REPRESENTATIONS OF INTERCULTURALITY: BRIDGING THE GAP BETWEEN THE CULTURE OF L1 AND L2

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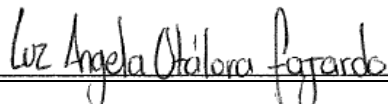Alberto Fajardo
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Luz Angela Otálora Fajardo

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Firma

_Luz Angela Otálora Fajardo_____

To my beloved parents who have never stopped believing in me, who fought every day to teach me how to be a great human being, for whom I have a deep admiration and great respect.

To my degree thesis advisor, who never stopped encouraging me and to support me to get the best out of me; his accompaniment on this trip was admirable.

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ABSTRACT

The current study attempts to search for intercultural representations on an English text book used by students from six grade, using as an approach the qualitative study and as a research tradition action research. The data analyzed suggests that there is some general representation of interculturality, but manifests a latent gap between the culture of language 1 as no representation of it was explicited included. A gap between culture of language 2 and language 1 also attracted the interest of this study, which attempted to explore the way this gap might be bridged by proposing a parallel unit to the text book used by the students including aspects from the culture of language 1, which in this case is Colombian culture.

Key words: Intercultural competence, communicative competence, culture, first and second language culture, awareness.

CHAPTER ONE

INTRODUCTION

Foreign language teaching became a commitment with those who were willing to learn it, either for pleasure or as a requirement. This need started long time ago when people had to communicate with others in other language that was not their mother tongue; nowadays, thanks to globalization, speaking a second language is necessary in order to be more competitive and successful; that is why teaching/learning a second language is being mandatory in the schools and universities curriculums in many countries worldwide. Depending on historical events and its specific needs, different methodologies have been proposed about teaching a foreign language.

The postmethod for example, emerged to respond the demand for a most optimal way of teaching English free from the method-based restrictions. Kumaravadivelu (2008) views postmethod pedagogy as a three-dimensional system with three pedagogic parameters: particularity, practicality, and possibility.

The first parameter is *particularity*, which involves the need of language education that is sensitive to the linguistics particularities of the non-speaker learner which comes from a classroom where those particularities come from its practice. It also involves factors like critical awareness of local conditions of learning, teaching reflection, identification of

problems, finding solutions and proving what works and what does not. The second

parameter is called *practicality,* this one refers mostly on the relationship between theory

and practice where the teacher has to develop the skill of monitoring her/himself teaching

effectiveness. The third one is the parameter of *possibility*, which takes into account the

change it could happen inside of the classroom when students´ experiences appear,

diverting the aim of the text book or the curriculum policies; those experiences can be

shaped by social, economic and political views. Another factor that is taken into account by

this parameter is the relationship between language ideology and learners´ identity.

When learning a second language this relationship is important to be built as

language is the mean in which a person can communicate and in this case, on how the

learner can express her/his culture and identity; both are closely related as when they get in

contact classroom transformation is visible and tangible. ¨ In sum, the three pedagogic

parameters of particularity, practicality, and possibility constitute the conceptual foundation

for a postmethod pedagogy. They have the potential to function as operating principles,

guiding various aspects of L2 learning and teaching. ¨ (B. Kumaravadivelu, 2006, p. 176).

The current study arises from the necessity of searching for alternatives that can

lead to learning a second language. Taking into account elements that, are directly related

to learners, where they could feel strongly attached are objectively explored throughout this

experience.

Recent studies on culture and interculturality (Kramer Moeller & Nugent, 2014) explores the concepts of communicative competence and the influence intercultural competence has, as well as its influence on ESL classrooms; likewise, Byram, Gribkova and Starkey (2007) addressed the importance of including the intercultural competence on the classroom and the results it has on learners and teachers as well. Having said that, this study attempts to explore those concepts and put them into practice in a language classroom.

1. **Rationale**

The current study explores concepts such as intercultural competence and its influence on English as a second language teaching text books, where culture and first language culture of the learners might play an important role through it.

On the other hand, the study focuses as well on how foreign languages learners have to grapple with the paradox of discovering their own national, ethnic, and personal identity in terms of awareness of belonging to a specific culture and then how to project it to the world; that is the reason why teachers have to deal with the dilemma of both representing an institution that imposes its own educational values and initiating learners to the values of a foreign culture, while at the same time helping them not to be bound by either one.

At every step of this complex process, the educational challenge requires willingness to reflect and change it constantly. Therefore, learning another language cannot be only to fulfil school´s curriculums or just to satisfy a momentary need. Learning another language means to deepen first on the learners own culture taking into account for example the ¨big C¨ and the ¨little C¨. The ¨big C refers to: great writers, artists, and musicians, famous works of art, music, and literature, great moments in the culture's history of the target language culture; and the little C knowledge refers to: features of daily life, popular culture, and social information on the ephemeral "popular" culture.

As English is a worldwide language, it is important that its learning not only stays on deepening on learners´ culture but on how they can build a bridge between the culture of other people around the world. not only on terms of popular things such as famous singers or food, as important as the system of beliefs so that could be an understanding of it. In this way learners can be in contact with real and authentic situations, which leads to the use of accurate and assertive language to communicate with others.

2. The problem

Throughout the years many things have changed on teaching a second language and how learners learn it. Several studies and books have talked about the importance of including culture and the intercultural competence. Byram, Gribkova, & Starkey, (2002);

Deardorff, (2006); Myrion & Koester, (1993); for example, have found that the connection students make between learning a second language, their culture and the new culture can have very positive effects on their learning process. Byram, Gribkova, & Starkey (2002, p.4) for example, highlight the importance that ¨learners need not just knowledge and skill in the grammar of a language but also the ability to use the language in socially and culturally appropriate ways¨ which involves the developing of an intercultural competence which is introduced by the Common European framework aiming to ¨ to help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors.¨ Byram et al.

English language has become more important in Colombia from the year 2005 for schools (public and private). This has to do with the awareness of the government towards the globalization and the need to communicate with the world through a language that is known worldwide. Financial and human resources were also implemented, and public and private schools joint this idea, towards this change. The Common European Framework is always aiming for promoting practices that can contribute to it and that are at the level of globalization. ¨ The Council also supports methods of learning and teaching which help young people and indeed older learners to build up the attitudes, knowledge and skill they need to become more independent in thought and action, and also more responsible and cooperative in relation to other people.¨ (Common European Framework of reference for languages: Learning, Teaching, Assessment. 2008, p.2)

For that reason, Colombia has to be on the same demand, although the CEF was designed for European contexts mainly, as it was mentioned above it aims for learners to have diverse education in which they are able develop different skills that can be applied within different circumstances, it is also adaptable and flexible. Language learners not only need to learn its linguistic form, but to understand and to use it appropriately from cultural and intercultural background to reach the goal of consolidating a successful communicative competence. ¨Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. ¨ (Common European Framework of reference for languages: Learning, Teaching, Assessment. 2008, p.2)

This study will present a proposal in which the creation of thematic units, alongside the units from the current text book: ¨Big English 5¨, will give some highlights about how to incorporate intercultural competences activities to encourage learning the foreign language, it will also encourage teachers and learners to be more aware about their own culture and the relation they can make with the target language culture. On the other hand, textbooks selections are always a complex process for teachers in any school, especially when teaching a second language, therefore it is important to start being more aware of the real needs of the students instead of focusing on developing skills only. The search for other alternatives that might benefit the learner not only on skills but on competences could help to improve the communicate competence which at the end it is the purpose of learning a second language. On the other hand, nowadays, the concern of a teacher about having a good textbook for students that can guide them and give them the right resources to learn

became very important, as teachers understand that it is a reliable resource in which contents are designed consciously. This is the reason why this selection must be planned, intentional and with a real purpose considering the context.

Choosing English text books involve processes in which the teachers gather to discuss different items in the school Gimnasio los Pinares in Medellín, Colombia. The use of ICT, the relationship between English language and others areas of knowledge such as science, social studies and others, the involvement of the four basic skills in English language: reading, writing, speaking and listening are crucial. In this process, it is necessary to start setting guidelines in which communicative intercultural competence is involved, as it is very important in the process of learning a second language. It is also important to note that on the selection of the books, the culture of the first language of learners it is not considered as a meaningful element of the selection, neither the element of the intercultural competence, as its selection focuses more on fulfill the immediate necessities that the learners in the school need. Reading and writing skills are purposefully strengthened.

3. Research question and aims

3.1 General objective

To describe how the concept of interculturality is manifested in the process of teaching English to six graders at Gimnasio 'Los Pinares' in Medellín, Colombia.

3.2 Research Question

How is the concept of interculturality manifested in the process of teaching English to six graders at Colegio Gimnasio los Pinares in Medellín, Colombia?

3.3 Sub-questions

- How is the intercultural competence of English as second language represented in the textbook 'Big English 5' which is currently used in the context of the present study?

- How can the first language culture be integrated as an additional component in one unit of the textbook ¨Big English 5¨ with a group of six graders?

3.4 Specific objectives

- To interpret how the intercultural competence of English as second language is represented in the textbook 'Big English 5'.

- To estimate how can the intercultural competence of Spanish as first language be an integrated component in the unit 8 of the textbook 'Big English 5' with six graders in Medellín, Colombia.

CHAPTER TWO:

4   REVIEWING THE LITERATURE

English teaching and learning a second language has changed throughout the year as well as its perception, concepts and methods. The evolution has moved from having a superficial perception to a perception where all the elements are taken into account such as human skills and linguistic components; theory and pedagogical discussions will be explored in this chapter. The support that requires to answer the research questions and the objectives set out in the previous chapter, will be highly fundamentally grounded.

4.1 Communicative competence

Communicative competence is a concept that has being taking very closely when teaching and learning a foreign language. In Colombia, in 2006 in the need of the government to expand and to intensify English learning, standardized guidelines were created, which teachers would take as a guide to teach their students. These guides have as basis competences and as the main one, the communicative competence.

This competence has three main components: linguistic, pragmatic and sociolinguistic competence. According to these guidelines, (we still follow them) these

competences are essential as they ¨Develop those skills and knowledge enables students expand their knowledge about the world, explore their social skills and learn the cultural aspects of the language learned¨ (MEN, 2006) As mentioned before, nowadays, culture is part of these competences; it is integrated on it as part of the process of learning a new language, aspects that were considered and presented before in this study. It is therefore convenient to talk about its history and its influence in pedagogical applications. Communicative competence becomes a mean for the intercultural competence to be closer to learners, as its elements complement it encouraging learners to use language to communicate what they have understood, producing and interpreting information, but not only on an explicit sense, but also its implications.

Hymes (1967) and Campbell and Wales (1970) contrasted communicative and linguistic competence, they did not have second language pedagogy in mind. Their main concern was to offer a theoretically more adequate scheme for the analysis of the native speaker´s intuitive language command, and its point was that the native speaker´s knowledge of the language was more than the knowledge of its grammar. A knowledge of language enables the speaker to function communicatively in the society to which the language belongs. Teachers were sympathetic to this view of language proficiency and readily adopted the concept of communicative competence as an expression of the goal for second language teaching.

To all this, Ur (1996) adds, that there has to be a need of integrating the mother tongue of the learner, as it would make things easier when teaching or giving meanings of the second language vocabulary. Swan (1985) emphasizes on the fact that in order to learn a second language (outside the native language country) there has to be an inner translation from the L1 to the L2 and vice versa. This gives and helps the learner to learn the second language easily, as they do not have to appeal for childhood memories and categorize the world again. He also talks about the importance of not deviating from reality, as it is very important that learners can relate the second language with immediate contexts and their real life, it does not make any sense if teachers teach things that do not affect them directly.

4.2. The role of culture in foreign language teaching

Firstly, it is important to clarify the concept of culture and then relate it to the influence it has on teaching a second language. Culture has many definitions and therefore different interpretations; the Longman English dictionary describes it: ¨the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society¨. It can be interpreted as the way people from a specific place have a particular way of life, beliefs and customs that are shared by them and that are socially accepted, this does not mean that all communities around world share the same culture or understand their differences.

On another definition: ¨as shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization¨ (Center for Advance Research on Language Acquisition , 2017). Those patterns are shared by a group of people or community which characterize them from one to another, this could happen within the same country or abroad. This concept can also mean that culture is learned since a young age, taking into account that humans learn by socialization, from their first oral word to complex behaviors or beliefs.

Thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group, Lustig and Koester (1999, p. 31–2) in Spencer-Oatey (2012), have described it as: ¨ Culture is learned from the people you interact with as you are socialized […], culture is also taught by the explanations people receive for the natural and human events around them¨. They also state that ¨the major interested is in the relationship between culture and interpersonal communication¨; therefore, it is important to enhance in learners the competence of interculturality where they can be capable of relate both elements and generate a change of perspective and consequently learning a new language on a more natural way.

Regarding this topic Byram, Gribkova and Starkey (2002, p.6) it is important to help learners to ¨see relationships between their own and other cultures, can help them acquire interest in and curiosity about 'otherness', and an awareness of themselves and their own cultures seen from other people's perspectives.¨ To achieve the goal that students can reach an intercultural competence, it will be necessary to begin by recognizing themselves and

understanding them as an individual that has a specific culture and then to be able to understand the "other" and its culture, generating a relationship of reciprocity where the interaction is balanced.

Nowadays teaching and learning English has been emphasized on the learners' awareness of their own culture, an understanding of the relations between language and culture, and in providing insights into ways to explore, analyze and compare cultures. ¨The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences. ¨ (Common European Framework, 2008, p.43) It needs to contribute to promoting learners' acquisition of the attitudes and skills required for interacting with people from different cultural and linguistic backgrounds. Culture is also important because this takes place within a culture (or cultures), which influences their form (cf. contributions to Coleman, 1996a.); and because culture is inextricable from language, and so it constitutes part of the content of language learning and education (Roberts, 2001; Palfreymand & Smith 2003).

Krasner (1999) quoted by Tezcan (2008, p. 4) states ¨the Linguistic competence alone is not enough for learners of a language to be competent in that language¨ in this specific case, English. Consequently, learning a new language implies what Seelye writes (1976) quoted by Heidari, Ketabi & Zonoobi (2014, p.2): "Learning a language in isolation of its

cultural roots prevents one from becoming socialized into its contextual use. Knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system."

With this citation, it is reinforced what was previously said, it is necessary that language teaching can be taught from a cultural base, specifically from learners 'culture, in such a way that it allows them to socialize with other people with self-confidence and that at the same time can make use of the language favorably.

Learning a language begins with the learner´s first experiences therefore, when the person acquire his / her natural own culture can relate immediate contexts and real needs to a foreign language; this acquisition is developed naturally and shaped by society. ¨Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. ¨ (Common European Framework, 2008, p. 103). On the other hand, learning a foreign language through culture does not ignore its linguistics forms, but transforms it into an authentic communication. Knowing the L1 culture allows the learner to feel identified with it and recognize it. Once this happens, knowing and learning the culture of the L2 becomes a motivation to learn new and authentic things from it. As learners become aware of the importance of culture, they will also use the language with more significance. That is why

it is important that the instructor teaches in an organized way, having a reflective plan, this means that the teacher has to reflect about his / her own practices and the real needs of students. This reflection must be made from a deep exercise that has a clear objective and a view about each lesson.

Taha (2012) states that there are four stages in which a learner can acquire a second culture, but for the purpose of this study, the first and second stages will be the focus. On the first stage, it is explained that when the learners are first exposed to the target language culture, they will need support and assistance from the more capable others using their L1 culture, which can help them to be more confident and be motivated to use the target language to communicate ideas or feelings. Lesikin´s research in Ahmed and Narcy-Combes (2011, p.22) provides the idea that learners´ decision making process works better if grammatical tasks and activities are coupled with learners´ cultural background information, which also applies with the visuals or graphics used with them, leading them to comprehend easily texts.

