



LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS

**A DIAGNOSIS OF ENGLISH LANGUAGE TEACHING MATERIALS FROM AN
INTERCULTURAL AND ECOLOGICAL PERSPECTIVE IN CARTAGENA DE
INDIAS, COLOMBIA**

**AIDA HERBALES BERMUDEZ
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NURISNEY OVALLE BARBOZA**

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

**Asesor
Osiris María Chajín Mendoza
Magíster en Estudios de la Cultura
Docente investigadora**

**Raul Cabarcas
Docente**

**CARTAGENA DE INDIAS D. T y P.
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JURADO

JURADO

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A Diagnosis of English Language Teaching Materials from an Intercultural and Ecological Perspective in Cartagena de Indias, Colombia

Aylin Gomez Correa
Aida Herbales
Nurisney Ovalle

Abstract

Intercultural and Ecological perspectives are the main approaches Colombian Ministry of Education proposed in order to enrich the pedagogical practices in English teachers and to achieve the primary goal of the Colombia Bilingual program which is to improve English language skills by 2025. In the view of that fact, it had been reached an exploration of the policies the Ministry of Education provides and a discussion of materials used in Cartagena's school through a material evaluation checklist stated under Intercultural and Ecological features that illustrate the actual situation of the application of low percentage of suitable materials during English classes. The research aims to supply information for teachers, concerning about how the process is going and what to do in favor of the bilingual country.

Keywords: Interculturality, Ecological approach, materials.

Bilingual education in Cartagena is important due to the essence of tourism, cultural attractions of the city, as well as the consequence of globalization that brings up

the magnitude of communication through a Lingua Franca: English. Also, the recognition of the multiculturalism, inclusive education and the coexistence of different cultures have reconstructed the current methods and approaches to teach and learn a language. For this reason the proposals for the proper implementation of bilingualism in schools have appropriated to educational programs in Colombia and the city, among them, the Country Bilingual program “*Colombia Bilingue*” (2004) which purpose is to form a better-educated and bilingual country for 2025.

As a result of those main changes, the MEN (Ministry of National Education, 2014) has been renewing the educational perspective through the application of intercultural and ecological characteristics: interactionist, contextualization, bilingualism and interculturalism in which the curricular scheme clearly proposed the goals of the institutional program studies that includes aspects such as motivation, information, activities, functions of the language, context and culture features that provides foundation and support to English teachers.

As evidence, the performance of culture, interaction, critical and holistic thinking, context, individual and collective characteristics in the learning-teaching process impact into the material designing procedure and methodological strategies in the development of a class, that is why *Colombia Bilingue* program guides teachers through a path to create and put into action the most suitable, intercultural and ecological materials for the demanding twenty first century education by explaining the role of learners, role of teachers, content, methods and approaches to adopt. Consequently, the fact of knowing and being part of the interculturality, marks a significant point thanks to interactional implications in an increasingly diverse society, relying on an equal education and peace promoted by the MEN.

In view of the new proposals, colombian teachers, particularly teachers who educate in Cartagena context, reflect about materials that will operate competently according to the environment and students` needs, then, there is the process of analyzing, modifying, choosing and creating materials, therefore, teachers must implement a holistic thinking and dynamic educational perspective. In the framework of these policies, there are tools that guide teachers to work on.

Even though some case studies such as Garcia(2004), Diaz (2011), UNESCO (2013), Arnedo & Imitola(2014), and Pertuz(2014)support that proper materials are not been applied in schools, it is questionable the actual state of the intercultural and ecological material in Cartagena's public schools. In the interest of knowing what and how are the materials in the institutions of the city, it was employed a checklist to evaluate and analyze their practicability in this context, and later on to set up recommendations for designing intercultural and ecological materials for the schools of the city.

At the moment of designing and choosing materials, Richards (2015) stated questions on factors such as planning, students and teachers role and pedagogical strategies. Due to the nature of this project, it has been included an additional factor oriented to the ecological and intercultural approaches: context factor. The inquiries of each aspect are:

- **Program factor**, related to the objectives of the program. What is the English program that is implemented in the educational institutions in the primary grades?
What are the objectives of the program?

- **Teacher factor**, related with the perspective of the teacher. What is the perspective of education that the teachers have? Do they respond to the guidelines of the English program?
- **Learner factor**, related to the linguistic, socio cultural and lexicon level of student. What is the level of student's English level?
- **Content factor**, related to the academic content of the material. Is the content appropriated to ensure the program development?
- **Context factor**, related to the context that the students are into. What is the context where students, teachers and program are placed?
- **Pedagogical factor**, related to the principles and foundations that support the methodology implemented. Are the methods used consistent with the above factors (program, teacher, learner, content)?

In support of *Colombia Bilingue* program (2004), a macro context is developed under theoretical basis that proposes several instructions to work on and provide answers for the previous questions which the main goal is to form a better-educated and bilingual country by 2025.

First, according to the *Estándares Básicos de Competencias* (2006), primary students have to be in A level corresponding to the Common European Framework of Reference. From first to third grade, learners are placed in basic user level, specifically *breakthrough*, the level to be acquired in fourth and fifth grade is A2, basic user, *waystage*. Also, the CEFR introduces: competences, general competences, communicative language competences, context, language activities, languages process, text, domain, strategies and tasks that are the components of the appropriate language development in all levels.

