagena's and Pasacaballos' food (Images and information was taken from frommer's web site). This vocabulary should be attractive for students, because it is about known issues, and they use these words daily, as they are within the context. As mentioned in the preceding paragraphs, the first step to achieve an effective intercultural education in English program is strength the vocabulary about the own culture, because without it students will not be able to have an exchange of culture with foreign people who speak English.

Activities used for the intercultural education perspective take into consideration the social context in which students develop. As we can see in the annex 4, this activity was designed with the purpose of using the vocabulary in a real context, through the dramatization of a typical situation; it is crucial to include information with the purpose of teaching the habits, customs and cultural aspects than can be found in other countries, otherwise students could have a monoculture teaching process, this is precisely because some activities were designed with the intention to integrate the global view, which can be appreciated in the activities called "what do you eat?" And "where do you think this typical food is from?" (Annex 5 and 6). Those are examples of how to teach vocabulary based on some cultural aspect of the foreign and native culture, in this case the typical dishes around the word are different, and some textbooks just teach about the American dishes, but do not teach about Colombian dishes; because of the same reason it is important to include an activity which integrates the information about students' typical breakfast, lunch and dinner.

As it was mentioned in the objectives students need to improve their cultural knowledge about the native and target culture. The activity "Do you know someone who..?" (7 and 8), was designed to teach some cultural native practice, with the purpose to strengthen students' culture. For the elaboration of this material some information was collected in Vagabond journey websites (authentic material), and it was selected the information that was able to gets the students attention. This activity takes into consideration information about Palenqueras, because they are Afro-colombians icon as African descendants, and it is very

common to see them in the streets of Cartagena and Pasacaballos. However, some people may be ignoring the importance of them in native culture.

The activities that involve students in the teaching process and encourage them to participate in classes are ideal to develop the speaking skill. The activities presented in annex 8 have the purpose of developing the enough skill to share information about the own culture with foreign people. The given situation in this intercultural activity requires the acquisition of typical fruits vocabulary (Annex 9), which is not presented in some English textbook.

The implementation of these activities in English classes help to learn through practice, cultural aspects of our target language, so the acquisition of English is based on real contexts, and students can acquire the necessary skills to communicate effectively, without cultural barriers.

Other resource called “in my free time!” includes things that children do in their free time, for example, Jump rope, play marbles, activities related with daily life (Appreciate Annex 10). Children are familiarized with this type of cultural contents and feel motivated learning vocabulary that they normally use.

The other activity is a song for learning physical appearances around the word, this is an interesting song because it introduces the topic of Multicultural world, wrote by Joyce Paultre (See annex 11) This listening activity promotes respect towards other cultures, and children learn to love their territory. After that, the teacher could show pictures about diversities of physical appearances, especially afrodescendant people appearances (See annex 12 and 13).

To sum up, this intercultural proposal about material design for English as a foreign language learning is a resource that English teachers from public schools in Cartagena could implement in order to call students’ attention, or create new resources based on young learners and teenagers’ cultural context. English classes should integrate culture in the development of communicative skills, with the objective of training intercultural speakers constructing citizens that respect and interact in a globalized world.

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## ANNEXES

### Annex 1

TEXTBOOK EVALUATION: CLAPPING TIME 3				
	Excellent	Good	Acceptable	Poor
<b>1.GENERAL INFORMATION</b>				
<b>A.PHYSICAL ATTRIBUTES</b>				
1. The layout is attractive		x		
2. It is cost-effective		x		
3. It indicates efficient use of text and visual	X			
4. The units combine text and pictures	X			
5. The typeface is appealing	X			
<b>B.CONTEXT</b>				
6. It responds to the student's age				x
7. It responds to the interest of the learners			x	
8. It responds to the needs of the students			x	
9. It is compatible to the background knowledge of learners				x
10. It is compatible to the level of students				x
11. It responds to the student's cultural practices like students who live in a rural context				x
12. The textbook responds to the course goals.			x	
<b>C.CONTENT</b>				
13. The content serves as a window into the learning about the foreign language culture.				x
14. The content serves as a window into the learning about the culture of the students.				x
<b>2.LEARNING TEACHING CONTENT</b>				
<b>A.GENERAL CONTENT</b>				
15. Most of the task are interesting		x		
16. Task move from simple to complex	X			
17. Task objective are achievable	X			
18. The language in the book is natural and real		x		