Taha (2012, p.30) also comments: ¨ the students' L1 culture represents the students' prior knowledge that helps both the teachers and the students to build on this existing knowledge to better understand the new cultural aspects of the TL¨, if learners understand better the target culture it will become easier to use the target language as they can make a relationship between their own culture with the target culture by using the TL; as mentioned before, second language learning should not focus only on its linguistics form but its background and context, hence the importance of studying culture. On the second

stage, learners are capable to set differences and similarities between both cultures and so becoming more culturally competent; however, there is still some degree of guidance by the teacher.

L2 learning should not be then forced, as it is a process in which the learner can develop it through a consistent process where their background culture is part of it. Although, within both cultures and both languages are different from each other; whenever there are similarities learning becomes much easier and understandable; it is perhaps through cultural support and understanding that the differences can be resolved. Learners tend to view this difference through the lens of their own culture. Therefore, they react to the "different'' using what the already know (L1 culture). ¨Learners describe, explain, act, and interact using their own culture and language as the frame of reference¨. Taha (2012, p.15)

Lazaraton (2003) in Ahmed and Narcy-Combes (2011, p.23) ¨works provides the idea of culturally acceptable forms of behavior¨ He also emphasizes that cultural competence for L2 teachers involves knowledge not just about the L2 culture but culturally acceptable forms of behavior within the culture; the term culturally acceptable forms of behavior refers to the cultural aspects which are acceptable in one culture but not favorable in another culture. This is the stage in which students can develop a critical thinking and awareness of others. Baker (2003) in Ahmed & Narcy-Combes (2011, p.23) views the cultural awareness as understanding not only on the culture of language being studied but also of the learners ¨own culture. ¨, this reinforcing what was said in the previous chapter.

4.3. Intercultural Competence as part of the process

With an increasing globalization and the need of having better communicative skills and proficiency in a foreign language, the intercultural competence has become a very important matter on learning a new language. Myron W. and Koester (1993) in González (2011) define intercultural communication as "a symbolic, interpretative, transactional, contextual process," which implies the engagement of culturally-different people. Moeller and Nugent (2014, p.2) in (Sinecrope, Norris, & Watanabe, 2012) stating: ¨Research on intercultural competence underscores the importance of preparing students to engage and collaborate in a global society by discovering appropriate ways to interact with people from other cultures¨. At this point, there is a close relationship between culture and intercultural competence as once the learner becomes more cultural competent it will be easier to start building a path in which the learner is able to interact and communicate successfully in another culture. It is here when it becomes relevant to do the integration of culture of the L1, which bring numerous benefits and would consolidate even more the learning of a second language.

Taking into account these concepts it is important to highlight that in the field of education specifically learning a foreign language, the intercultural competence has become part of the process due to the recognition of its benefits and the transformation that has happened through the years in teaching and learning a second or a foreign language. This

not only has become part of these processes but also in the design of text books. With regard to this issue Homayounzadeh and Sahragard (2015, p.200) mention that they have found significant in making a text interculturally authentic is the ¨real¨ intention of the spoken or written discourse through the available linguistic or pragmatic cues by the textbook writers, balancing diachrony and synchrony in incorporating texts reflecting the historical development of the language and culture and its contemporary state.

When learning a foreign language, it is not only important to learn culture but to learn how to interact within the other culture, that is why so important that both (culture and intercultural competence) go together in the process. If an analysis could be done about the topic on an everyday basis work of a teacher, he / she could actually say that culture and that some kind of intercultural competence is present on their lessons. The question is if they are or not prepared intentionally or deeply reflective. About this topic Moeller and Nugent (2014) again, in Fonseca-Greber (2010), who explains that the main obstacle in a language teacher's quest toward intercultural competence in the foreign language classroom, is that few Americans value seeing the world from the perspective of other. This seems to explain the importance of teachers on educating themselves about other cultures and the intercultural competence that have to be encourage on learners.

Teachers nowadays should teach as one of the main aims to develop this competence on learners as

¨intercultural speakers or mediators who are able to engage with complexity

and multiple identities and to avoid the stereotyping which accompanies perceiving

someone through a single identity. It is based on perceiving the interlocutor as an

individual whose qualities are to be discovered, rather than as a representative of an

externally ascribed identity. Intercultural communication is communication on the

basis of respect for individuals and equality of human rights as the democratic basis

for social interaction. ¨ (Byram, Gribkova and Starkey, 2002, p.5)

This statement does not mean that the linguistic competence needed to

communicate in a new language, is forgotten or does not take part of it. The opposite, this

integrates it as an essential part of the intercultural competence as learners need to

understand and to know how to communicate in an appropriate way with others. For this

purpose, it is important ¨to prepare learners for interaction with people of other cultures; to

enable them to understand and accept people from other cultures as individuals with other

distinctive perspectives, values and behaviors; and to help them to see that such interaction

is an enriching experience¨. (Byram, Gribkova and Starkey, 2002, p.5)

As there are different perceptions about intercultural competence, so there are

different models about how to implement these concepts inside the classroom, the theories,

of intercultural competence developed by Michael Byram (et al. 2002) and Dr. Darla K.

Deardorff who have studied and doing research regarding this topic. Their conceptions and

conclusion are very similar to each other with some slightly differences, that by the end, both complement one another.

Byram's (1997) Multidimensional Model of Intercultural Competence	Deardorff's (2006) Process Model of Intercultural Competence
Addresses the attitudes, knowledge, and skills needed to interact successfully in intercultural situations.	Creates a continuous process of working on attitudes, knowledge, internal outcomes, and external outcomes related to intercultural competence.

Table 1. Byram's and Deardorff's conception of intercultural competence.

Both conceptions are located parallel to each other, not to compare but to show their similarity and how both contribute to explore the need to bridge the gap between the culture of L2 and L1.

4.4. Reviewing Textbooks as a guide to teach English as a second language

Textbooks are a very important part of a student´s life through school. They can become actually in one of the main sources of information for students as well as for

teachers. Therefore, it is important the process of selection, particularly when there is an intercultural approach to teach English as a second language to be more specific.

Textbooks have been criticized for many reasons. One of them is that authors argue that they have been designed or created for a global market, with the understanding that ¨one size fits all¨ Harmer (2001) in Lund (2006, p.46) which makes sense in certain way, as teaching/learning a second language cannot depend only on a textbook. Besides, as Mc Kay (2002) in Lund (2006, p.45) argues ¨no textbook author can ever anticipate all teachers´ or leaners´ needs¨. A second example is that textbooks sometimes may seem that they have limited all creativity and motivation within the teacher, as many activities proposed can limit these skills, Cortazzi & jin (1999) in Lund (2006, p.46) refer to this role as a possible ¨de-skiller¨ of the teacher. On the other hand, however, there are voices who have risen in favor of the use of textbooks. Cortazzi & Jin (1999) list many positive roles that a textbook can have: as a teacher since it can provide guidelines for learners and support through the leaning process without leaving on a side the role of the teacher; as a resource since a textbook can give ideas and different kind of materials teachers can use; as a trainer since it can give detail instructions for inexperienced or untrained teachers. In overall, a textbook can be used as a map, where parties involved can participated actively and where they can take advantage of it, giving the course a well specific goal.

When teaching English as a second language, textbooks can be useful as they can provide teachers and leaners examples of different types of language contexts and how intercultural issues can be addressed. As Lund (2006, p.47) states: ¨ moreover, textbooks can provide valuable input when it comes to exposing students to new cultural expressions and to the diversity of cultures¨. Lund (2006) also mentions that recent research done about English textbooks describes three different trends: first, most textbooks focuses mostly into two countries United Kingdom and United States; second, English teaching textbooks that take the language as international one and so as a *lingua franca*; and the third group consists on the textbooks that link English teaching with students´ own culture. Examples of these kind of books, according to Cortazzi & Jin (1999) can be found in Venezuela, Turkey and Saudi Arabia. As mention here, textbooks have the advantage for teachers of giving assessment constantly, it also offers the opportunity for students to do autonomous learning through the different activities proposed by the books; on terms of intercultural competence books might have some elements that can motivate students to search for more information; books nowadays promote global perspectives, critical thinking and as mentioned before they can even have student´s own cultural content.

Some textbooks address culture as general issues that are concerned with culture universals and the different ways in which humans deal with general topics that happen around the world and how problems are solved. These books also aim to promote cultural understandings and feelings of empathy for the ¨other¨ (Damen, 1987, quoted in Lund, 2006, p.64). Kramsch calls for an explicit focus in foreign language textbooks and foreign

language teaching on manifestations of culture. Only then, she says, will it be possible for students to learn about the foreign culture and about their own culture, and to examine and explore the borders between the two (Kramsch, 1993, quoted by Lund, 2006, p.64). Culture becomes then, a significant element that deserves to be recognized as a way of transforming the way of learning English, and as a way of admitting that through it, language acquisition can be more motivating and meaningful for learners.

There are some other concerns about English textbooks when they address specific countries as examples; some pictures provided might appear superficial, or unrealistic. Examples of specific situations and the target vocabulary could not seem be realistic as they can lead the learner to use what the author of the textbook wants, instead of what the learner needs to know in order for him/her to have a successful development in real situations; this is a great concern for intercultural competence as it was said before, the use of authentic materials that are close to the students' real situations are promoted, avoiding superficial vocabulary or situations that are not related to them.

4.5. Designing intercultural tasks for EFL teaching/learning

There are many different kinds of tasks proposed in developing intercultural awareness within the classroom. Some of these tasks can be: role-plays, class discussions, readings, storytelling, songs, dialogues, plays and games. More activities can be proposed

from the student´s own culture and experiences, for example taking magazines, books, notebooks from past years, family pictures, research and stories told by their parents and, turn them into English classes / topics. Fardini Sabilah (2014, p.353) states:

> ¨it works with the dimensions of social and culture and how the sentences are used based on its situation or context. Therefore, some relevant topics in relation to the intercultural awareness are presented in a set of teaching materials. Notably, each step comes with roles which can be played by learners and teachers optimally in any classroom context, along with materials and activities¨.

These tasks can be easily converted into intercultural activities; many of them can be proposed, but they will not be worth it if they are not designed with an intention and a clear objective. Intercultural activities aim to relate students own culture with the target culture, so the learning process is less traumatic and it actually can feel more familiar to the learner and motivating. For example, a role play is proposed in class in order for students to tell a story in which they show what is the process in which they go shopping on an open market on their own country and in another country. They can do research on internet about open markets in different parts of the world, then will write about their own experiences on shopping on their own country; after, they can socialize the similarities and differences through a venn diagram , this way they can relate other countries' culture and their own. Up to this point students will have enough information to role play it, then, is time for students to write a script in which they can show all the information researched.

This kind of activities can reinforce writing, reading and speaking skills, it also can encourage social skills and motivate to do more research and learn about their own culture.

> ¨ In the EFL context, teachers highlight the important role of culture to promote students' interest and motivation, and influence their emotion. One of the young learner learning characteristics is their curiosity. They will extremely be interested in learning something new in their life. Providing students with the knowledge of other social and cultures will facilitate and answer their curiosity of foreign language learning.¨ Sibalah (2014, p.354).

Students are very smart and they can notice when a class is ¨superficial¨ (not authentic) therefore, as said before classes need to be real context based. Sibalah (2014, p.356) states: ¨ The language needs to be firmly context-embedded and not context-reduced.¨ That means that: ¨if language is broken into too many bits and pieces, students will fail to see the relationship to the whole (Brown, 2001, p.87-90) in Sibalah, 2014, p.356). Having said that, it is important to notice that including the culture of the L1 of the learners will allow students to recognize efficiently contexts, real life situations and problem-solving issues; this also will help learners to go beyond and feel engaging on topics in which they can feel more related to. Social aspects are facts that are important as well, as learners need to understand and know their own culture and the target language culture and create real life situations in which language can be used correctly. Failing on learning a target language is due to the lack of understanding intercultural aspects that at

the end are probably more important than just linguistics aspects; understanding culture

motivates and encourage students to learn a language as a whole.

4.6. State of Art Review

For the development of this study it became necessary and convenient to make a review in the national and international context about the existence of documents, either articles of indexed journals or of master's or doctorate-level degree papers that will support and feedback the present study. Taking into account the above, the following papers were found:

International Documents

- Byram, Michael; Gribkova, Bella and Starkey, Hugh. Developing the Intercultural Dimension in Language Teaching a Practical Introduction for Teachers. (2002)

This book arose from the change of perspective that has had on language teaching and how these changes were promoted from the communicative competence, these were not only given in the methodology, but also in the materials used, the description of what students learn and on assessment of learning. Based on these changes, The 'Common European Framework', thus introduces the 'Intercultural Dimension' into the aims of language teaching. Its aim is to help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of they talk to. Language learners are expected to become 'intercultural speakers' and be successful not

only in communicating information but also in developing a human relationship with people of other languages and cultures.

The purpose of this book is to make Intercultural Dimension easily accessible to teachers who want to put it in practice with their learners in their classrooms. It ensures that the reader can see from the beginning what is involved in the Intercultural Dimension, and what they can do about it. On the other hand, above all, they want to demonstrate that an Intercultural Dimension does not mean another new method of language teaching but rather a natural extension of what most teachers recognize as important without reading lots of theory.

This book has contributed enormously to this study since it has established and clarified concepts that are basic to it, it has also helped to elucidate issues such as the different elements that intercultural competence has and how they contribute to students interacting effectively with other people in an assertive way and in equal terms. On the other hand, it also helped to clarify the issue of the inclusion of grammar and how to make it part of this process, since they are elements that are not left out, but on the contrary, they are transformed in such a way that students can use them in an effective way. This study took some of those elements and concepts to analyze the book ¨Big English 5¨and to design the proposal of the unit presented later on chapter four.

Following this thematic line, the following study does a short summary about these concepts and expand them and expands them until their application and the impact they can have on the curriculum.

- Kramer Moeller, Aleidine and Nugent, Kristen. Building intercultural competence in the language classroom. University of Nebraska – Lincoln, Faculty Publications: Department of Teaching, Learning and Teacher Education, 2014.

This article reviews literature on intercultural competence and intercultural communicative competence, in order to build a better understanding and so, creating different models and proposing cultural tasks that promote intercultural communicative competence and that can represent better practices in language teaching and learning for classroom integration.

For this study, the article contributed in large part to reaffirm and expand the concepts of intercultural competence, its components and benefits that it brings within the classroom, especially in terms of integrating culture elements, group work, motivation and social skills that can be develop; all these leading learners to develop the intercultural competence in which they can interact properly in other contexts and cultures.

On the other hand, the design of intercultural materials become important as they can be developed within the classroom engaging the learner on the topic studied, the more authentic and close to students´ life the more motivating they will be and therefore more significant. Sabilah on this matter, presents her study focusing it from the sociopragmatic perspective, below is shown a brief description of her work.

- Sabilah, Fardini. Designing Intercultural Materials for EFL Teaching/Learning to Young Learners Using Sociopragmatic Perspectives. University of Muhammadiyah Malang, The 3rd UAD TEFL International Conference 2014.

In this study for example, the author enhances on the importance of integrating the intercultural competence when teaching EFL and also discusses the significance of developing intercultural materials that can be meaningful experiences for the students on their learning process, all this from the sociopragmatic perspective. She develops materials that provide the ability for successful communication with people from different linguistic and cultural worlds, as well as, some strategies in designing the intercultural teaching materials as proposed by the experts that links to the life and experiences of the learners. At the end, she reflects on the importance for teachers to design intercultural materials with a meticulous plan in order to meet the criteria of an effective teaching.

This paper helped to focus the ideas of the activities that had to be designed for the unit that was proposed, this from a theoretical perspective, without leaving aside the

elements and characteristics of the intercultural competence that allowed to integrate the real life of the students and their experiences with the proposed activities; on the other hand, it also helped to maintain a structured plan that could met the criteria of a significant and engaging learning process.