At this point, teachers must be in C1 level to accomplish the competence teacher profile. In addition, teachers need to fulfil the cultural mediator characterization. However, Coperias (2010) indicated : “ Being a mediator implies building bridges between language and cultures, therefore, in the process of learning a new foreign language and becoming an intercultural speaker”.(p.91)

Coperias (2010) also said, nowadays, the compilation of the current approaches and methods demonstrate that learners are the center of the procedure, from the same perspective, Demorgo (2010) & Guzmán (2015) agree in the importance to put into practice the identification and recognition of oneself as a member of the society, which means, it is essential to work on the improvement of the interpersonal and intrapersonal intelligence in order to enhance a better interdependent work between the individual and the different areas of the society, in this way, Siek-Piskosub (2014) recommended *Intercultural Communication Competence* should be enhanced through the integration of different areas, founding by the language.

Further, the *Pedagogical Principles and Guideline, Suggested English Curriculum* (2014) proposes content should be developed progressively, embrace topics harmony to the grade and covers the following topics:

- Democracy and peace: recognition of the country, city, neighborhood, institutions, people and their interaction.
- Health: identification of physical and mental dimensions.
- Sustainability: being familiar with the environment and places and how to take care of them.
- Globalization: realize, appreciate and take advantages of new and coming things and their effects in the world.

Besides, content is associated with the acknowledgement of :

- Human development, coexistence and citizen participation.
- Construction of the national identity and integration with the world.
- Encouraging knowledge.
- Preparation for work.
- Development of basic academic competencies (reading, writing, mathematics and essential basic knowledge).

On this wise, culture and context immersion in the language leads to the ecological and intercultural approaches as the principal foundations toward the goal, therefore, Chloper (2008) , Bugnone and Capasso (2015) agreed that culture is immersed in the language and a mandatory nature during the process of learning a foreign language, and according to Leon (2011) stated:

"culture takes into account the demands, socio-economic characteristics and socio-cultural environment in order to understand or give meaning to the behavior of the students, as well as it is also necessary to know what are the expectations, motivations of the students and their family context which are influenced by the environment, and influence the relationship between behavior and the environment." (p.1)

Thus, Jiménez & Ramírez (2012) defined the ecological approach as the connection between the individual and its link with the symbol taking into account the environment. It aims to improve the operation between the subject and the environment. Similarly to Carmalho, Da Silva and Damassemo (2015) coincide with the meaningful learning is acquired when individual, collective and social-interactionist activities are placed from a learning position to a daily situation. This means the context has become a significant

feature to keep in mind while teaching and learning a language and to achieve the goal, as well as Grey and Morales (2013) stated holistic thinking, culture, interaction and context are located into the learning-teaching process.

Moreover, “an ecological approach is able to provide assistance by offering a more context-sensitive perspective of language which recognizes its emergent nature within the symbolically rich, dynamic and contested environment of social interaction.” Souza (2015, p.16)

On the other hand, the proposal includes intercultural approach that seeks to engage different cultures while studying English language, instilling in students the intercultural competence that Catalano and Moeller (2015) have defined as the capacity to relate different cultures, mediate through these cultures, and analyze them critically, including their own, process and Schulz (2007) mentioned as the knowledge of variables that affect the communicative interaction, recognizing stereotypes and evaluation, and the development of the consciousness of causes of cultural misunderstandings between members of different cultures.

However, Gonzalez (2015) explained that defining interculturality implies more than cultural features, it consists on interaction and dynamic character. This point of view induce a holistic composition of the intercultural conceptualization. Beside, social, political, economic and educational characters, it includes critical thinking, awareness, intelligence and knowledge peculiarities, values such as love, responsibility, discipline, carrying attention and tolerance. Furthermore, Garcia (2004) define interculturality as the process that is presented in the majority of the training activities.

To this extend, considering the usefulness of interculturality and ecological viewpoint, Paricio (2001) and Delgadillo (2010) emphasized that materials are presented

as instruments that promote communication between teacher-student growth and promote intercultural adaptation and direction of the lessons to the needs of students when learning a foreign language.

Equally important, Coperias (2010) indicated that Cultural Competence (CC) should be improved and the language must be introduced in the most authentic environment as possible and to illustrate the bearing of culture in the language in terms of communication, Matsuo(2014) declares the essentially of integrate *Discourse, Linguistic competence* with *cultural competence*.

Finally, it can be possible to describe what an intercultural and ecological material is. An ecological and intercultural material applied to language learning is the tool in which students can strengthen their ability to listen, speak, write or read, also to improve their social skills, to intensify curiosity about others' opinion and way of thinking, and, to be opened to new things coming, in that way they will be building up essential values. In addition, what Garcia (2004) explained about these types of materials is that they must "*include activities that allow the analysis of cultural contents, values, beliefs and ideas intrinsic in language learning, that attend to affective, cognitive and situational factors and that foster intercultural competence to develop coexistence and cultural skills.*"

Synthesizing, the ecological and intercultural approach promote the consideration of cultural, contextual, symbolic and interactionist features for the proper language learning process, these aspects can be considered suitable materials for fitting in the public schools of the city.

Nevertheless, as it was mentioned before, the designing materials from an intercultural and ecological perspective is concerned and the reality of the employment of

these two core approaches in the educational praxis is absent, fact that promotes difficulties in the social and scholar coexistence.

In this case study, English materials will be evaluated under the utterance of Colombia Bilingue program through an intercultural and ecological statements checklist, then analyze and evaluate them and set up some recommendations for the designing of appropriate materials in the Cartagena's context based on the approaches mentioned.

Methodological Design

This research seeks to do a diagnosis of English Language Teaching Materials from an Intercultural and Ecological Perspective in Cartagena de Indias, Colombia in respect to intercultural and ecological approach and supported by de Ministry of Education programs and statements.