19. Cultural diversity have been considered			x	
20. It is not offensive with gender	x			
21. It is not offensive with the race	x			
<b>SKILLS DEVELOPMENT</b>				
<b>B.LISTENING</b>				
22. It is has appropriate listening task with well-defined goals	x			
23. Task are authentic or close to real language situations	x			
24. The instructions are clear	x			
<b>C.SPEAKING</b>				
25. Activities are developed to initiate meaningful communication	x			
26. Activities are balanced between individual response, pair work and group work			x	
27. The activities promote interaction frequently			x	
28. Activities motivate learners to talk		x		
29. It is learner friendly with no complex charts		x		
<b>D.READING</b>				
30. Texts are graded		x		
31. The reading topic are interesting				x
32. Length is appropriate		x		
33. It has authentic pieces of the foreign language				x
34. It has a variety of literary genres				x
<b>E.WRITING</b>				
35. Tasks have achievable goals and take into account students capabilities		x		
36. Task are awesome		x		
<b>4.GRAMMAR AND VOCABULARY</b>				
<b>F.GRAMMAR</b>				
37. The grammar is introduced implicitly				x
38. The grammar rules are presented in a logical manner and increasing order of difficulty		x		
39. The grammar is contextualized				x
40. The spread of grammar is achievable		x		

<b>G.VOCABULARY</b>				
41. The new vocabulary words are presented in a variety of ways (glosses, multi-glosses...)	X			
42. The new vocabulary words are presented in an appropriate rate.	X			
43. The new vocabulary words are repeated in subsequent lessons or units to reinforce their meaning and use.	X			
44. The number of new words in each lesson is appropriate to the level		x		
45. There is a good distribution (simple to complex) of vocabulary load across units and the whole book.			x	
<b>5.KNOWLEDGE OR ABILITIES DEVELOPMENT</b>				
<b>H. EXERCISES AND ACTIVITIES</b>				
46. There are a variety of activities	X			
47. Activities encourage students to participate into the class for example through games		x		
48. They help students who are under/over achievers			x	
49. They promote critical thinking of the text				x
50. It is organize in a coherent sequence that students can use previous learning		x		
51. Contents can be apply immediate allowing a real practice of learning				x
52. Students can build their own knowledge base on what they have learned				x
<b>6.TEACHER AND STUDENT ROLE</b>				
<b>I. METHODOLOGY</b>				
53. The methodology of the book is explained in a clear way for the English teacher		x		
54. The teacher's guide help the professor to understand the objective of the textbook				x
55. It present activities for activating student's background knowledge before use the book				x
<b>7.ROLE OF MATERIAL</b>				
<b>J.SUPPLEMENTARY</b>				
56. It has a teacher guide to practice extra exercises for reinforcing student's skills				x
57. Activities involve illustrations to facility learning new vocabulary		x		