Within the materials designed, the textbook is a helpful tool for teachers and learners, therefore it becomes necessary that they can incorporate intercultural competence elements, for that, studies have been conducted in which assessment on this topic have been done, an example of this is the following study conducted by Homayounzadeh & Sahragard.

- Homayounzadeh, M., & Sahragard, R. (2015). An Intercultural Approach to Textbook Evaluation: A case of Top Notch and Summit Series. *International Journal of Applied Linguistics & English Literature*.

This study investigated the representation of sociocultural identities in six textbooks selected, to assess if they promoted intercultural communicative competence in the learners. Ting-Toomey's identity negotiation theory and Scollon and Scollon's (2001) discourse system structure were used to assess the identity representations and the structure of discourses in the books. In the analysis of discourse structures, the study investigated the politeness and face strategies used in the conversations and further the particular ideology they perpetuated, as a clue to their potential to promote the learners' pragmatic competence for intercultural communication.

On one side, Top Notch, addressing beginner to intermediate level students, proved considerate of diversity in the sociocultural identities providing information about the values of different cultures and the customs and traditions of various nations; it tried to set the bases of interculturality within its learners. Summit, on the other hand, addressing higher intermediate and advanced learners, had a unilateral approach, focusing principally European and American nationalities and the cultural values typically associated with them. The two series were the same in their focus upon their ideology of discourse and its related politeness and face strategies. This was found as a pitfall in the books, limiting the students' range of discursive resources, which they require for successful intercultural communication in different contexts. The study concluded with subsequent recommendations for improving the content of the textbooks as well as some implications for further research.

This research done by Homayounzadeh & Sahragard helped to this study to evaluate the text used by six graders in English class on specific points, such as the authenticity used to make different topics known, the balance between diachrony and synchrony in their texts, the real intention behind the texts and how they are presented to the learners. It also contributed, on the design of the unit proposed taking into account the recommendations made at the end of the research, not falling into utilitarianism that can provide the material designed but quite the opposite in how that content can be used to give depth and expand knowledge with cultural aspects.

On this matter, it was important to understand that building a cultural identity is essential to have a self-version of itself and its real context, in such a way that recognizing that of others was easier and that you could even make comparisons in a critical and constructive way, recognizing that the "other" has similar or different traits, but that they can be unified by an assertive and successful communication. On this aspect, the following study presents the importance of using the L1 culture to acquire the L2 culture.

- Taha, Amjad, "Using L1 Culture to Acquire L2 Culture: ZPD framework" (2012).MA TESOL Collection. Paper 518

This paper explores the importance of using the learners' L1 culture as a tool to teach the target language culture. In addition, the paper emphasizes on the idea that the learners develop a dynamic, hybrid identity and space that represents both their L1 and L2 culture. These manifestations are presented in a deep framework that shows the development stages that the learners go through in developing their third spaces by using their L1 culture; interviews with teachers reflecting on their experiences in teaching culture in the classroom in Saudi Arabia are also included. Finally, examples of the author´s personal experiences in the third space dimension are presented.

For this study, the paper had a great relevance in terms of the concepts of the acquisition of culture 2 from culture 1 and the dimension that students can create from the understanding of the two, building and deepening on the concept of intercultural competence. From this essay, some elements were taken into account in order to emphasize the importance of including the culture 1 of the students in order to acquire the target language and at the same time reinforce the intercultural competence. From these notions, it was possible to propose a thematic unit that would include the culture of the learners and that was developed in parallel with a unit of the book, promoting interculturality.

National documents:

For the present study one document was particularly relevant for it, as it complements the international documents investigated and mentioned previously.

- Ramos Holguín, Bertha. Towards the Development of Intercultural Competence Skills: A Pedagogical Experience with Pre-Service Teachers. HOW, v20 n1 p206-225 Oct 2013.

This article aims to share a pedagogical experience carried out in a Colombian public university in order to analyze how intercultural competence skills emerged in pre-service teachers after the implementation of an intercultural component in a research and pedagogy class. Data were gathered through field notes, students' artifacts, and group discussions.

Findings revealed that pre-service teachers started to develop intercultural competence by developing skills to interpret and contextualize cultural practices and by raising awareness of contextual complexities.

Ramos and her investigation contributed to this study as she enhances on the importance of learners having knowledge of their own culture and an understanding of their own culturally-shaped behaviors, which complements previous concepts and notions proposed by research done at international level, which have given way to the application of these concepts in different contexts.

CHAPTER THREE

5.   RESEARCH DESIGN

In the preceding chapter literature was reviewed in order to give this research the necessary support and arguments to stablish the importance of taking into account. First, the inclusion of the intercultural competence on the learner´s learning process of a second language was explored. Second, the relevance of the concept of culture was also addressed, and third, the concern of the inclusion of students´ own culture on the textbooks was also considered. Having concepts and theory settled, during this chapter the research design will be presented. It will explain the approach and the procedures used in collecting and analyzing the data of the variables specified in the research problem.

5.1. Approach

For this research paper, the approach to be used is a qualitative study. This type of approach is a general way of thinking about conducting qualitative research. It describes, either explicitly or implicitly, the purpose of this approach. The role of the researcher(s), the stages of research, and the method of data analysis. It follows a nonlinear path and the emphasis becomes intimate with the details of a natural setting and a particular context and it also allows authenticity during the research. Cohen, Manion and Morrison (2007, p.168) mention ¨There are several purposes of qualitative research, for example, description and reporting, the creation of key concepts, theory generation and testing. ¨ For the purpose of this study this approach is convenient as it will interpret and describe on a first moment and

then report and understand the findings; ¨ We, as researchers, are part of the world that we are researching, and we cannot be completely objective about that, hence other people's perspectives are equally as valid as our own, and the task of research is to uncover these.¨ (Cohen et al, 2007, p.134) Regarding this topic, it is important to note that learner´s perspectives are going to be taken into account on the study so they can help shape findings; these findings were not determined in advance.

5.2. Research tradition

Taking into account the nature of this study and its approach, action research is the method chosen to shape the research. Action research as Ebbutt 1985: 156 quoted in Cohen, Manion & Morrison, 2007 defines it ¨as a systematic study that combines action and reflection with the intention of improving practice¨. This is mainly concern with the organization of a self-reflective enquiry to improve a situation or a problem detected; for this organization steps are suggested to follow: 1. making a diagnosis of the problem, 2. making a plan, 3. design the action and 4. finally make the respective reflection. These steps make research more organized and combined, it is possible to set a course of action. Action research has also other definitions:

¨Hopkins (1985, p. 32) suggests that the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to

understand, improve and reform practice. Ebbutt (1985, p.156), too, regards action

research as a systematic study that combines action and reflection with the intention

of improving practice. ¨ (quoted in Cohen, Manion & Morrison, 2007, p. 297).

On the other hand, action research can be used in different areas like teaching

methods, learning strategies, evaluative procedures, attitudes and values, continuing

professional development, management and control and, administration; all these means

that action research is complex and has a multifaceted nature; in fact, Kemmis (1997)

quoted on Cohen, Manion & Morrison (2007) suggests that ¨there are several schools of

action research. ¨

At the end researchers do not only do a research only for themselves but to change

or improve something; in the education field for example, teachers and students can work

together to change a specific problem or a situation by doing reflections and setting a plan

of action, always reflecting on practices, at the end, everything is for a common well. These

kinds of practices can transcend barriers and set a point where teachers can become more

reflective about themselves and their practices.

Action research might contribute the following study for its specific purposes and

the collaborative work, it also allows the researcher to follow steps that can organize the

study in a more efficient way, by setting a plan, act, observe and then reflect about the situation proposed.

5.3. Methods for data gathering

Due to the nature of this study and the type of approach chosen, qualitative research allows the researcher to use different techniques for gathering information; some tools used are: participant observation, interviews, artifacts, documents and audio recordings. Lincoln and Guba (1985, p. 199) quoted on Cohen, Manion & Morrison (2007), distinguish between 'obtrusive' (e.g. interviews, observation, non-verbal language) and 'unobtrusive' methods (e.g. documents and records), on the basis of whether another human typically is present at the point of data collection.

Data analysis with a qualitative approach allows the purpose of this study not to be standardized, it allows to look for patterns or relationships while collecting data, it frequently creates new concepts and theory by blending empirical evidence with abstract concepts. Instead of testing a hypothesis, it allows to illustrate or color evidence to show that a theory, generalization, or interpretation is plausible. Data in qualitative analysis are relatively imprecise, diffuse, and context based and can have more than one meaning. (Neuman, 2014).

For this research, three sets of data were collected as unobtrusive method. The first one, was aiming to search for representations of intercultural competence on the book ¨Big

English 5¨; the second one was directed towards detecting representations of intercultural competence from the L1 (First language) culture of the students in the unit 8 from the textbook ¨Big English 5¨ and the third one was directed to gather data from students directly during and after the application of the proposal. For the two first moments a checklist was used, it was taken from the original one proposed by Abdel Wahab (2013) which was adapted for specific purposes of each item. For the third moment, interviews (See appendix C) and artefacts were taking as data gathering, as the two of them were methods that could capture specific moments and opinions of the students about the proposal. Items are listed below:

5.3.1. Searching for representations of intercultural competence in the textbook ¨Big English 5¨.

In order to collect data for this item a checklist was used to evaluate the textbook, this checklist was taken from the original one propossed by AbdelWahab (2013) and was adapted for specific purposes; this adaptation was made as this study only needed to focus on specific elements that were found in common through the unit, in respond to this, two categories were proposed, both give the possibility of describing the elements necessary to gather the information required by the researcher. Bellow, the categories will be described:

CATEGORIES	DATA TO CHECK FOR

Intercultural Competence **Representations:** • Iconic Images • Modern Images • Racial Representations	• The textbook has sufficient number of pictures to make the situation more life-like. • The textbook in general has many images, some images represent different cultures and it is stereotype free. • The Visuals are compatible with students' own culture.
Cultural and Intercultural Content: • Writing text elements • Listening elements	• It covers a variety of topics from different fields. • The subject and content of the textbook is interesting, challenging and motivating.

Table 2. Categories of analysis

5.3.2. Searching for representations of intercultural competence from the L1 (First language) culture of the students in the unit 8 from the textbook ¨Big English 5¨

For this second moment of data gathering, just like in the first moment a checklist was used and modified from the original one for the purpose of this study; on this one unlike the other one its main focus is searching for elements that are linked to students´ culture. The categories were tried to be proposed with similar elements presented on the first point so there could be a connection when doing the analysis.

CATEGORIES	DATA TO CHECK FOR
First Language Cultural competence representations • Visual Elements: Tradition representations and historic images	• The Visuals are compatible with students' own culture. • The visuals contain tradition representations that could be linked to the students´ culture. • The visuals contain historic representations that could be linked with the students 'culture.
First Language Cultural competence content • Writing text Elements • Listening Elements	The social and cultural contexts in the unit are comprehensible and are linked to students´culture.

Table 3. Categories of analysis

5.3.3 The Intervention

Taking into account the information given in previous chapters it became necessary to take

a course of action, in this case, an intervention in which students can be involved in a

context where they are exposed to new alternatives where the target language is used in a

natural and real – context environment. This intervention will be described with its

corresponding steps with a graph will be presented as well as a complement to the

description.

Where do they come from? (First language culture)

READINGS — WRITINGS — LISTENINGS — PROJECTS

READINGS

Texts found on this unit Will emphasize on Colombian traditions, customs, and on promoting awareness of students' culture.

Comprehensions skills like

Cause and effect

Main ideas

Meaningful connections

Critikal thinking

WRITINGS

Learners Will find different writings in which they can make connections between the proposed unit and unit 8 from the book ¨Big English 5¨.

Students Will also be able to express their ideas and write opinions and conclusions based on different proposed activities.

LISTENINGS

Listenings proposed in this unit have are intended to support the processes of creating awareness on learners about their culture; they also offer them the possibility of concluding and building their own perspective.

PROJECTS

Small projects are proposed in order to enhance group work and speaking skills, in addition, students are given the opportunity to demonstrate their final understandings and perspectives from other activities proposed.

- All these elements were designed taking into account the order of the unit 8 from the book ¨Big English 5¨.

- Read, write and make connections.
- Read extended texts, cause and effect, connections and role play.
- Pre - listening, listening, write and conclude.
- Grammar, read, comprehend and apply.
- Listen, read, write, conclude and connections.
- Persuasive writing, group work, connections.
- Project: research, write, conclude and present.

5.3.3.1. Identifying the problem after the analysis of the textbook

After analyzing the textbook following the checklist as data gathering and the elements proposed there, it was concluded that there were some intercultural elements that could help the students to have a global view on different topics, but not all the elements that make up the intercultural competence were present, therefore, there is no depth in topics in which intercultural competence is concerned; images were the elements that most stood out as well as the written texts; as for the listening elements for example; based on them it was possible to determine that there was not any kind of stereotyping. Instead, they presented a mix of cultures and racial representations from around the world which gave the message to the researcher that the book wanted to promote a global perspective, instead of deepen or promoting learners with an intercultural competence developed point of view. As for intercultural elements, later in chapter four the respective discussion and interpretation will be made based on these findings.

On the other hand, when analyzing the textbook with the second checklist proposed, it was possible to determine that there was not an existence of any of the elements mentioned there, elements that were linked to the student´s culture, what leads to the researcher to proposed and design a unit that can be done by students parallel to the unit proposed by the English text book ¨Big English 5¨, the content of it is only with the students´ culture, which was the main problem found after the analysis.

5.3.3.2   Material design towards building the gap between L2 and L1

Once the analysis was done and the conclusions were made, the researcher decided to design a unit that could be easy for students to do and that could integrate elements that motivate them to do it. Therefore, it takes into account listening activities, writing texts, visual elements and sections where students can have the opportunity to make connections between it and the unit proposed by the book. This, in order to promote critical thinking, stablishing similarities and differences among other skills that the intercultural competence is aiming to. To be able to design it, unit number eight form the ¨textbook Big English 5¨ used by the students was taken as an example. Issues such as the topic, the order of skills and activities proposed there were the same taken on the new unit. The reason for doing it that way was so that the students had no difficulty in relating the two units and that the differences between them really were more on content than in structure. (See appendix A)

The unit uses a lot of images that are very symbolic and that are extremely recognizable, some are used as background for the activities and other are used to illustrate activities or written texts; some words in Spanish were used as they are autochthonous words and translation was not possible; cultural elements were integrated from each of the regions of the country, including their immediate context, this was done through observation and their cultural manifestation on daily basis, aiming for students to become

more motivated for the things that they know and recognize. Other elements were taking into account, like the degree of complexity in English language and their possible performance towards the unit; on the other hand, it was tried that the instructions of each one of the activities were clear and that they used a language that was understandable for them.

5.3.3.3. Execution of the proposal

In order to execute the proposal, nine students were selected from six grade from Colegio Gimnasio los Pinares. This group was composed by students from 6a and 6b, four students from grade 6A and five students from 6B, between eleven and twelve years old. Students from six grade were selected taking into account their English level as well as their cognitive maturation, which allows learners to understand and make connections faster, it also is important because learners have developed the ability to think or form more complex ideas so they can show this through the study; the English textbook they have been using during the school year which was ¨Big English five¨ from Pearson publishing. This school is considered bilingual therefore, the students from this grade have a high English level, they also have a high socio-economic status which could be beneficial for this proposal as students could be more open minded when doing the unit, many of them have travelled to other countries and have some knowledge about other cultures because

they have experienced them, which can give them and advantage when doing comparisons for example with the unit proposed.