First, through the exploration of concepts and documentary reviews based on: interculturality, ecological approach and bilingualism in Colombia. Second, the analysis and identification of efficient and insufficient items found in materials used in the schools of the three locations in the city through the employment of a checklist. In order to respond interpellations founded and contribute to the establishment of a framework on the subject for developing a position of local education, it was developed an exercise of descriptive research supported by sources of documentary in nature, from databases by the following terms such as ecological approach, interculturality, intercultural approach, bilingualism, materials and materials design. The CEFR, the educational development plans in Colombia and Cartagena de Indias were revised on statistical data that reflect the results of some remarkable bilingual projects in Colombia and Cartagena that revealed the national and local education conditions in general terms.

Among the units documented, the Educational Plan “*Ahora Sí*” Cartagena 2013-2015, *Cartagena Education*, *Cartagena bilingual*, *Estándares Básicos de Competencias*, *pedagogical and Principle Guideline*, *Basic Learning Rights*, which described improvement programs and educational goals, the development of education in the city and the data by the virtual centers of education news in Colombia: *Colombia Aprende*.

The project continues with an analyzed and applied section of research that seeks to obtain knowledge of pedagogical field, which gives as a result a favorable guide for the community of teachers of a foreign language: English. It is an investigation in which reviewed materials from different schools in the three localities of Cartagena with the purpose of having an overall result of the materials teachers and students work in the city to finally create a design guide of intercultural and ecological materials.

For the collection of information about the English materials implemented, a checklist was applied, it evaluated engagement and equipment which sought to examine whether instruments provide interest, motivation and commitment of students toward the area, from images to content, those are enclosed in a frame of diversity of genres, culture and ethnic groups. Then, reading and writing that evaluated aspects in the material which will provide opportunities to develop these two skills. In both abilities are evaluated implicitly listening and speaking, as in the fourth item that is language, in which examines points recognition of the mother tongue and the establishment of differences and similarities between the mother tongue and the foreign language. Finally, the last character included in the checklists, teaching and assessment practices that examines the methods used by the material for teaching and evaluate lessons learned.

In this case, it was utilized a limited checklist, adapted from *A Guide to Effective Literacy Instruction-Volume Two Assesment* (2006), considering the evaluation had been reached under intercultural and ecological statements only:

1. Gender, religious, ethnic and socioeconomic balanced.
2. Values: Tolerance and acceptance.
3. Variety of physical and familiar structures.
4. Collective and individual work, needs and norms.

5. Context: contextualized topics and vocabulary.

The categories of the table are classified into three levels: 1, 2 and 3. Level 1 is equivalent to the null presence intercultural components and ecological. Level 2 remains to the inadequate presence or low presence of the elements and 3 to the intact presence and of the appropriate components evaluated.

For the analysis of materials, each component of the checklist was evaluated quantitatively, which are composed of five statements related to the ecological and intercultural approach, every statement has 20% value in the evaluation. After the evaluation, we proceeded to analyze component by component of each statement. Then it was conducted a study of all aspects of the checklists, and finally a general assessment of the materials of all the localities of Cartagena, to draw conclusions collectively by the materials used in the city.

See Table 1

Under the Law 768 of June 31, 2002, the organization of special districts such as Cartagena de Indias is established, indicating that the city is divided into 3 localities:

Localidad 1: Histórica y del Caribe Norte

Localidad 2: De la Virgen y Turística

Localidad 3: Industrial y de la Bahía.

Below, a chart with the names and locality of the institution and material evaluated, also a map of the localities is presented where we will see the number of neighborhoods, number of population, etc.

See Table 2 and Figure 1.

Table 1

Evaluation Checklist. Intercultural and Ecological Aspects presented in English Materials

<i>Intercultural and Ecological Aspects presented in English Materials</i>			
Item	1	2	3
Engagement and equipment			
Provide images and visual displays in the classroom that are gender balanced and reflect the diversity of the community.			
Provide texts, resources and learning materials in the classroom that reflect diversity of culture, ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.			
Ensure that student's responsibilities are inclusive, gender balanced and not stereotyped.			
Give all students opportunities to display their best work.			
Guide students in examining stereotypes and bias in media works from a variety of sources.			
Reading			
Provide opportunities for reading experiences that enable students to build on their own experiences, language and culture.			
Arrange text sets to include universal themes – e.g., hope, struggle, survival, courage, family – presented from a variety of different viewpoints and experiences.			
Include a range of texts that present the contributions of people from a variety of ethnocultural backgrounds and from different parts of the world.			
Provide texts by local and international authors from a variety of cultures, social backgrounds, historical time periods and written from a variety of viewpoints.			
Use discussion and oral activities to help students make explicit connections between what they read and their own background and experiences.			
Writing			
Provide opportunities for writing experiences that enable students to build on their			

own experiences, language and culture.			
Provide models of writing from culturally diverse sources.			
Provide opportunities to explore oral and written language across a variety of cultures – e.g., oral storytelling, written stories, narrative techniques, language patterns			
Provide students with the opportunity to compose orally before writing.			
Engage students in an exploration of writing across cultures and time – e.g., alphabets, writing forms and purposes, pictographs, materials, conventions			
Language			
Respect and value the language students bring to school			
Tap into students’ family language and culture as foundations for learning			
Provide classroom activities that enable students to learn that different language forms and styles and structures are appropriate to different situations – e.g., home, church, business meeting, school council, interview, parent–teacher interview, telephone conversation.			
Give students opportunities to consolidate their ideas verbally prior to writing where appropriate.			
Provide opportunities for students to use the target language to formulate and express their thoughts orally and in writing			
Teaching and assessment practices			
Group students in ways that are sensitive to students’ varying comfort levels with group interaction.			
Use assessment methods that reflect the diversity of students’ learning styles, language and culture.			
Use a variety of assessment tasks so that students with different learning styles can achieve success.			
Provide information about the results of student assessments, classroom events and celebrations to all parents, including those for whom English is not their first language.			
Use evaluation methods that are equitable and take into account the diversity of students’ life experiences and learning needs – e.g., refugee experience, amount of previous schooling.			