## Annex 2:

TEXTBOOK EVALUATION: HEINEMANN MATHEMATICS 3				
	Excellent	Good	Acceptable	Poor
<b>1.GENERAL INFORMATION</b>				
<b>A.PHYSICAL ATTRIBUTES</b>				
2. The layout is attractive			x	
3. It is cost-effective		x		
4. It indicates efficient use of text and visual				x
5. The units combine text and pictures				x
6. The typeface is appealing			x	
<b>B.CONTEXT</b>				
7. It responds to the student's age				x
8. It responds to the interest of the learners			x	
9. It responds to the needs of the students				x
10. It is compatible to the background knowledge of learners				x
11. It is compatible to the level of students				x
12. It responds to the student's cultural practices like students who live in a rural context				x
13. The textbook responds to the course goals.			x	
<b>C.CONTENT</b>				
14. The content serves as a window into the learning about the foreign language culture.				x
15. The content serves as a window into the learning about the culture of the students.				x
<b>2.LEARNING TEACHING CONTENT</b>				
<b>A.GENERAL CONTENT</b>				
16. Most of the task are interesting		x		
17. Task move from simple to complex	x			
18. Task objective are achievable	x			
19. The language in the book is natural and real	x			
20. Cultural diversity have been considered				x
21. It is not offensive with gender	X			




22. It is not offensive with the race	X			
<b>SKILLS DEVELOPMENT</b>				
<b>B.LISTENING</b>				
23. It is has appropriate listening task with well-defined goals				x
24. Task are authentic or close to real language situations				x
25. The instructions are clear			x	
<b>C.SPEAKING</b>				
26. Activities are developed to initiate meaningful communication			x	
27. Activities are balanced between individual response, pair work and group work			x	
28. The activities promote interaction frequently			x	
29. Activities motivate learners to talk		x		
30. It is learner friendly with no complex charts				x
<b>D.READING</b>				
31. Texts are graded		x		
32. The reading topic are interesting				x
33. Length is appropriate			x	
34. It has authentic pieces of the foreign language				x
35. It has a variety of literary genres				x
<b>E.WRITING</b>				
36. Tasks have achievable goals and take into account students capabilities			x	
37. Task are awesome				x
<b>4.GRAMMAR AND VOCABULARY</b>				
<b>F.GRAMMAR</b>				
38. The grammar is introduced implicitly				x
39. The grammar rules are presented in a logical manner and increasing order of difficulty		x		
40. The grammar is contextualized				x
41. The spread of grammar is achievable		x		
<b>G.VOCABULARY</b>				

42.	The new vocabulary words are presented in a variety of ways (glosses, multi-glosses...)				x
43.	The new vocabulary words are presented in an appropriate rate.				x
44.	The new vocabulary words are repeated in subsequent lessons or units to reinforce their meaning and use.			x	
45.	The number of new words in each lesson is appropriate to the level			x	
46.	There is a good distribution (simple to complex) of vocabulary load across units and the whole book.			x	
<b>5.KNOWLEDGE OR ABILITIES DEVELOPMENT</b>					
<b>H. EXERCISES AND ACTIVITIES</b>					
47.	There are a variety of activities		x		
48.	Activities encourage students to participate into the class for example through games				x
49.	They help students who are under/over achievers			x	
50.	They promote critical thinking of the text				x
51.	It is organize in a coherent sequence that students can use previous learning		x		
52.	Contents can be apply immediate allowing a real practice of learning				x
53.	Students can build their own knowledge base on what they have learned				x
<b>6.TEACHER AND STUDENT ROLE</b>					
<b>I. METHODOLOGY</b>					
54.	The methodology of the book is explained in a clear way for the English teacher				x
55.	The teacher's guide help the professor to understand the objective of the textbook				x
56.	It present activities for activating student's background knowledge before use the book				x
<b>7.ROLE OF MATERIAL</b>					
<b>J.SUPPLEMENTARY</b>					
57.	It has a teacher guide to practice extra exercises for reinforcing student's skills				x
58.	Activities involve illustrations to facility learning new vocabulary				x


### Annex 3:

## What to eat in Pasacaballos?

I love Sancocho (stew). The hearty dish is traditionally made with hen (gallina) plantains, yucca, corn on the cob, and cilantro.




I am a Palenquera; I sell ripe pieces of exotic fruit and some of the tastiest sweet coconut, guava, mango, pineapple, and papaya you'll ever try.