The proposal began with a conversation with the group of students talking to them about the project and the purpose of it. They were asked if they wanted to participate and they agreed. Once they decided to participate, consent permits were signed by their parents giving them permission to participate. Then the unit was shared to the other teachers and the dynamic was explained to them who gladly supported the idea. The unit began to be applied on June 2017, eight hours a week, which are the number of hours that the school has established for English language teaching. The proposal started to be applied by presenting it and handing it to students on booklets photocopied for them, but at the same time as it was worked on class it was screened it by the teachers through video beams. The teacher and students would follow the instructions given there. As explained before, along the unit would invite students to go to unit number eight form their English text book ¨Big English 5¨, that way both units would be integrated and done parallel enhancing on a national perspective and at the same time on a global perspective.

The proposal was applied for six weeks which was the corresponding number of weeks for the last period on the school before students would go to summer vacations, that was the end of the school year; as mentioned before the school is considered bilingual therefore it works with an A calendar.

5.4 Data Collection

During and after the application of the proposal, gathering data was done through two different methods that were designed to help to get a better perception of ideas, reactions, feelings towards the proposal. Methods are listed below:

5.4.1 Interviews

For this study, the interview as method for data gathering was used, as it allowed the researcher to have a deep information and gather descriptions of the (real-world) of the interviewee towards the subject of study, which in this case was the application of the proposal. The type of interview used in this research study was the focus group interviewing which is, according to Barbour & Schostak, 2005 in Alshenqeeti (2014:46), "…an interviewing technique in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being 'focused' on a given topic". This type of interview also gives the opportunity for the interviewer to ask semi- structured open questions, which offer the interviewees certain freedom to answer and gives an atmosphere of trust, which at the end will result on an interview where everyone could participate. Besides the very positive results, this technique is criticized as well because of its reliability, as individual answers can be

influenced by the other members of the groups and so altering the possible outcomes of the interview; for this reason, researchers must have a plan to follow when conducting this type of interview.

One interview was conducted with the students and was a conversational type interview, with a single focus group composed by nine students, who were the students chosen to conduct the study. The interview was done in one single moment on July 12th of 2017, where the main objective was to know and understand their perceptions, feelings after applying the proposal; the interview was conducted during a school snack time in the morning when the students had free time. It was done in English language; a checklist and questions where previously planned, but as the conversation was giving itself, other questions were coming up naturally, which gave the interview an even more natural environment, and so answers became more authentic, it lasted twenty three minutes and all nine students were present and participated actively. The transcription of the interview was done from a recording with the group of students selected for this study.

5.4.2 Artefacts

5.4.2.1. Visual Elements

The use of photographs on qualitative research has increased as a method of gathering data as through them ¨it is possible to explore participant´s experiences and meaning

making¨ Frith, Riley, Archer & Gleeson, 2005 in L. Rouse (2013). Many concepts and assumptions around this topic have been generated, on one side ¨ photographs are claimed to be able to produce knowledge that is "...dissociated from and independent of experience" Sontag, (1977, p.155) in Byrne (2014, p.16) and on the other side it is felt that "…photographs have to be seen as social constructions, that is, as artifacts of the contexts in which they were constructed" (Fasoli,2003, p.36). Quoted in Byrne (2014, p.16). The use of it is subject to how the researcher analyzes it, interprets it and uses it in its investigation; Sontag, 1977, p.155 quoted on Byrne (2014, p.16) explains: ¨whilst an easel painting represents or refers to a subject, photographs are part of the subject and allow us to predict, manipulate and decipher behavior¨.

For the purpose of gathering data for this study, it was important to interpret the photographs taken from learners´ work during and after the application of the unit, this with objective to analyze and interpret what they have expressed on the tasks proposed by the unit either from a personal point of view and their linguistic performance. Some photographs were taken from their work like from posters they did as part of the tasks. These elements helped to collect information since they were captured over time and they remain there so that they could be interpreted by the researcher, taking into account the context in which they were taken and what they were taken from, since the students had a performance that was not very high but that later could be compared and improved significantly, not only in linguistic aspects but aesthetics when presenting their work. Also by means of the photographs it was possible to show details such as the increase of their

analysis capacity, as well as they were able to make comparisons in a critical way and even their change of perspective was evidenced regarding the different proposed subjects.

Data analysis with a qualitive approach allows the purpose of this study not to be standardized, it allows to look for patterns or relationships while collecting data, it frequently creates new concepts and theory by blending empirical evidence with abstract concepts. Instead of testing a hypothesis, it allows to illustrate or color evidence to show that a theory, generalization, or interpretation is plausible. Data in qualitative analysis are relatively imprecise, diffuse, and context based and can have more than one meaning. (Neuman, 2014). This analysis will be presented later on chapter four.

5.4.3. Reflection

As a result of this process, it was evident that the instruments and information obtained allowed us to obtain valid and objective information, due to the active participation of the students, expressing their opinions regarding the intervention. Thus allowing the proposal of the thematic unit to have a high degree of reliability, and that the analysis made by the researcher corresponds exactly to the opinion of the students who participated on it.

5.5. Ethical issues

For ethical aspects, the opinion of the students was interpreted with a rigorous analysis taking care to do it according to the expressed by them. The analysis of the information contained in the photographic material was made under the theoretical and conceptual foundations mentioned previously, following ethical principles where the researcher was faithful to what the students commented on the interview and expressed through written means and reflected in the photographs.

In order to carry out the study, students´ parents signed a letter of assent (See appendix B) where they were giving permission to the investigator of conducting a research with this group of girls, it also informs that different methods of data gathering will be used, additionally it communicates to them that students´ identities will be protected and not published in any moment or case; therefore, on the transcription of the audio from the interview and the pictures used, their identities will not be revealed.

CHAPTER FOUR:

6.   DATA ANALYSIS & DISCUSSION

The previous chapter explored the approach used to gather and analyze the data specified in the research questions. For this purpose action research was chosen and defined by Ebbutt 1985, p. 156 (quoted in Cohen, Manion & Morrison, 2007) ¨as a systematic study that combines action and reflection with the intention of improving practice¨, everything complemented within the qualitative research which aims for the researcher to seek for patterns, see intentionally, catch the dynamic nature of events and describe them as they occur over time; consequently, three sets of data were proposed to establish the main categories and their relevant subcategories, which gave the research a starting point to analyze more closely each item and lead to the discussion followed in this chapter.

In order to answer the first sub-question of the present study, which is: ¨ How is the intercultural competence of English as second language represented in the textbook 'Big English 5'? data collected allowed the study to focus in two main categories that will be comprised in this chapter: (1) **Intercultural competence representations**; and (2) C**ultural and intercultural content**. The results in the analysis segment will be presented as follows: each section first will show a brief description of each topic which are divided into subtopics; after, subtopics are analyzed in order to give a sequence and a much deeper approximation to each item proposed.
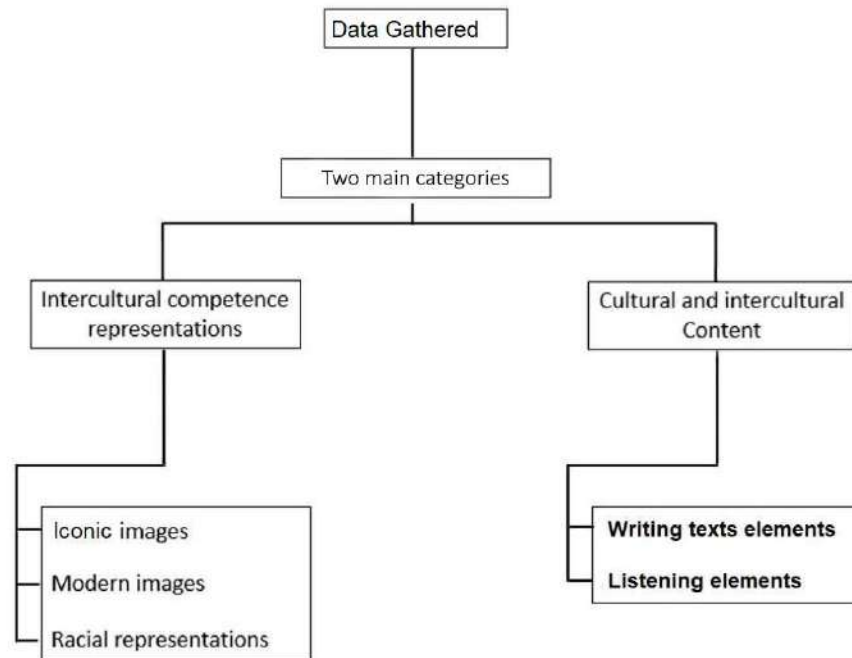
Figure 1. Illustrates the main categories identified for data analysis and discussion.

6.1 Intercultural competence representations

This category was divided into three subcategories, which were created to have a better understanding and a deep analysis of the elements found during the investigation process. These subcategories were called: ¨Historical images¨, ¨Modern images¨ and ¨Racial representations. ¨ Through the analysis of the data, it was possible to find that the images from the unit had shared characteristics, therefore they were grouped in the sub categories mentioned above.

To contextualize the concept of intercultural representations, they refer to those illustrations (visual elements, content and use of language) that might help to explore the way 'Big English 5' approaches the intercultural competence. These kinds of representations provide an open opportunity for reflection in both ways, learner´s own culture and the target culture/cultures, and also give the teacher the possibility to explore beyond the content the book has given.

The three main subcategories observed and analyzed in the present study will be described below:

Unit number eight from the book Big English 5 was analyzed, containing twenty-one images in total. In these images, seven were found that represented human characteristics and fourteen images with intercultural iconographic representations. These images were analyzed with the objective of searching for intercultural representations that could provide this study complete information about each one of them.

6.1.1 Iconic images

For this subcategory, nine images were taken into account, they share a variety of places in America and Europe. Each image represents an important place or city and are always associated with texts (short or long). When analyzing these kinds of images, taking

into account the pages and the texts that they were in, it was found that the main topic and the context was tourism.

Certain types of iconic representations were found on page 95. Two images to be precise. They represent what the unit actually proposed at the beginning, the origin of some the objects, in this case one small image represents a set of china made out of clay, and the other one represents a pair of snow gloves and a winter hat made out of wool. These images somehow give the learners the idea where those objects can be used, giving them an awareness of a worldwide view; they are located on top of a short text describing what they are made of.

These two images are together, one next to each other. At a first sight it gives the idea that those objects are specifically used on a country where cold weather stands out. The first one is a pair of red gloves and a red winter hat made out of wool, they also have snowflakes on them, giving the appearance of warmness. Anyone might infer that they are worn in a very cold place were snow falls down; it does not name a specific country but due to the exercise proposed on page 94 where it mentions countries like Canada, United States, China, Japan and Norway. It is fair to say that this image can be related to any of those countries where snow falls. As an intercultural representation, it could be said that it actually gives the feeling of interculturality, as these objects are icons that represent these kinds of countries especially on winter or Christmas time, they also represent coziness,

similar to a familiar environment. Learner can easily identify and relate these objects to other countries around the world, especially if they come from a tropical country where snow does not fall, or where the cold weather is not enough to wear these types of clothing.
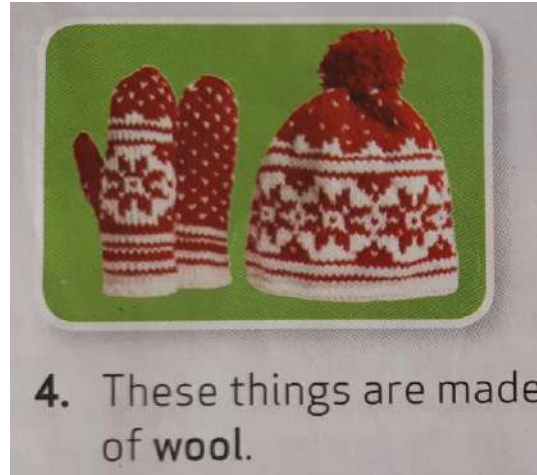
Image 1. Piece of clothing made out of wool.

On the other hand, the second image can also be related to the first one, as it represents a set of tea used in countries like England where it is the most traditional drink. Both images are linked to each other, not only because they represent traditions, or cultural behaviors but because they are sending an intercultural message in which they communicate that there are other places in which clothing and objects work together to create the perfect environment that could transport the learner to another place and also could raise an interest in investigation.

Image 2. Set of tea made out of clay.

Following this idea, on pages 96 and 97, the text book proposes a reading activity as a ¨travel forum¨, which introduces a case of a person who is going to travel with a family member to Italy and is asking for recommendations. This situation makes other users to suggest different and historical places in the country they should not miss, from this context, the reading presents the images of six iconic places: the city of Florence, Siena, Colosseum, Vatican City (Rome), Venice and Piazza San Marco. As can be observed on the image below:
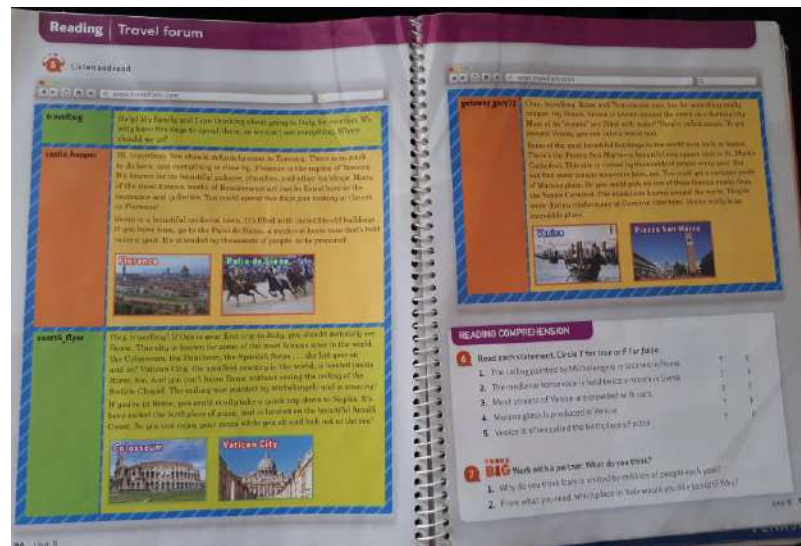
Image 3. Picture to illustrate pages 96 and 97.

Each image had a short but ideal text that gives a quick context to the reader about each one of the places, for example: ¨Siena is a medieval town……a medieval horse race that´s held twice a year. It´s attended by thousands of people…. ¨ (Big English 5, 2013:96) and a small image of Palio de Siena is shown with a horse race. In other comment from another user. It exalts how amazing is Rome and Vatican City are, giving recommendations about specific places the traveler should visit: ¨This city is known for some of the most famous sites on the world: the Colosseum, The Pantheon, the Spanish Steps…¨ (Big English 5, 2013:96) below this comment, two small images are shown, one a panoramic of the Colosseum and the second one a view of St. Peter´s Basilica, both iconic representations of the Vatican City. In another comment present by the text- book, an user advices the traveler to go to Venice and explains her how wonderful the city is and the many really nice things that can be done there: ¨…for something really unique, try Venice. Venice is known around the world as a floating city…to get around the Venice you can take a water taxi. ¨ Followed this text there is a small image of the famous Venice canal with some gondolas in there. (Big English 5, 2013, p. 97) These type of representations clearly not only talk about other parts of the world, but aim for learners to have a worldwide knowledge about historical places that represent different types of lifestyle different from their own.

From these set of images it can be concluded that these images promote the knowledge of the learner to other countries where English is not the first language. This immediately gives the perception of a intercultural awareness, yet it is not possible to state

that a intercultural competence is fully present as it does not incorporate critical thinking neither reflection towards other cultures. It is possible to argue that with these images are trying to give the learner a worldwide view and that English is a global language spoken in most of the countries around the world. On the other side, it is also possible to say that it is an invitation for the learner to travel around the world and to discover more cultural events from other countries that are not strictly related to English language. Furthermore, these images are iconic representations of Italy, set a starting point for culture and customs in Europe, which means that these representations might invite the learner to have an open mind, have other perspectives.