Levels: 1 indicates nonexistence of the element, 2 signifies inadequate, useless or low presence of the feature and, 3 points to the intact presence of the statement. Each intercultural and ecological utterance has twenty percent value to complete every component of the checklist, which are stated under the intercultural and ecological principles. Adapted from *A Guide to Effective Literacy Instruction, Grades 4 to 6 – Volume Two Assessment*, 2006, pp. 5–8.

Table 2
Localities, Schools and Material Information

SCHOOL AND LOCALITY	MATERIAL
Locality 1: Histórica y del Caribe Norte Institución Educativa de Bayunca. Bayunca (vía cordialidad)	Book : “ <i>Principito</i> ” Editorial: Larousse. - Flashcards Printed material.
Locality 2: De la Virgen y Turística Institucion Educativa Tecnica de Pasacaballos	Book: “ <i>Clapping</i> ” ^{3a} - Printed materials.
Locality 3: Industrial y de la Bahía Institución Educativa Nuestra Señora de Fátima	Book: “ <i>American On course A2</i> ” Editorial: “Dayton University” Flashcards. - Printed materials.

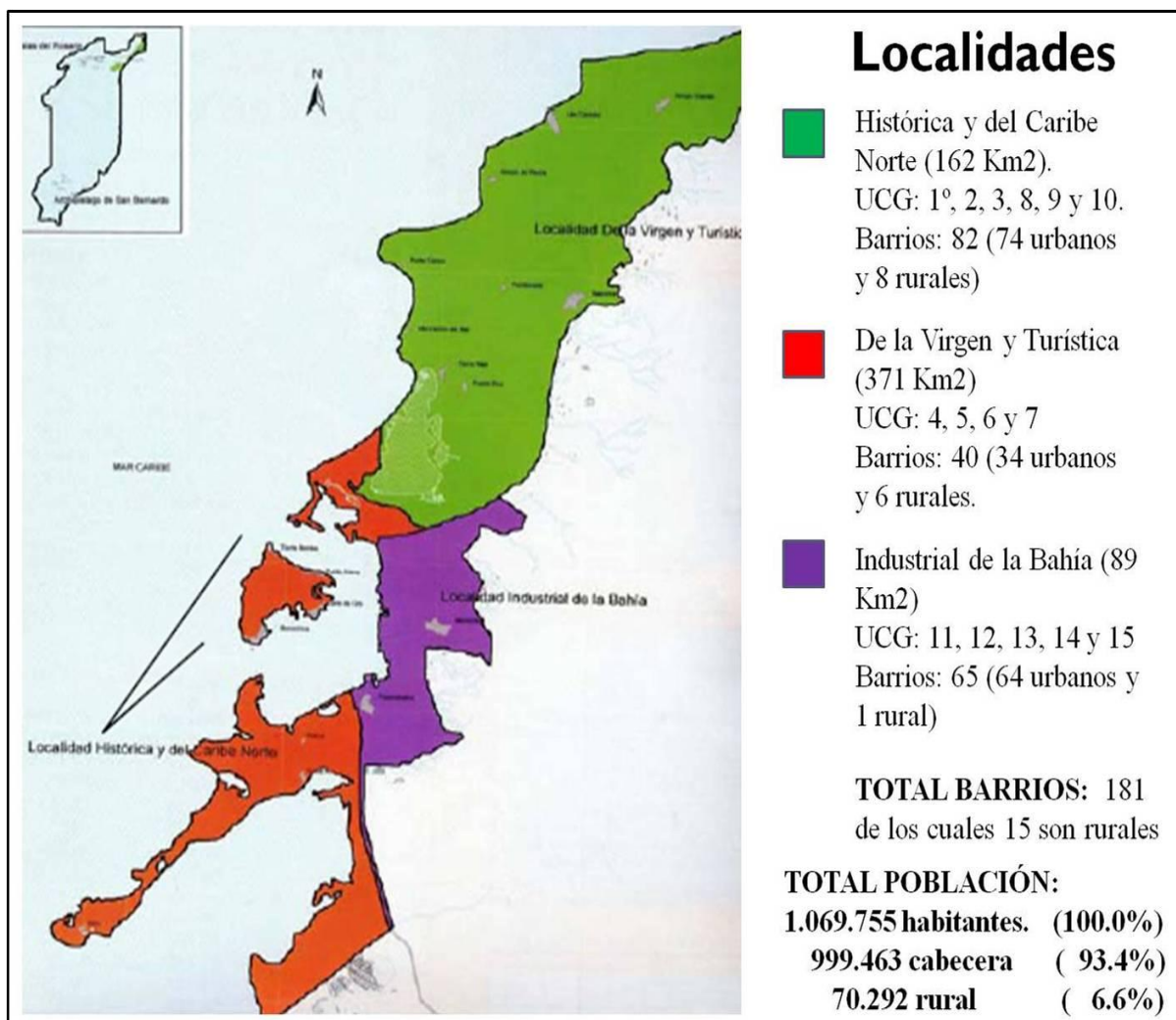


Figure 1. Localities of Cartagena. Retrieved from: FUNCICAR www.funcicar.org

Results

Following, the quantitative results of the material evaluation per locality.

Table 3

Quantitative Results of the Material Evaluation, Locality 1: Histórica y del Caribe Norte

Percentage 100%	1	2	3
Engagement & equipment	20%	80%	0%
Reading	30%	70%	0%
Writing	10%	80%	10%
Language	40%	60%	0%
Evaluation and assessment techniques	30%	70%	0%

1 indicates nonexistence of the element.