### DELICIOUS COASTAL DISH

The **red snapper** and the **plantains** are usually fried, and the faint **Coconut** flavor of the **rice** is the perfect complement.




### Annex 4:

## SITUATION

If you are in the main square of Pasacaballos, and a foreigner comes to you and Ask for a typical and delicious food in Pasacaballos.

- What food would you recommend?
- Which restaurant would you recommend?
- Then dramatize this situation in the classroom.



Annex 5:

## WHAT DO YOU EAT?

What do you have for breakfast?



Pancakes, Eggs  
And bacon, you  
Know American  
Breakfast.

I'm starving.  
It's lunch time!



It's time to eat  
Kebab.  
Indian food!

Why don't we go out to have dinner and celebrate after the party?



Yes, Let's go to a Chinese restaurant, I love sushi

### ACTIVITY

What is the typical food in your countries?

Do you like it?

Annex 6:

## WHERE DO YOU THINK THIS TYPICAL FOOD IS FROM?

	Sushi <input style="width: 150px; height: 20px;" type="text"/>		Paella <input style="width: 150px; height: 20px;" type="text"/>
	Hot dog <input style="width: 150px; height: 20px;" type="text"/>		Burritos <input style="width: 150px; height: 20px;" type="text"/>
	Spaghettis <input style="width: 150px; height: 20px;" type="text"/>		kebab <input style="width: 150px; height: 20px;" type="text"/>



## Annex 7:


# DO YOU KNOW SOMEONE WHO...?

*Woman who balance a bowls of  
Fresh fruits on their head:  
Palenqueras*



Originally, these women come from San Basilio de Palenque, a small village located southeast of Cartagena. In 2006, the village was declared by UNESCO as one of the masterpieces of the Oral and Intangible Heritage of Humanity. San Basilio de Palenque was founded in colonial times by runaway slaves and it's considered one of the first free towns in the Americas and its rich cultural heritage remains to this day

*Man who catch fish.  
fisherman*



Cartagena is a city by the sea. For this reason some man "fisherman" go to the sea and try to catch enough food for their

## Annex 8:

Complete the chapter. (If you know a Palenquera o Fisherman, write about it) and then share with your partners.


Do you know a Palenquera?

Do you know someone who fish?

- In group of 4, discuss the situation.

If you are in the Cartagena downtown's street talking with your American friend, and He or she sees a Palenquera, and asks. who is she? Why this woman balance a bowls of fresh fruits on their head? Is she from Cartagena?

- What would your explanation be?



Then dramatize this situation in the classroom

Annex 9:



Annex 10:



Annex 11: <https://www.youtube.com/watch?v=gDrq65JhJsc>

**MULTICULTURAL SONG** by Joyce Paultre

Come on everybody  
come gather around and  
join the celebration  
we're sharing common ground.

It doesn't matter where you come from  
if you're a boy or girl  
different is normal  
in this multicultural world


Asia, North America,  
South America, Africa,  
Antarctica, Europe, Australia


The color of your skin  
the kind of clothes you wear  
the color of your eyes  
the texture of your hair


Annex 12

**My physical appearance**


✓ **Skin color.**


  
**Dark skin**


  
**Olive skin**


  
**White skin**


✓ **Hair**

  
**Curly hair**

  
**Straight hair**

  
**Wavy hair**

  
**Braid**

  
**Mustache**

2. Read the story.

Hi my name is Karen; I am from Pasacaballos, a town near to Cartagena. In Pasacaballos, people are Afrodescendientes.

For this reason I have a dark skin,  
black curly hair and brown eyes.

My cousin Benis has an olive skin,

a long straight hair and brown eyes too, she is pretty.

My best friend Carlos is handsome, he is tall, and has a dark skin, her curly hair is dark and use a cool mustache.

The girls in Pasacaballos are pretty, in November use braids as a tradition. I love braids, because is an ancestral expression.

I love Pasacaballos, I love multicultural and racial diversity, I love be afrodescendientes.