On the other hand, on page 102, the first image that can be seen is of Puerto Rico´s harbor with an old lighthouse in it, which already gives the idea that the page has the intention to talk about a historical place. This image is the only one that represents a location in this page, it is situated on the left corner of the page and on its right a persuasive writing is found, the image is very small and do not integrate other parts of Puerto Rico. Following the line of intercultural competence, this image only grasps a little part of Puerto Rico, it does not represent any other historical places or any other kind of cultural illustration that can give the learner a solid or at least a big idea of how Puerto Rico really is, only the text in this case, has the main roll on exposing the learner to some main facts about this country. The learner does not have the opportunity to perceive an icon that could represent at least the Latin-American culture.
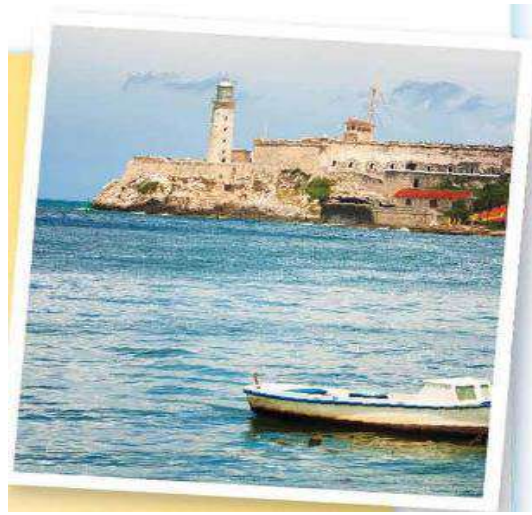
Image 4. Picture used to illustrate Puerto Rico´s harbor.

On page 104, another small image on the bottom of the page comes up, this image is of a historical place in the United States that does not have a name on it, and on the text, does not mention it either, so as a conclusion it was situated there just for representative purposes, and the text do not to talk about this site specifically. From the image, it is possible to observe that comes from United States because of the flag that is hanged from the top of the roof of the building. It can be concluded that it is a historical place because the structure of the building is old and it does not have a modern architecture, it is also possible to see that the big columns in front of the building are Greek style. In front of the building there is a statue where a man is sited, no name can be read in there, in fact, it is not very clear. The image does not have a name or a quotation of where this image can be from, or what it represents.

Image 5. Picture used to illustrate a historical place located in United States.

It was argued in chapter two that intercultural competence is the way a person can interact properly in other countries different from their own, it also relates the person´s culture, as if there is a strong recognition of it; in consequence, that person can recognize others more easily and so, understand their culture. In this sense, if the images that were mention above were analyzed from this perspective, it could be fair to say that a deep intercultural competence is not present, as they only give superficial information from certain places of different countries around the world, they do not deepen much on them. Although the images represent very well those places it seems that they remained short to expose their cultures. Another point to set in this discussion is that, it is important to recognize that this is an EFL book, therefore, its intention is not to teach or to expose the learner to a deep intercultural competence neither to enhance it.

On the other hand, Deardorff (2006) and Byram (1997) mention the word openness as one of the main elements of the intercultural competence, they address this concept as part of the change an individual must have in order to have an open mind and so be ready to interact and understand new cultures around the world. In the case of this subcategory ¨historical images¨, the book shows the learners images that could have caused curiosity on them, it also presents iconic graphics that represent places in which human kind history was settled or started, likewise, it introduces traditional festivals celebrated in this case, in Italy; this definitely adjusts to the concept of openness, the book tries somehow to give the learner the possibility of knowing a little more about other countries and some traditional festivals, which also creates on the students an idea of how to interact there if they ever go to those places. Another element seen here from an intercultural competence perspective is the worldview proposed by Byram, where he exposes that this concept must be seen from the participation in relationship of equality, which in the subcategory of ¨historical images¨ is present as the book sends a message of equality because it is not focusing only on the target language countries, but in countries that are not necessarily English speaking.

Visual elements as representations on textbooks are very important as they are more effective, communicative and interesting for the learner. These types of elements have as main characteristic to support messages and to provide the learner another view of ¨authenticity through realistic, accurate, and knowledgeable impressions of people, cultural artifacts, places, geographical maps, and scientific and mathematical objects. ¨ (Moghtadi. 2012, p.1). Jahangard, p. 139 (2007) quoted by Moghtadi (2012) suggested that visual materials can be defined as the facilities that can be employed by teachers and learners to

enhance language learning in classrooms. Visuals can also have the power to enhance and provide real opportunities for communication among learners, providing a more realistic way to make a relation between the message (text) given by the book with the real picture of it and so encouraging the learner to feel more closely to the language or the topic proposed.

Following this descriptive line, a second subcategory called ¨modern images¨ are described below; some of them are located in the same pages as the first group, some are not. The most interesting fact about these images and how they are grouped is the contrast between them and the idea that the learner is taking from them, a worldwide view that at the end becomes part of the learner´s world as well.

6.1.2 Modern Images: Five images were analyzed in this group. They have a general characteristic which is that they are objects in contrast with the first group, therefore they are directly related with the unit´s name and its main objective. Another characteristic found was that these objects are with a modern feature, which gives the unit a fresh air, in a way of saying.

The images are chosen directly related to the unit´s topic ¨Where do they come from? ¨.   It begins with the presentation of a set of them that come from different countries like Canada, China, Japan, Norway, Philippines and United States, therefore they are directly related with objects which origins come from these countries. It is also important to

emphasize that they are located on the first couple of pages from the unit, which implies that the whole unit will use these kinds of images in order to provide the learner a view of what is coming. The fact that those illustrations show representative objects from around the world, already gives a global perspective and the intention from the unit towards the learner.

The first image analyzed was the high-speed passenger train, as it is the biggest on the page and it catches the eye immediately from any reader. This illustration in contrast from the historical images, it is big and takes a quarter of the first page (94); it has bright colors where red is highlighted. It is located just below a listening exercise in which learners have to listen to the description of the object and then guess where it comes from. Within this exercise this is the only object that is modern, but it does not say much about it, it does not deepen on its history or where is located exactly in Japan, no further information is provided about this object. On the other hand, in the same page and in the same activity, it is possible to observe an image where a girl is holding a microphone and it is much smaller than the first one described. It belongs to the description of the first karaoke machine made in Philippines. Likewise, the first image, this one does not have any other further description about it or the country where it comes from.
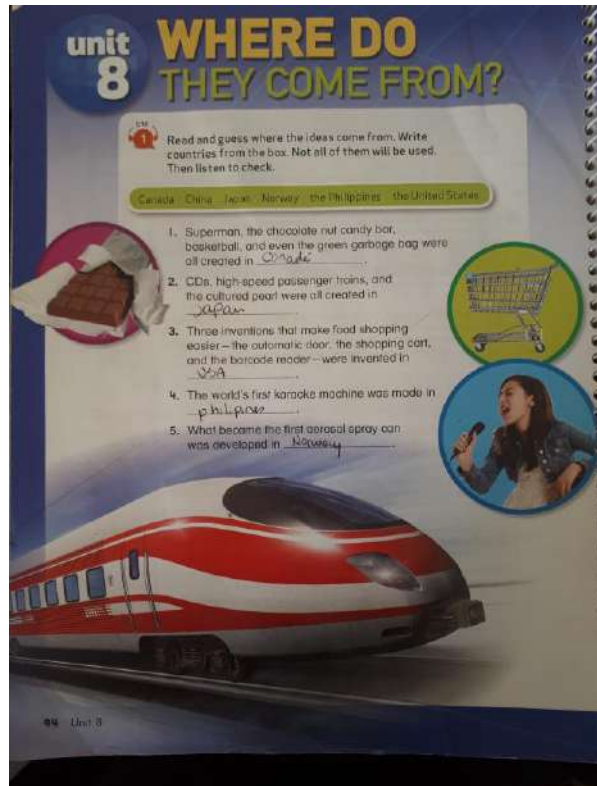
Image 6. Picture to illustrate page 94

These two images studied above show a different perspective to what can usually be expected, like representations of English language spoken countries like United States, Canada or United Kingdom, instead, they present iconic representations from countries around the world. In the case of Japan, it is not a surprise that in the book the representation of this country was the high-speed train, as Japan is recognized by the increasing technological development, which at the end converts it as a country where business is its main income, and for that English language plays a huge part.

On page 95, two images were selected, they are located where the listening exercise was designed. The first one is small airplane and the second one is a pair of rubber boots, these images where chosen specifically to represent the material in which they are built, as the unit talks about where do things come from. The airplane represents metal and the boots the rubber material. No description about these object is made, or the place where they have been made. Although, there are not descriptions about them, the fact that are modern materials means that the book is trying to give the learner the idea that not all objects need to be old in order to be built from antique materials. Some assumptions can be made from these two images, the first could be inviting people to travel and the second one could be explaining that those type of boots are worn in Canada on autumn or spring season, this relating the listening exercise with this image, but there is no implicit or explicit information that could suggest an intercultural message.

3. These things are made of **metal**.

_____

_____

_____

2. These things are made of **rubber**.

_____

_____

_____

Image 7. Image to illustrate examples of modern materials.

On the other hand, on page 104 an image of a modern bridge can be seen, next to it the text explains as a writing activity, where this bridge belongs to, although it does not say the name of it. As in the first group of images, this one is a tourist attraction as it is modern and according to the text it is part of a project called ¨The big dig¨, which could imply that it is inviting the learner to travel or to know more about Boston, just like the images analyzed on the first group, in which the main characteristic was tourism. During the whole unit, this image is one of the few that considers an English language spoken country into contemplation.

Image 8. Image used to illustrate the modern bridge located in Boston.

Considering the analysis addressed from these two groups of images, it can be concluded that the historical images have more weight than the modern ones, that let the researcher think that the unit would have the intention of showing representative historical

places that has left a legacy on humanity. When talking about intercultural competence

from these pictures, it is difficult to say if there was a real intention from the book to

stablish this relationship, because there was no depth on any cultural concept that could

have come out as a result of showing them along the unit. Comparing these two groups,

historical images can work more as intercultural representations as they exhibit more the

place and give more information about the country and cities. As said before, it is also

important to take into account that the main purpose of this book is not to illustrate cultures

around the world but as an EFL book to lead the learner to practice the four main skills

when learning English as a foreign language. Images are important as they represent

different situations, places and people, above historical and modern images were explored

within an intercultural competence, now to complement them some racial representations

will be explored.

6.1.3 Racial representations (racial flexibility)

This third category explored findings made out of the analysis from intercultural

racial representations within the unit 8 from the text book ¨Big English 5¨. The main

concern here was to search for the inclusion of different races that could represent

interculturality. From the beginning of the unit, page94 (see image below)
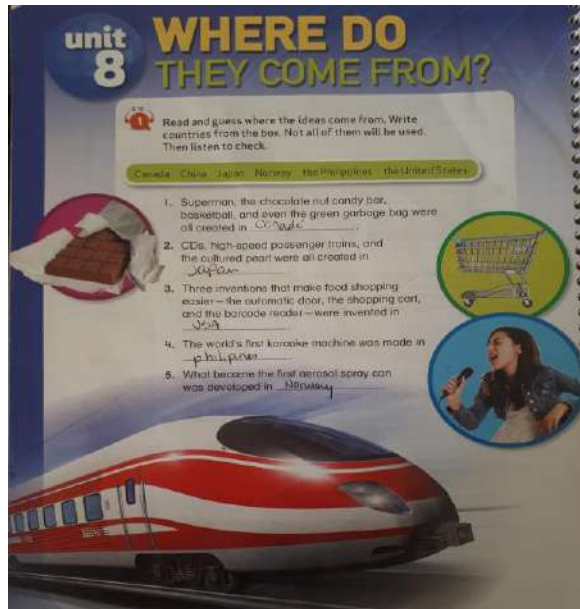
Image 9. Picture to illustrate page 94 and the names of the different countries found.

Some countries were specially named; therefore, it was expected to find different racial representations that could promote the inclusion and so give the unit an air of multicultural perspective. Seven images were analyzed and found in different situations, in which each person assumes a role depending on the type of text or the activity proposed by the book.

The first image analyzed appears on page 94, shows a twelve-year-old girl, black hair and brunette skin color. She is holding a microphone on her right hand and is singing. This has to do with the activity proposed on the book where the learner is supposed to listen and identify where certain objects come from, this specific object comes from the Philippines so it could be inferred that this girl is the representation of Philippines children. This is

sending a message of inclusion and just like ¨historical images¨ and ¨modern images¨, the book is giving a positive and a worldwide view to the learner.

Image 10. Picture to illustrate Philippines distinctiveness.

On page 95, the second and third image analyzed belong to a speaking exercise, in which two young people are speaking and the learner is supposed to follow their example taking into account the dialogue, these images are located at the bottom of the page, they are small compared with other images shown there. On the left hand side, there is a fourteen year old boy, short and black hair and colored skin who is talking to a girl; this girl is about his age as well, her hair is brown and her skin brunette. Following the idea of the first image, these two young people could represent what the main listening activity was about on page 94, this means that the unit keeps sending a strong message of inclusion. If these two images are analyzed from an intercultural perspective it could be fair to say that

the fact that the unit mixes two people from different races talking to each other already fits with the concept of accepting others culture.
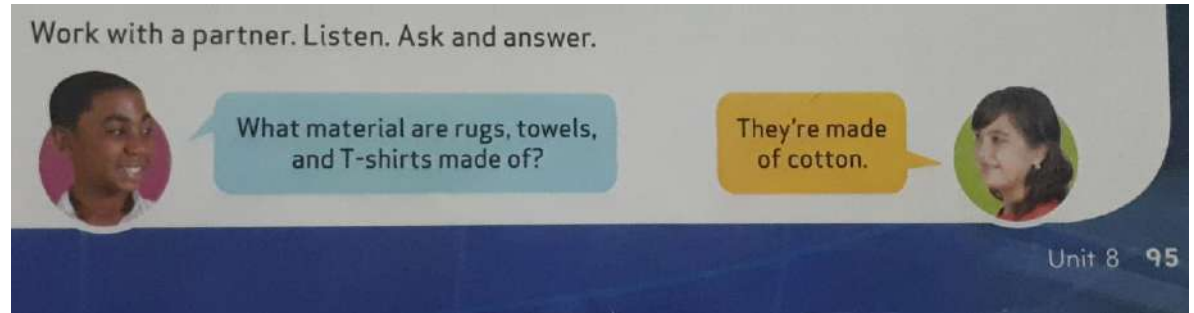
Image 11. Picture to illustrate a short conversation among two young people from different countries.

Similar to the first three images, number four is displayed on page 103. The image shown here is with a young boy who is holding a poster, it represents the activity proposed on the page which is a project where learners have to find pictures about different kind of objects and tell where they are come from. The illustration appears on the right bottom side of the page and it occupies one quarter of it. This young boy is about thirteen years old, white skin and dark brown hair; he looks different from the other children shown during the unit, again making emphasis on inclusion and the different type of races around the world.

The main conclusion that can be taken from them is that inclusion is an essential tool integrated to the content of the unit. This inclusion leads to a very important intercultural competence, which demonstrates the learner that there are no barriers among people or countries, it also shows that English language can unite all kind of people in one;

Moeller & Nugent (2014, p. 2) mention ¨when language skills and intercultural competency become linked in a language classroom, students become optimally prepared for participation in a global world¨.

The Standards (2006) mentioned in Moeller & Nugent (2014, p. 1) ¨define language goals in terms of the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities) designed to guide learners toward becoming viable contributors and participants in a linguistically and culturally diverse society¨, these 5C´s are a complement to what an intercultural competency is and its implementation, in this subcategory it was possible to observe a part of it, in which young people from different countries who possibly come from other communities or share different backgrounds, have at the end one main purpose: to communicate in one language; also the existence of other countries and that differences can also be taken as an advantage to integrate knowledge, content and culture.