2 signifies inadequate, useless or low presence of the feature

3 points to the intact presence of the statement.

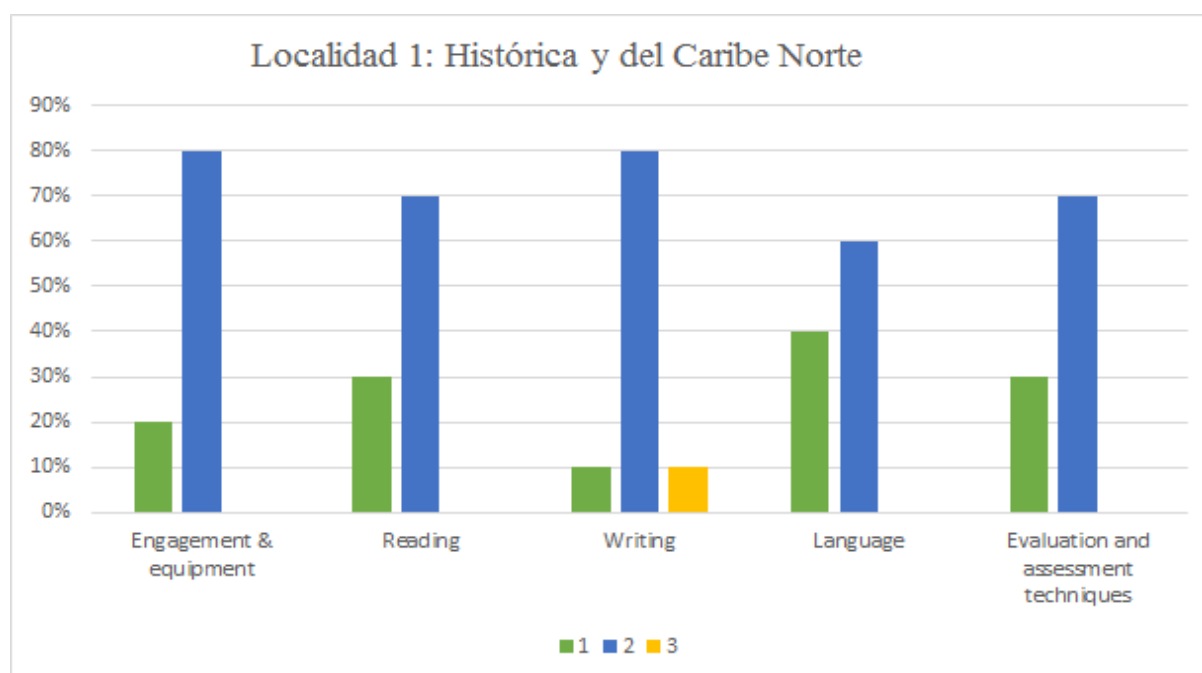


Figure 2. Quantitative Representation Results of the Evaluation Checklist by Statement.

Levels: 1 indicates nonexistence of the element, 2 signifies inadequate, useless or low presence of the feature and, 3 points to the intact presence of the statement. Each intercultural and ecological utterance has twenty percent value to complete every component of the checklist, which are stated under the intercultural and ecological principles.

Table 4
Quantitative Results of the Materia Evaluation, Locality 2: De la Virgen y Turística

Percentage 100%	1	2	3
Engagement & equipment	20%	80%	0%
Reading	10%	90%	0%
Writing	10%	90%	0%
Language	10%	90%	0%
Evaluation and assessment techniques	10%	90%	0%

1 indicates nonexistence of the element.
 2 signifies inadequate, useless or low presence of the feature
 3 points to the intact presence of the statement.