When talking about content is not possible only to have visuals elements, it is important to integrate more of them so it can be complete, due to the nature of this study there are more components to be taken into account like writing texts elements and listening elements; both will be introduced and analyzed in the following category.

6. 2 Cultural and intercultural content

In order to develop this second category, the text will move on towards the descriptive analysis of culture and intercultural competence, always looking forward on finding out how is the intercultural competence of English as second language represented in unit 8.

For this category two subcategories were analyzed from unit 8. They were chosen taking into account the big amount of content and information they could provide, it is important to point out that this unit is mainly focused on these two elements: writing texts and listenings. Writing texts along the unit are focused on different types of topics, some are related to -where do things come from–and some focus on touristic places, in this point the analysis will make a connection with the first item analyzed above (intercultural representations). Listenings are also important elements through the unit as they can be found in each page of the unit and they are also the complement of the writings. Through this element culture and intercultural content can be detected directly as it is a critical part of the communicative process. These two elements mentioned are described below:

6.2.1 Writing texts elements

Through unit 8 it was perceived that texts were one of the main means used in order to attract the attention of the learner and thus, related with practical exercises (linguistics focus); note, furthermore, that this book has an EFL focus, therefore these types of exercises are found frequently there.

Having clarified the elements taken into consideration for this analysis, texts presented on pages 96 and 97 were analyzed. This is reading exercise proposed by the book and it is under the title of ¨travel forum¨ where a user of internet asks other users for and advise about Italy. It is presented to the learner with an internet forum format with persuasive characteristics, in which it is possible to understand in the first place how a forum on internet looks like with all its elements, it also observed that it has different images representing the places users have advised. Three short texts of an average from ten to twelve lines are located in this forum, each belongs to a different user; texts will be described and analyzed below:

The first text advices to the user to go to Florence and Siena. Cultural content is present as the user makes emphasis on the Renaissance art, museums and galleries that can be found there: ¨Many of the most famous works of Renaissance art can be found here in the museums and galleries. You could spend five days just looking at the art in Flonrence! ¨

(Big English 5, 2013, p.96) Two images are part as well of this text, one is a small image of the panoramic of Florence and the other one Palio de Siena which represents a horse race.

Within this content, it is important to highlight from a semantics perspective that specific words that conduct the hole topic of it, for example words like: ¨definitely¨, ¨beautiful¨, ¨famous¨, ¨incredible¨ and ¨thousands¨. These words by themselves are called exhortative words which are intended to encourage, incite, or advise; in the case of this text the intention is to catch the attention of the learner and convince him/her that visiting Tuscany is an experience that will never be forgotten.

Siena is a beautiful medieval town. It's filled with incredible old buildings. If you have time, go to the Palio de Siena, a medieval horse race that's held twice a year. It's attended by thousands of people, so be prepared!

Extract 1. Picture used to illustrate a short fragment of the first text on page 96.

There are other kind of words that can be read in the text which have another aim, some of them are: ¨Renaissance¨, ¨capital¨, ¨palaces¨, ¨churches¨, ¨buildings¨, ¨museums¨, ¨galleries¨ among others. These words are aimed to highlight specific touristic places that combined with the exhortative words trigger on the reader the will of wanting to explore and know this specific place.

Hi, travelbug. You should definitely come to Tuscany. There is so much to do here, and everything is close by. Florence is the capital of Tuscany. It's known for its beautiful palaces, churches, and other buildings. Many of the most famous works of Renaissance art can be found here in the museums and galleries. You could spend five days just looking at the art in Florence!

Extract 2. Short fragment used to illustrate the aim of highlighting a specific touristic

place, page 96.

It is also important to emphasize that young learners feel more attractive to readings that can give them an idea to try new things and to recognize new things, furthermore this text uses words in its original language which Italian that gives the student a more realistic context of the places; although there are not sufficient elements to state that this text could have authentic components, it tries to give a grasp of them.

Image 12.   Picture to illustrate the real name of a festival written in Italian language, page

96.

On the other side, it is also important to say that cultural content is present in this text, as it talks about tourism: museums and traditional contest held in this place as image 11 shows. The kind of culture present here could be classified as a surface culture as it does not deepen on aspects like communities, lifestyle, costumes or beliefs; neither does it from an intercultural perspective, as it does not encourage the student to learn how to interact and to understand the culture of others; the text would be doing it sideways but not with this specific intention. Again, the fact that the book is EFL must not be forgotten.

The second text advices the user to visit Rome and Vatican City. This user explains that in those places can be found the most famous sites in the world, also talks about Michelangelo and the ceiling he painted in the Sistine Chapel: ¨ And you can´t leave Rome without seeing the ceiling of the Sistine Chapel. The ceiling was painted by Michelangelo and is *amazing!"* (Big English 5, 2013, p. 96).

Rome, too. And you can't leave Rome without seeing the ceiling of the Sistine Chapel. The ceiling was painted by Michelangelo and is *amazing*!
If you're in Rome, you could easily take a quick trip down to Naples. It's been called the birthplace of pizza; and is located on the beautiful Amalfi Coast. So you can enjoy your pizza while you sit and look out at the sea!

Extract 3: A fragment to illustrate written text elements of the second text on page 96.

On a second text, this user comments about a place which is unique, Venice; he/she talk describes the city and why it is called the floating city of the world, along the text it is possible to read as well some descriptions about other places that can visited, for example the Piazza San Marco and th St. Mark´s Cathedral. This user includes a famous festival celebrated there which is called the Venice carnival and also adds the fact that famous masks are worn for this occasion: ¨ The masks are known around the world. They´re worn during celebrations at Carnival time here. Venice really is an incredible place. ¨

Some of the most beautiful buildings in the world were built in Venice. There's the Piazza San Marco—a beautiful city square next to St. Mark's Cathedral. This site is visited by thousands of people every year. You can find some unique souvenirs here, too. You could get a necklace made of Murano glass. Or you could pick up one of those famous masks from the Venice Carnival. The masks are known around the world. They're worn during celebrations at Carnival time here. Venice really is an incredible place.

Extract 4: short fragment used to illustrate the text on page 97.

Similar to the two texts above, this third text follows the same structure. Through the text, from a semantics perspective some exhortative words were found: ¨really¨, ¨unique¨, ¨most beautiful¨, ¨famous¨, ¨really¨ and ¨incredible¨. These words just like in the first text incite to travel to another city that not necessary has the same historic meaning like in the second text; they engaged the learner quickly as with those type of words the message sent is to explore places that are very beautiful according to the user who describes the city. From a pragmatics point of view, the text as mention before follows the same

structure as the other two texts, so it tries to give the learner a basic context about the city of Venice but it does not deepen much on it, some words that can be related to this situation are: ¨Piazza San Marco¨, ¨St. Mark´s Cathedral¨, ¨thousands of people¨, ¨souvenirs¨, ¨celebrations¨, ¨carnival¨ and ¨place¨. Words are powerful and specially those mention before can have an impact on the learner as he/she reads it, convincing the learner to take new directions and that the world is out there for them is probably one of the main objectives on these kinds of texts.

During the analysis of the texts on these two pages, it could be possible to conclude that it seems that text makes an effort on breaking apart the stereotype of having historical writings that usually talk about English speaking countries, instead, it shows a country in Europe that has made an impact in human history because of the places and the old cities found there. This, on the other side promotes a global perspective which encourage learners to change their point of view about what surrounds him/her. According to Byram, et al. (2001) learners can acquire an intercultural competence when they are exposed to this type of content, helping them to understand other types of societies, social identities and recognizing that people have their own individuality. In this specific texts, the variety of historical content helps to develop a cultural and intercultural competence in learners increasing their point of view about the different places and societies that surrounds them.

The next text proposed to be analyzed is found on page 101. The text´s title is: ¨ Where did it come from? ¨, this text is one page long and addresses the main topic of the unit about the origin of certain objects that people use on daily basis. To start the analysis, the page in which the text is found is very colorful with small images around it that have to do directly with the topics faced on the text and on the background, it is possible to see a globe; the title is written with a big font size and red color, highlighting the importance of the text and the topic. Along the text it is observed that some words are highlighted in red and have different size than the rest of the text, with the purpose of dividing the text in the objects that are going to be learned through the text.

Image 13. Picture to illustrate page: 101.

Semantically speaking, this text is categorized as informative text as it gives specific data and information to the learner about the different topic addressed there. In order to engage the students to read and to be interested on the text, it starts by asking questions about objects that are related to their daily life: ¨Do French fries come from France? Actually, most people believe they were first made in Belgium, not France¨. After reading this ¨fun fact¨, the learner immediately wants to read further. After these engaging facts, the text then was organized in such a way that fives items were exposed to the learner. The name of each one of them is in red and in capital letters so the reader can have a better understanding and a sense of structure as the information is given. From each item brief historical facts are given, nevertheless, is not observed that the text does a relation between the historical view with the current context of the learners. ¨ SUNGLASSES: For centuries, early Chinese judges wore smoked-colored glasses. But these first sunglasses were used to hide the judge´s eyes in court so no one could guess what they were thinking¨.

On the other side, from a pragmatic perspective it is observed that the text book fits within the context in which the unit is submerged but does not do the same with the learner, only from the title. Neither relates the historical view with their real-life uses, because topics are very interesting but the lack of connection between them and the learner´s real context can draw a big gap that could make loose the attention from the student towards the text. Some of the topics addressed along text are: Jigsaw puzzles, spaghetti, matches, refrigerators and sunglasses, as can be observed topics are truly interesting and at first sight they seem very promising on keeping the attention from the student but as the reading goes

on the reading does not make any changes on the structure, therefore, it becomes a little boring for students, especially if they are young.

From a cultural and intercultural perspective, this text unlike the others analyzed before does not have an intention of persuading the learner to travel or to visit a specific place, the main intention is to inform the learner about specific objects that were mentioned before. Each object has a text that is written in small paragraphs with about five to six lines, depending on the object; one by one starts by talking about the creator or possible creator of the object, the year and the place where this object was made; for example, the story about the jigsaw puzzles, this is the longest story, it starts by describing the year, the place and the name of the person who first started this idea, then moves on to tell a brief story about this game and how it was developed through the years. These small texts provide the learner natural and not controlled vocabulary, it also gives the opportunity to the learner to relate these objects with things they used daily, for example, in the text about the refrigerator, in it not only describes when was the first refrigerator built but it enhances on the mechanism it uses in order to refrigerate products inside; through this text and relating them directly with objects learners might use daily create a close relationship on what is written and their experiences creating a positive environment.

REFRIGERATORS Refrigeration is a way of making things cold so they stay fresh. Refrigeration uses special gases to do this. A German engineer named Carl von Linde found out how to make this work. Linde built his first refrigerator in a factory in Dublin, Ireland, in 1894.

Extract 5: short fragment to illustrate one small text from page 101.

By describing these details from each object and its story, it can be interpreted that there are some cultural traces as well as intercultural ones, as it gives a worldwide point of view to the learner, giving details about objects that they could actually use on their daily lives. This type of cultural content is important in an English textbook as it is the element that leads to different ways of thinking and learning; it should embrace invisible meanings associated with a region, communities, or subcultures that reflect their own particular sociocultural norms, lifestyles, beliefs, and values. Taylor (1870) quoted in Spencer-Oatey (2012, p. 1) states that "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society, which he acquires by virtue of membership in some social group – society.¨

Written texts are very important when learning another language, in this case, the texts used are illustrating learners through written words different contexts, places, festivals and traditions. According to READ Educational Trust (quoted in Ntombi Mohlabi-Tlaka, 2016) texts benefits learners by providing emphasis on meaning rather than form, increases exposure to the target language, provides natural language instead of a controlled one and provides opportunities to learn naturally from context and excellent models of written English. (READ Educational Trust, n.d.:14)

6.2.2 Listening Elements

Listening tasks have a high component in unit 8. For the purpose of this study four listening tasks were chosen to be taken into account in order to search for cultural and intercultural content.

The first listening task is number one located on page number 94. This listening is the first exercise that learner finds on the unit, it seems as a warm up to show the student what it is going to be about and to introduce vocabulary that him/she will be using during the unit and on the different tasks mentioned along the it. Some images are shown during this listening and are part of it to contextualize the exercise as well as the unit. In it, the learner must complete with the correct word five small descriptions written on their books as they listen, the words are gathered on a word box placed for them on top of the task.

This listening starts with an adult man telling the name of the unit, then he gives instructions in English about the task, after that another adult man begins by reading the descriptions in such a way that the learner can easily fill in the blanks with the correct word; the used words are names of different countries in which some objects were made. Below is a writing example of the task:

1. Superman, the chocolate nut candy bar, basketball, and even the green garbage bag were all created in ___*Canada*___.

Image 14. listening task #1 on page 94.

During this listening, written text was a visible tool that support this kind of skill, in it five tasks were proposed in which global topics are visible, but the book goes beyond as it talks about modern and useful objects that at some point of life become recognizable, for example the origin of a nut chocolate bar, basketball and superman they are all well known by the learners and are part of their daily lives. It also mentions modern

inventions like CD´s , high speed passenger trains, automatic doors, the karaoke machine and the bar code reader, which are objects that are constantly in use.

From this listening task, it was possible to interpret that there are certain aspects that could indicate there is culture and intercultural content, the task in any moment delve into any cultural aspect other than simply saying where certain objects come from (place), a worldwide view is present and it is the main cross curricular theme during the whole listening task. Deardorff (2006) (Glasgow Caledonian University, s.f.) highlights as part of the intercultural competence the importance of the ¨grasp of global issues and trends¨, as well as the development of the listening skills and certain attitudes which in this case is the ¨discovery¨ defined by Deardorff (2006) (Glasgow Caledonian University, s.f.) as the ¨tolerance for ambiguity¨; these mentioned elements were present during the listening exercise, making it with more visible traces of intercultural and cultural content.

On the other hand, the second listening proposed is number eight, located on page 98 starts by an adult man giving instructions to the learner on what to expect, then, a young boy and a young girl start to speak to each other, in a dialogue. This listening does not have a task per se, the aim of it is for learners to practice pronunciation and work with a partner. This listening was chosen due to the content of it, from the instruction it is possible to perceive that it does not follow any type of stereotype instead, from the name of the country

¨Costa Rica¨ it is feasible to deduce that it will have a different perspective giving information that can teach something different to the learner.

The main topic of this listening is about tourism in Costa Rica, the young boy called on the dialogue as Martin, is travelling to Costa Rica in a family vacations, so he starts talking about how excited he feels to his friend Sue, she does not know much about the country so Martin gives Sue some information about it, this is shown below:

Martin: ¨Can you guess what it´s known for? A third of the country is made up of them. ¨

Sue: ¨I have no idea. ¨

Martin: ¨Its rainforests! A lot of agricultural products come from there, too. In fact, that banana you´re eating was probably grown there. ¨

Sue: ¨This banana? How do you know? ¨

Martin: ¨Read the sticker on it. ¨

The dialogue is not long, and the transcript written above is what most the conversation is about. The dialogue also talks about the location of Costa Rica and that the country has a very hot and wet climate, the perfect place for vacations, therefore, the intention of this listening of only to give the learner a small part of information from this country. There is a point that must be highlighted here, the fact that two young people are

talking in English with a native accent about going to visit another country where Spanish is their native language which means that there are no barriers that could stop someone to travel or to be interested in other countries, likewise, it is important to mention that unlike other writings and images presented along the unit, this dialogue presents a different context, not Europe but Central America, which means that the unit is focusing in other places.