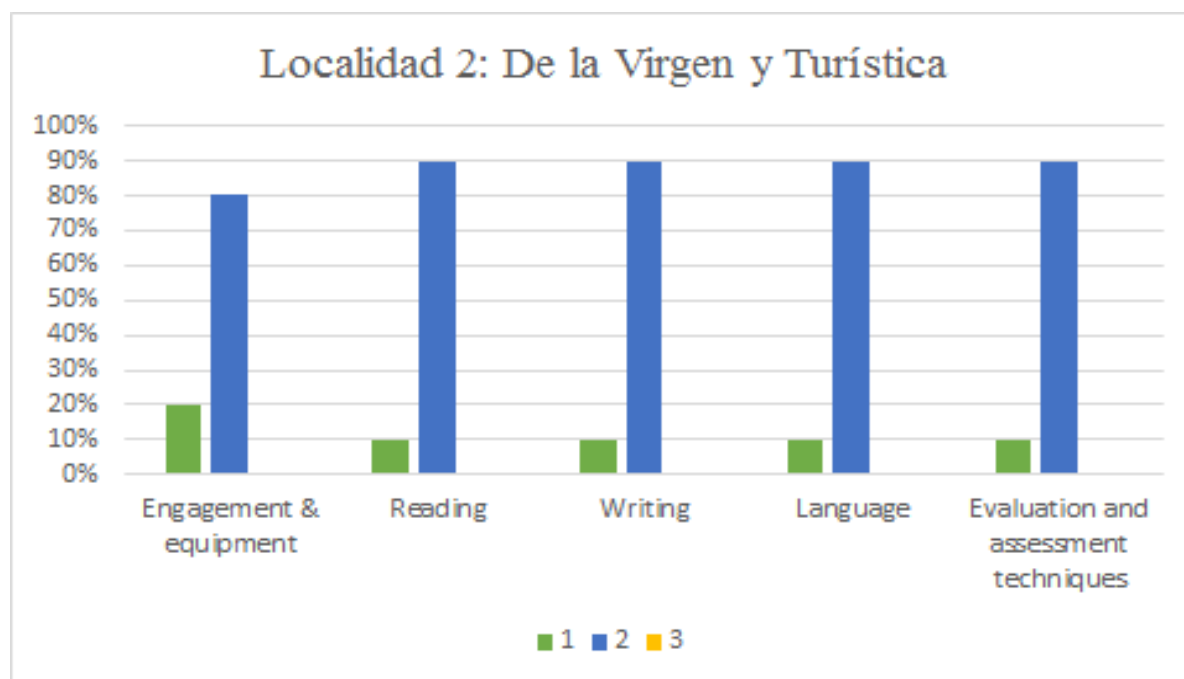


Figure 3. Quantitative Representation Results of the Evaluation Checklist by Statement.
 Levels: 1 indicates nonexistence of the element, 2 signifies inadequate, useless or low presence of the feature and, 3 points to the intact presence of the statement. Each intercultural and ecological utterance has twenty percent value to complete every component of the checklist, which are stated under the intercultural and ecological principles.

Table 5
Quantitative Results of the Materia Evaluation, Localidad 3: Industrial y de la Bahía

Percentage 100%	1	2	3
Engagement & equipment	80%	0%	20%
Reading	20%	80%	0%
Writing	0%	80%	20%
Language	60%	20%	20%
Evaluation and assessment techniques	60%	40%	0%

1 indicates nonexistence of the element.

2 signifies inadequate, useless or low presence of the feature

3 points to the intact presence of the statement.

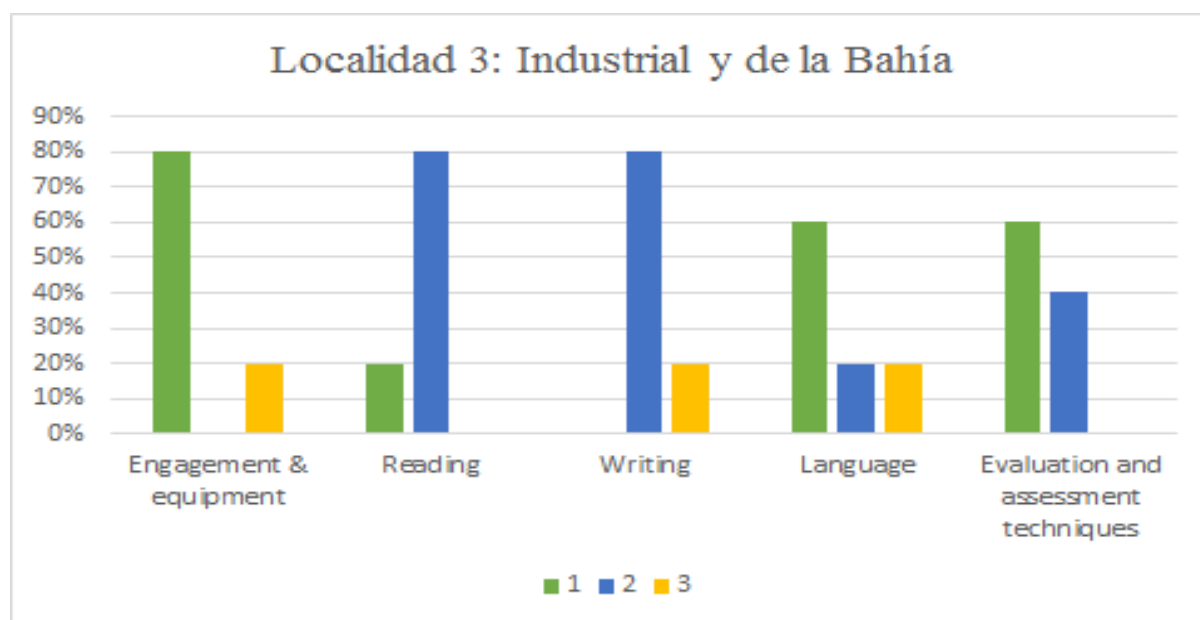


Figure 4. Quantitative Representation Results of the Evaluation Checklist by Statement.

Levels: 1 indicates nonexistence of the element, 2 signifies inadequate, useless or low presence of the feature and, 3 points to the intact presence of the statement. Each intercultural and ecological utterance has twenty percent value to complete every component of the checklist, which are stated under the intercultural and ecological principles.

Discussion

This chapter presents the discussion of the results obtained succeeding the application of the checklist respecting to Intercultural and Ecological bases. We compared the implications of the finding provided in the analysis of the curricular documents related to the theoretical foundations and teaching approaches cited above, and the contributions of others researches made in Cartagena, finally, the results obtained were discussed in this case study to be aware of the materials used in the schools of the city.

In the first place, none of the materials presented accurately opportunities for enabling students to build on their own experiences, language and culture or contributions to the variation of cultural, social backgrounds, viewpoints, and either provides discussion and oral activities from reading or listening about different types of topics. In contrast, it does supply standard for writing experiences, opportunities to explore language culturally, and diverse models of the language.

Even though, writing exercises provide few opportunities to explore cultural topic, the materials have few activities to interact among one another, or to think critically, concluding neither speaking or writing are being developed appropriately and there are not much opportunities to explore and familiarize with other accents and accept their own because of the few occasions of students' outcomes, compared to the several number of controlled activities such as *fill in the blank, crossword, choose the correct answer, read and match*, that are activities made for predetermined correct answers.

Secondly, as opposed to the characteristics mentioned above, according to their course and level and corresponding to Common European Framework of Reference and *Estándares Básicos de Competencias en Lengua Extranjera: Ingles (2006)*, the topics

presented are appropriated, related to globalization, democracy, peace, sustainability, health and promotes values of the sort of respect, tolerance and acceptance.

Thirdly, images and visual display are gender balanced, without religious, ethnic or socioeconomic features, they do not exhibit variety of physical or familiar structure, either.

Also to introduce argumentation we brought into comparison some case studies that present the contradictory realness of the implementation of non-intercultural or ecological materials. For instance, a national case study called *Rutas de la Interculturalidad* conducted by UNESCO (2013) recognized and appreciated the effort and engagement in the improvement of educational system in Colombia, although the country has to put into action the instructions and advices given, highlighting the magnitude of the role of teachers in the process, in other words, teachers must to follow the educational policies of the MEN and commit with the process of becoming a Bilingual Country, fact that leads to the obligation of choosing the materials that fulfil what the guideline intend to.

From the same position, Diaz (2011) raised the question: *“Is it possible to bridge the gap between the policy and the practice?”*, arguing that the implementation of ILTLP (Intercultural Language Teaching Learning Process) is separated to reality in classroom and the main cause is deficient awareness of the participant involved in the process. Comparable to what is happening in the city, despite, the MEN provides a path to proceed, researches show different conditions: the materials do not accomplish with the approaches patterns. Just as Matsuo (2014) affirms the actual actuality of the separation in reference to linguistic competence and cultural competence.

Related to Pertuz et al.(2014) presented in a case study of interculturality in some schools in the city, demonstrates that materials applied are neither contextualized or

updated, fact that does not allow achieving the goal of the program. Those are materials that, instead of promoting meaningful learning, they cause feelings like disappointment, frustration and lack of interest in the area assisted from both, students and teachers.

Beyond the fact of the lack of contextualization of the materials, also, it is presented actual cases as required consciousness in some teachers, about the real issue of including these approaches. Arnedo and Imitola (2014) presented a case study in which some teachers were interviewed and answered questions related to materials their application; teachers had different conceptions and mentioned materials such as puzzles, worksheets, lotteries, technological resources like video beam, computers, tape recorders etc., however, they did apply none of the materials they mentioned.

In harmony with the answers of the inquiries stated at the beginning of the project, it is evident the materials used in Cartagena's public schools do not match with the regulations setted up by the MEN. For instance, the pedagogical techniques applied are not associated with the Intercultural and Ecological approach deeply, there are certain aspects revealed on the materials focused on the two target approaches, however they are not presented extendedly, as García (2000) remarked statements about absent traits in Spanish as a Second Language materials have, some of the utterances were found in this case as well, for example the fact of 1. *“activities with a superficial and sometimes out of focus approach to culture, which prevents a coherent view of this and makes certain cultural aspects appear as if they were truths and unique visions.”* (p,1)

And, 2. *“Activities that offer definitive answers in their question, when, in reality, the learning inheritances and experiences of the students' world allow an innumerable range of possibilities, which do not necessarily correspond to those that the designer of the material gives as unique answers.”*(p,1)

Even if the materials applied in the schools of the city have several Intercultural and Ecological aspects, results represent the veracity of relevant lacking aspects that Colombian education policies asked for the Bilingual program, which implies certain issues EFL educators have to deal with and work on. To sum up, we expect EFL teachers explore how students learn English and understand the problems they have encountered, so help can be provided accordingly to students' needs; context and culture to supply the most convenient materials possible, engaging and motivating learners to discover English as an alternative to be a critical thinker and an intercultural, ecological and member of the society.

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ANNEXES

100 1

Historia y del Caribe norte

<i>Intercultural and Ecological Aspects presented in English Materials</i>			
Item	1	2	3
Engagement and equipment			
Provide images and visual displays in the classroom that are gender balanced and reflect the diversity of the community.		X	
Provide texts, resources and learning materials in the classroom that reflect diversity of culture, ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.		X	
Ensure that student's responsibilities are inclusive, gender balanced and not stereotyped.		X	
Give all students opportunities to display their best work.	X		
Guide students in examining stereotypes and bias in media works from a variety of sources.	X		
Reading			
Provide opportunities for reading experiences that enable students to build on their own experiences, language and culture.		X	
Arrange text sets to include universal themes – e.g., hope, struggle, survival, courage, family – presented from a variety of different viewpoints and experiences.		X	
Include a range of texts that present the contributions of people from a variety of ethnocultural backgrounds and from different parts of the world.		X	
Provide texts by local and international authors from a variety of cultures, social backgrounds, historical time periods and written from a variety of viewpoints.	X		
Use discussion and oral activities to help students make explicit connections between what they read and their own background and experiences.		X	
Writing			
Provide opportunities for writing experiences that enable students to build on their own experiences, language and culture.		X	
Provide models of writing from culturally diverse sources.		X	
Provide opportunities to explore oral and written language across a variety of	X		

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cultures – e.g., oral storytelling, written stories, narrative techniques, language patterns			X
Provide students with the opportunity to compose orally before writing.	X		
Engage students in an exploration of writing across cultures and time – e.g., alphabets, writing forms and purposes, pictographs, materials, conventions	X		
Language			
Respect and value the language students bring to school	X		
Tap into students' family language and culture as foundations for learning	X		
Provide classroom activities that enable students to learn that different language forms and styles and structures are appropriate to different situations – e.g., home, church, business meeting, school council, interview, parent-teacher interview, telephone conversation.	X		
Give students opportunities to consolidate their ideas verbally prior to writing where appropriate.	X		
Provide opportunities for students to use the target language to formulate and express their thoughts orally and in writing	X		
Teaching and assessment practices			
Group students in ways that are sensitive to students' varying comfort levels with group interaction.	X		
Use assessment methods that reflect the diversity of students' learning styles, language and culture.	X		
Use a variety of assessment tasks so that students with different learning styles can achieve success.	X		
Provide information about the results of student assessments, classroom events and celebrations to all parents, including those for whom English is not their first language.	X		
Use evaluation methods that are equitable and take into account the diversity of students' life experiences and learning needs – e.g., refugee experience, amount of previous schooling.	X		