From an intercultural content point of view, it is visible that it makes an effort to integrate other continents besides Europe or America and therefore gives the learner another point of view. On a cultural perspective, this dialogue opposite to other writings, images or listenings, it shows other aspect that was not mention before, agricultural products; this is a big topic as it is one of the most important economic livelihood of this country which means that some part of its population devotes itself to the agriculture of products that are exported around the world, this lead to a specific lifestyle that is not mention in the dialogue but it is immerse on it, therefore, some part of culture is visible here. If the dialogue had deepened more as for example in the lifestyle of its farmers culture and intercultural content aspects would have been related in a perfect way.

Following the structure of analysis, the third listening to be analyzed is located on page 98 and its number is 10. This task is for the learners to listen to four different conversations and choose a sticker that represents the object they are talking about in each

one of them. The conversations are from 45 to 60 seconds long; on conversations one and three the participants are young and with American accents, on conversation number two the participants are a young girl with an adult man and on the fourth one, two adult women are the protagonists. The main scenario of the conversations is a yard sale, a traditional event that people usually do in North America where old and items that people do not use anymore are sold. In this case the objects that were sold on the conversations were antiques or objects made in other countries around the world; in these conversations countries like China, Saudi Arabia, Hungary and Morocco are mentioned. An example will be transcribed below:

Conversation #1

A: Wow, this is some yard sale!

B: Yeah, we have families from all around the world in our neighborhood. So You will see things from all over.

A: Look, this game looks like fun. It´s beautiful too. The game board I made out of beautiful carved wood, and it looks like the game is played with these polished stones.

B: You´re right. It´s a mancala game. Mancala´s played all over the world. Look. This board was made in Saudi Arabia.

A: Wow, that´s neat. What´s it called again?

B: Mancala. We used to play it when I was a kid, but our game looked a little different. I t was played with an egg carton and some big seeds.

The analysis made out of this conversation in particular, have brought an important finding which is that although in other elements cultural and intercultural content were not found, in this case, these elements were found, not in a big amount but comparing with other exercises and other kind of items, this one is the closest one to what this study was looking for. For starters, this conversation shows where this game comes from and the country (Saudi Arabia) and makes an important clarification: ¨ Mancala´s played all over the world¨ which immediately gives the learner the idea that the game is part of the life of people around the world, not only from one country, this from the researcher´s interpretation, has an intercultural point of view as the learner understands and can learn that through this game many people around the world play it and so many interactions are presented, then the conversation brings it to a more personal view: ¨ We used to play it when I was a kid, but our game looked a little different. It was played with an egg carton and some big seeds. ¨ showing that no matter the materials used, the game as itself is the same all around the world. This is probably the biggest representation of intercultural content through the unit. As for cultural content, it is also present, because a game board is usually used to gather people around it, therefore lifestyle and beliefs are reflected, although, the dialogue does not specify which ones.

Through these type of dialogues learners not only strengthen their listening skills but also have the opportunity to know a very traditional activity made in other countries like a yard sale, they also can be aware that many objects that are used daily come from other countries that are not necessarily English speaking, and that language or the name of a country is not a barrier that limits society to interact as one. Listening task, are probably the second most representative in terms of cultural and intercultural content. cultural and intercultural components; Byram, Gribkova and Starkey (2003, p.7) defined these components as: ¨knowledge, skills and attitudes, complemented by the values one holds because of one's belonging to a number of social groups. These values are part of one's social identities¨. These representations are focused on language used through the unit, particularly on listening and writing tasks that were analyzed before during this chapter.

During this first part of the present chapter, with the limited explored data, the first sub - question was examined along unit eight, where the intercultural competence was represented in different components grouped by categories and subcategories: Intercultural competence representations (images), cultural and intercultural content (writing and listening elements); these representations were the base of the study in order to answer the first sub- question. The findings of this study suggest that there is a little existence of intercultural competence with some elements of it, which adduce that the book was design based on a global perspective where non-English speaking countries were the protagonists; the few elements found seemed to be taken as a complement of the unit.

On the other hand, it was also noticed the absence of any kind of representation of the first language culture of the learners, which led the researcher to reaffirm the suggestion that the unit was designed with the intention of having a global perspective but not to encourage an intercultural competence on the learners where it integrate the first language culture. During this study it was mentioned the importance of the inclusion of it, as intercultural competence integrates global cultures for the learner to know how to interact with others and recognizing himself / herself as part of a society, but for that it is important to be aware and recognize their own culture so they can understand and use it as a frame of reference, this process will also help to set differences between their culture and the target cultures, making and intercultural process more authentic.

This leads to the second sub-question of the study: ¨ How could the first language culture be integrated as a component in one unit of the textbook ¨Big English 5¨ with students from six graders.

6.3.   The integration of the culture of L1: Strengths and Weaknesses

In order to answer this question, a unit was designed and applied to six graders. The first language culture of the learners was the protagonist. The structure of it was taken from the original one proposed by the book Big English 5, so the activities suggested could be similar for the learner. This unit was called ¨where do they come from? (first language culture) to give the learner the idea that in both units the main topic was going to be the same but focused in different elements: from around the world and from Colombia. The

design of it was planned in such a way that the students could recognize in both the same dynamics originally proposed from the book Big English and at the same time identify differences in terms of culture for example. Linguistics elements were also taken into account. It should be noticed that both units were developed by the learners simultaneously and in an integrated way.

Having said that, to analyze the implementation of the proposed unit, the same structure proposed in the first sub question was used so the relationship could be visible and integrated. Unlike the first analysis this will have two major categories called: (1) **First language cultural competence representations** and (2) **First language cultural competence content**. The first one refers to visual elements that are found through the unit; the second one refers to written and listening elements essentially.

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┌─────────────────────────────────┐
│   UNIT 8: WHERE DO THEY COME     │
│ FROM? (FIRST LANGUAGE CULTURE)   │
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First Language Cultural competence representations	First Language Cultural competence content

Visual Elements

Writing text Elements

Tradition representations

Food

Listening Elements

Geographic Representations

Historic images
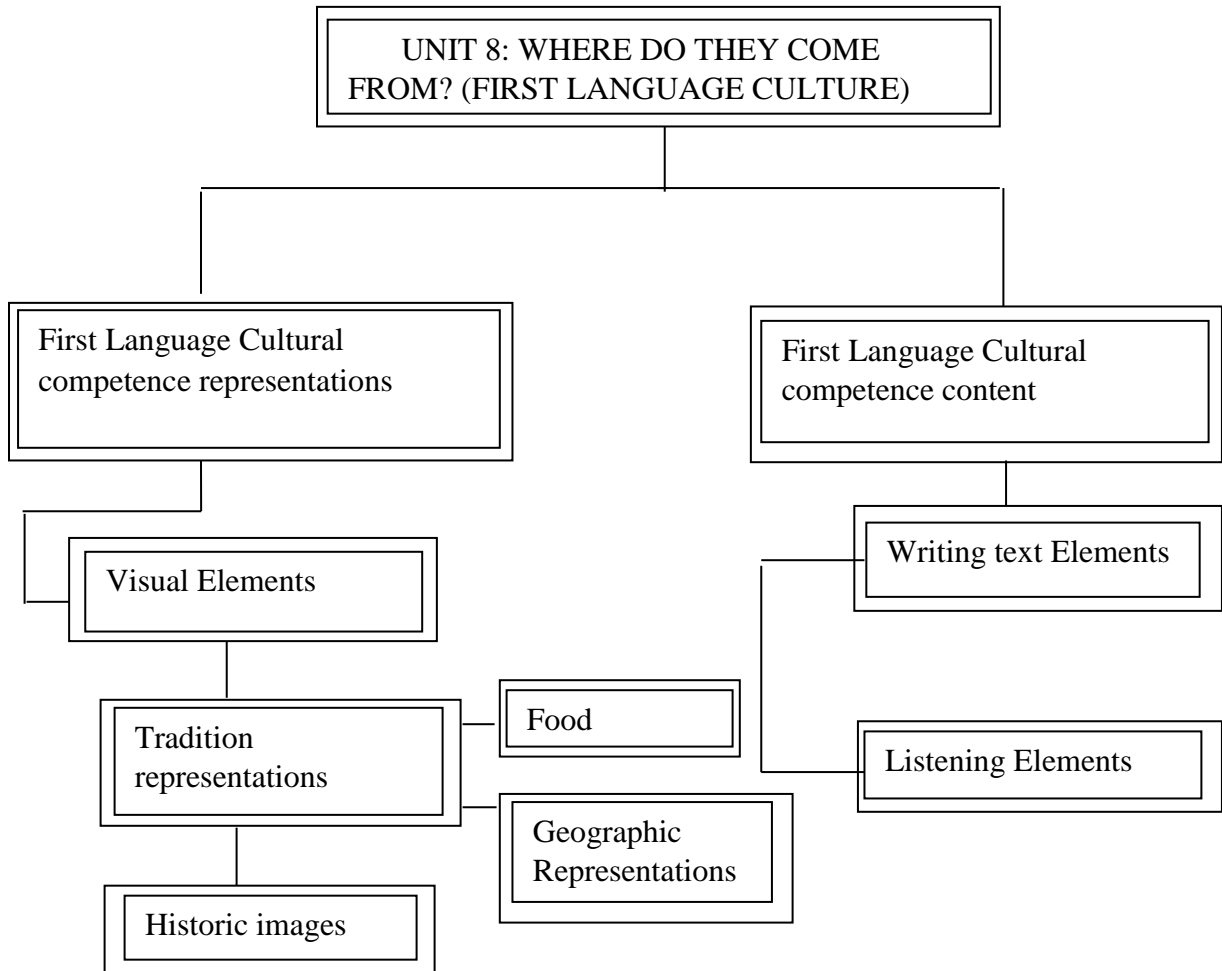
6.3.1 First Language cultural competence representations

This first category describes the integration of a group of images that represent to the students first language culture. Due to the nature of the images presented along this

unit, which are varying, two subcategories were created; the first one Tradition

representations and the second Historic images; both will be described below:

6.3.1.1 Tradition representations

This sub category exhibits visual representations that were meant to show different

traditions and folklore from Colombia that could make the learner recognize, learn and

understand them. It was divided into another two subcategories taking into account the

types of images that were the most representative from the unit: food and identity. Both will

be explained below:

6.3.1.1.1 Food

In this category, three elements are described and taken into account in order to

support the importance of it in the design of the unit with first language components and

how these images could influence the perspective of the learners towards the unit.

The first element to be described is the purpose of using of ¨arroz secano¨ as a

reflection about the consumption of this product as an integral part of the tradition in

Colombian's culture. Two pages were designed, integrating a text, reading comprehension

questions and at the end an activity in which learners could relate what they have done and read with the activities proposed on the book Big English. At the beginning of the page, a ¨re-call¨ activity was designed with the purpose that students could reflect and wonder about a special ingredient that is present in lunch time in most of Colombian dishes. Bandeja paisa was chosen to be the main dish to begin this ¨re-call¨ activity, as learners live and some were born in Medellín, and the relationship they have created with it is very strong, as many family traditions and memories have been built around this dish. This food is not only important to learners´ traditions but it is also has become a representative dish of ¨paisa culture¨ around the country and the world. After, the activity asks some questions with the purpose of making some self-awareness about the food they eat on daily basis, focusing this time on one specific element: rice.

A video was proposed to be watched and listened, in it how does rice grow is explained and where does it come from (east countries), it also explains the two types of crops grown there: irrigated with water and the ones that are rainfed areas. After, the learner is intended to read the text proposed, where it explains that the rice grown in Colombia is a different type one that is called ¨arroz secano¨. Then, questions were proposed aiming for the learner to draw conclusions and stablish the differences between the types of rice grown in the East side of the world and the one grown in Colombia, as well as the relationship between this food and family traditions. Finally, an activity called connections was designed in order to stablish an association between the topic learners´ just have studied and the one proposed on the book Big English.

(10) Listen and read.

Imagine yourself at lunch time and you have in front of you a delicious "bandeja paisa", have you ever wondered were all these ingredients come from? Who grows them? How do they grow them in our country? Well, there is one special ingredient that in most of colombian's lunch can't be missed, and this product is RICE.

a. Listen and watch to the following video: https://www.-youtube.com/watch?v=kxAEiHCErSA

b. Read the following text.

RICE IN COLOMBIA

In Colombia we have a kind of rice that is grown differently than in other parts of the world, this kind of rice is called SECANO. Rice secano is a type of rice where water comes only from the rains, and usually has drainage channels. The departments where 62% of the country's production come from are Meta, Tolima, Casanare and Huila. This rice is grew twice a year and leaves for our country 1'936.000 tons of this precious cereal. It could be grown in two ways: mechanical, in which farmers use machines to grow and to irrigate the crops, and hand - cultivated in which farmers the whole process with their own hands.

e. What are the differences between the two types of crops?

_____
_____
_____

f. What do you think are the conditions in which each crop develop?

_____
_____
_____

g. Do you or in your family consume a lot of rice? What do you think are the benefits of consuming this cereal?

_____
_____
_____
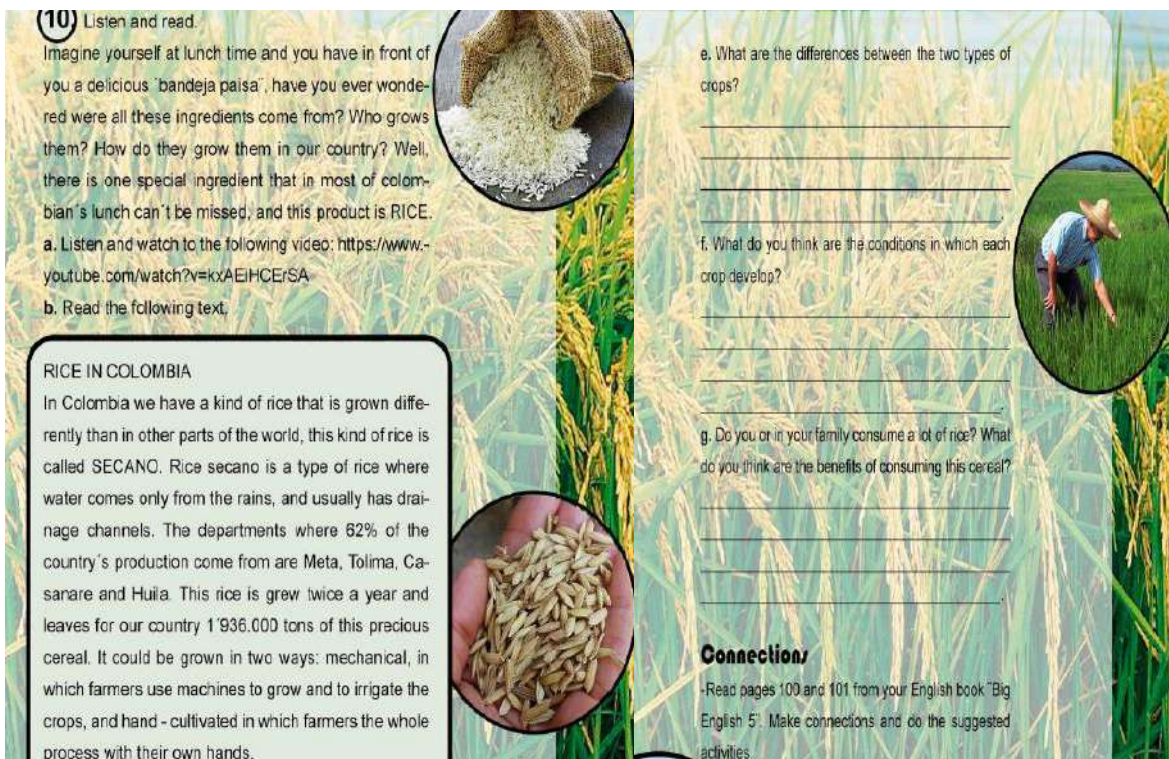
Connections

-Read pages 100 and 101 from your English book "Big English 5". Make connections and do the suggested activities.