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Intercultural and Ecological Aspects presented in English Materials			
Item	1	2	3
Engagement and equipment			
Provide images and visual displays in the classroom that are gender balanced and reflect the diversity of the community.		X	
Provide texts, resources and learning materials in the classroom that reflect diversity of culture, ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.		X	
Ensure that student's responsibilities are inclusive, gender balanced and not stereotyped.		X	
Give all students opportunities to display their best work.	X		
Guide students in examining stereotypes and bias in media works from a variety of sources.		X	
Reading			
Provide opportunities for reading experiences that enable students to build on their own experiences, language and culture.		X	
Arrange text sets to include universal themes – e.g., hope, struggle, survival, courage, family – presented from a variety of different viewpoints and experiences.		X	
Include a range of texts that present the contributions of people from a variety of ethnocultural backgrounds and from different parts of the world.		X	
Provide texts by local and international authors from a variety of cultures, social backgrounds, historical time periods and written from a variety of viewpoints.	X		
Use discussion and oral activities to help students make explicit connections between what they read and their own background and experiences.		X	
Writing			
Provide opportunities for writing experiences that enable students to build on their own experiences, language and culture.		X	
Provide models of writing from culturally diverse sources.		X	
Provide opportunities to explore oral and written language across a variety of	X		

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clapping

cultures – ahdh oral storytelling, written stories, narrative techniques, language patterns	X	
Provide students with the opportunity to compose orally before writing.	✓	
Engage students in an exploration of writing across cultures and time – e.g., alphabets, writing forms and purposes, pictographs, materials, conventions	X	
Language		
Respect and value the language students bring to school	X	
Tap into students' family language and culture as foundations for learning	X	
Provide classroom activities that enable students to learn that different language forms and styles and structures are appropriate to different situations – e.g., home, church, business meeting, school council, interview, parent-teacher interview, telephone conversation.	X	
Give students opportunities to consolidate their ideas verbally prior to writing where appropriate.	X	
Provide opportunities for students to use the target language to formulate and express their thoughts orally and in writing	X	
Teaching and assessment practices		
Group students in ways that are sensitive to students' varying comfort levels with group interaction.	X	
Use assessment methods that reflect the diversity of students' learning styles, language and culture.	X	
Use a variety of assessment tasks so that students with different learning styles can achieve success.	X	
Provide information about the results of student assessments, classroom events and celebrations to all parents, including those for whom English is not their first language.	X	
Use evaluation methods that are equitable and take into account the diversity of students' life experiences and learning needs – e.g., refugee experience, amount of previous schooling.	X	

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<i>Intercultural and Ecological Aspects presented in English Materials</i>			
Item	1	2	3
Engagement and equipment			
Provide images and visual displays in the classroom that are gender balanced and reflect the diversity of the community.	X		
Provide texts, resources and learning materials in the classroom that reflect diversity of culture, ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.	X		
Ensure that student's responsibilities are inclusive, gender balanced and not stereotyped.	X		
Give all students opportunities to display their best work.	X		
Guide students in examining stereotypes and bias in media works from a variety of sources.			X
Reading			
Provide opportunities for reading experiences that enable students to build on their own experiences, language and culture.		X	
Arrange text sets to include universal themes – e.g., hope, struggle, survival, courage, family – presented from a variety of different viewpoints and experiences.		X	
Include a range of texts that present the contributions of people from a variety of ethnocultural backgrounds and from different parts of the world.		X	
Provide texts by local and international authors from a variety of cultures, social backgrounds, historical time periods and written from a variety of viewpoints.		X	
Use discussion and oral activities to help students make explicit connections between what they read and their own background and experiences.	X		
Writing			
Provide opportunities for writing experiences that enable students to build on their own experiences, language and culture.		X	
Provide models of writing from culturally diverse sources.		X	
Provide opportunities to explore oral and written language across a variety of	X		

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cultures – e.g., oral storytelling, written stories, narrative techniques, language patterns		X	
Provide students with the opportunity to compose orally before writing.			X
Engage students in an exploration of writing across cultures and time – e.g., alphabets, writing forms and purposes, pictographs, materials, conventions		X	
Language			
Respect and value the language students bring to school		X	
Tap into students' family language and culture as foundations for learning		X	
Provide classroom activities that enable students to learn that different language forms and styles and structures are appropriate to different situations – e.g., home, church, business meeting, school council, interview, parent-teacher interview, telephone conversation.		X	
Give students opportunities to consolidate their ideas verbally prior to writing where appropriate.		X	
Provide opportunities for students to use the target language to formulate and express their thoughts orally and in writing			X
Teaching and assessment practices			
Group students in ways that are sensitive to students' varying comfort levels with group interaction.		X	
Use assessment methods that reflect the diversity of students' learning styles, language and culture.		X	
Use a variety of assessment tasks so that students with different learning styles can achieve success.		X	
Provide information about the results of student assessments, classroom events and celebrations to all parents, including those for whom English is not their first language.		X	
Use evaluation methods that are equitable and take into account the diversity of students' life experiences and learning needs – e.g., refugee experience, amount of previous schooling.		X	