Image 15: Picture to illustrate Colombian food culture.

All the process was carefully designed, guiding the learner to establish a strong connection between their culture and understand others 'culture and traditions, recognizing their differences and at the same time constituting new knowledge. After finishing the activity socialization and reflection was an important part, where teachers could enhance on the importance of self- identity and self-traditions and how they influence on their customs and culture. The arroz secano was used with the purpose of characterize its constant use in Colombian dishes and how around it there is a whole culture and traditions that characterize the Colombian people; this cereal is considered one of the most important ingredient in

daily basis meals in the country; it is often used as a side dish that complements the main

dish like in the ajiaco and the bandeja paisa, although is not the main ingredient it is always

present in Colombian meals. Tradition comes when a preparation of this ingredient comes

from one generation to another and when its cooking process has a special ¨family

ingredient¨. To illustrate the importance of this ingredient in learners´ daily life they

answered as followed:
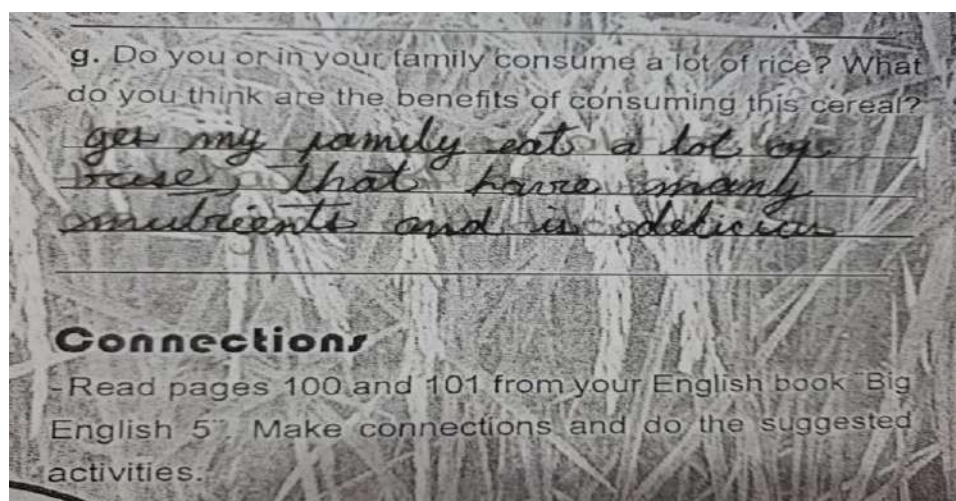
Extract 6: Short fragment of an answer given by a student:

Student A: ¨Yes, my family eats a lot of rice, that have many nutrients and is delicious. ¨

From this short fragment, it is observed that this student states the importance of

this meal on her family and that they consume it a lot in at home. It shows that she

understands the great nutritional value it has for their health. Her words evidence that there

is a tradition when consuming this cereal, that not only she consumes it but her mother and

father as well. In this expression that the student uses in English, it can also be inferred that

there is a motivation and therefore a greater fluency due to the familiarity between the cultural phenomenon (rice) and the second language, in a natural and authentic way.
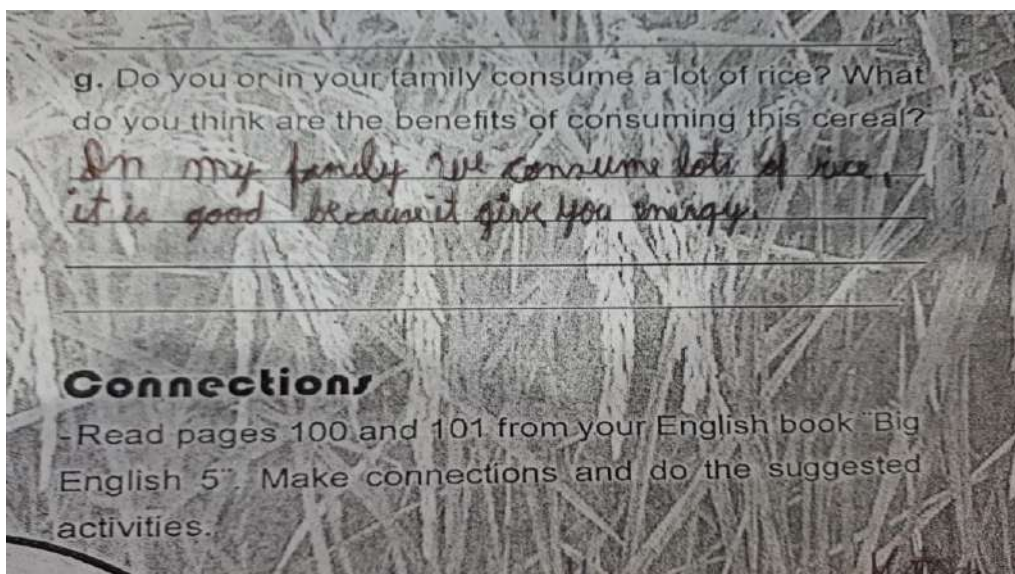
Extract 7: Short fragment of an answer given by a student

Student B: ¨In my family we consume lots of rice, it is good because give you energy. ¨
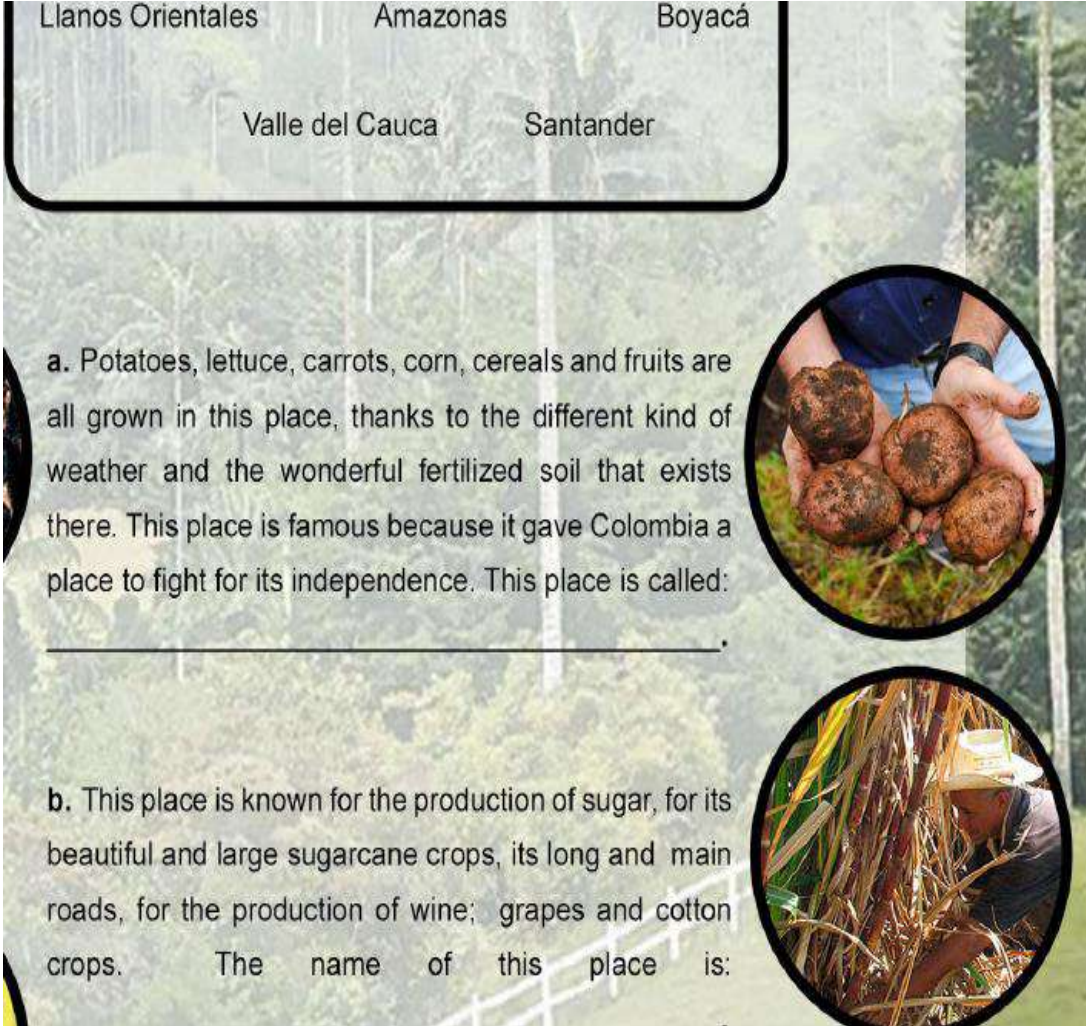
Similarly, another student expresses in a natural and spontaneous way their daily familiarity with food where rice is fundamental, also characterizes food as an important nutritional source that brings benefits to her and family. Based on the two previous testimonies, it can be deduced that this food is part of the daily life of the families of the students, therefore in a more closely perspective of families from Antioquia.

Visual elements have as main characteristic to support messages and to provide the learner another view of ¨authenticity through realistic, accurate, and knowledgeable impressions of people, cultural artifacts, places, geographical maps, and scientific and mathematical objects. ¨ (Moghtadi. 2012:1). Which was the main objective when applying the unit, that learners could relate the images with authenticity and realism, and so promoting a positive and openness attitude towards what it was meant to be showed.

In the other hand, considering the components of the intercultural competence (knowledge, skills and attitudes) along this activity, the component that was addressed the most was knowledge, according to Byram et al. (2003:7) ¨ knowledge of how social groups and identities function and what is involved in intercultural interaction. ¨ This element was present as learners were involved in everything that dealt with topics that had to do with rice and its importance within Colombian culture and identity.

The second element taken into account is an activity designed to be done at the beginning of the whole unit, with the intention of making a brief ¨tour¨ through the different regions that the country has by reading a small description with specific qualities that these regions are known for. There is a small text box with the options, then, they would read the description, look at the images and then write the name of the region to which that description belongs to. In this activity there are two images that belong to soil potatoes on

top of the hand of a farmer, and the other one is a picture of a farmer handling some sugar cane crops.

Image 16. Colombian regions and the handmade production of traditional food like potatoes and sugar cane.

These two images were chosen to make an effort so students could relate them to what real life is and how they have changed life styles and traditions around the country. The image with the potatoes hold by a farmer´s hands was chosen because it has a very deep connection with the process of growing it, at the same time it was important to socialize about how this activity is part of the economic support of some families that live in certain areas of Colombia like in Boyacá. It was also intended to be a complementary activity with learners, in order to encourage awareness about the whole background that is behind the food they consume every day and of the people that make it possible for Colombians to consume it.

The second image has the same connotation as the first one, with the difference that sugar crops are grown in Valle del Cauca; in addition, it was also mentioned that besides families there are big Colombian companies that base their economy on this type of harvest like ¨Azúcar Manuelita¨.

Based on this activity, another one was proposed where learners had to identify the different products that could come from a raw material like the sugar cane. Students wrote their answers as below:
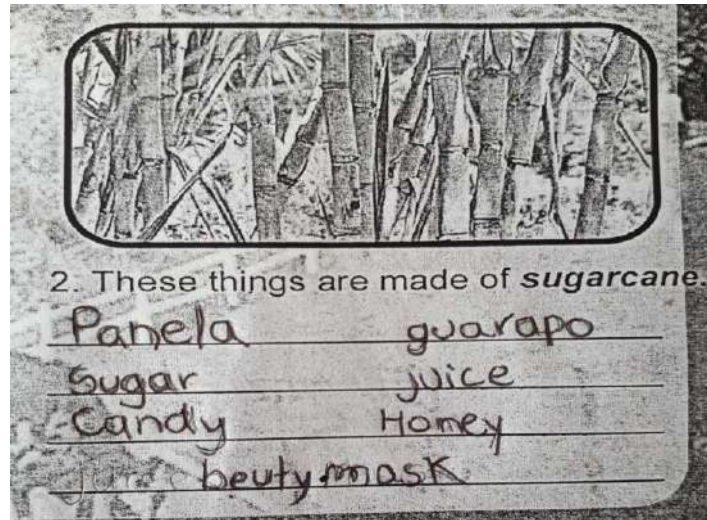
.

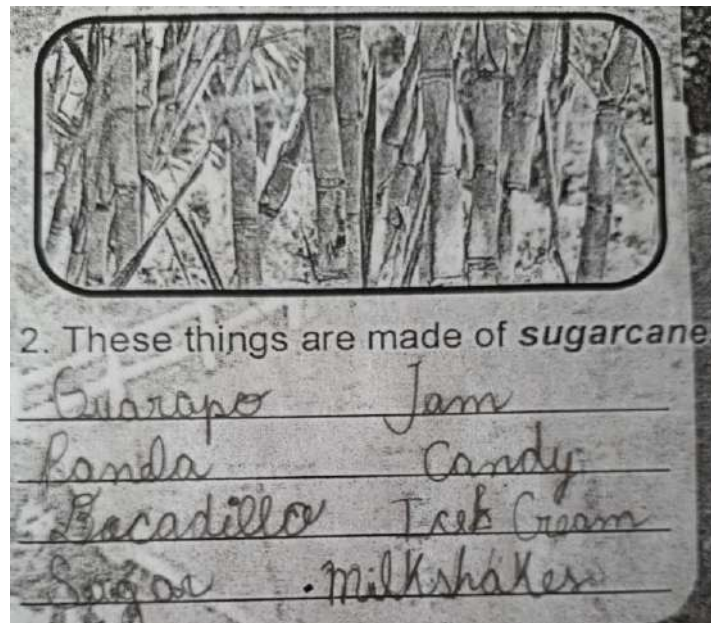*Image 17 Picture shown to illustrate the answer a learner wrote in this activity.*

Image 18. A learner's perspective on how sugar cane become a different product.

This activity not only helped students to recognize where some products come from, but helped them to recognize and use vocabulary in English that do not use very often. They also understood that some words cannot be translated from their first language into a second language in this case into English, some of these words are: guarapo and bocadillo. Regarding this topic, on an interview done after applying the activity, one of the students expresses her joy to learn more about her country and to study about it in English since that way she can go abroad and talk more about her country. Her testimony can be read below:

> **Learner 8:** ¨I really like it because we learned more about our country and it's not a social study, it´s in English because social study it´s in Spanish but it was in English, so we knew many things about our country and we can go to the exterior an say a lot of things about our country, and I really like it was about Colombia because I really learned many things about Colombia.¨

In this case, the component of intercultural competence addressed were attitude and skills as learners had the opportunity to recognize that there are other Colombian raw materials different than the ones they already knew, opening their mind to other perspectives and even changing their minds about the special and important job that farmers around the country have, deepen on aspects like family and facts that surround this noble activity. Byram et al. (2003:7) defines attitude as ¨ a willingness to relativise one's own values, beliefs and behaviours, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from an outsider's perspective who has a different set of values, beliefs and behaviours. This can be called the ability to 'decentre'.¨

During a group interview one of the students reflected about this topic after the teacher asked them a question related to it:

Interviewer: ¨... The word glocal. So now you can talk about glocal, right?, because it´s a very important word. Why is so important for you now that you are more aware, why is so important right now?.

Learner 7: Because, our products are exported to other countries or to other places, and we have things of other countries and other countries have our things.

Taken into account this concept, it is important to highlight that after this activity in order to integrate their personal perspective from their mother language culture with a global one, an activity was design in which learners had to do pages 94 and 95 from the book Big English and then make a ¨ven-gram¨ enhancing in the relation between the book´s pages and the activities in which they can show their conclusion. Along this activity the component worked was *skills* as they developed ¨ ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own¨ Byram et al. (2003).

The following images will provide some of the answers learners had regarding this activity:
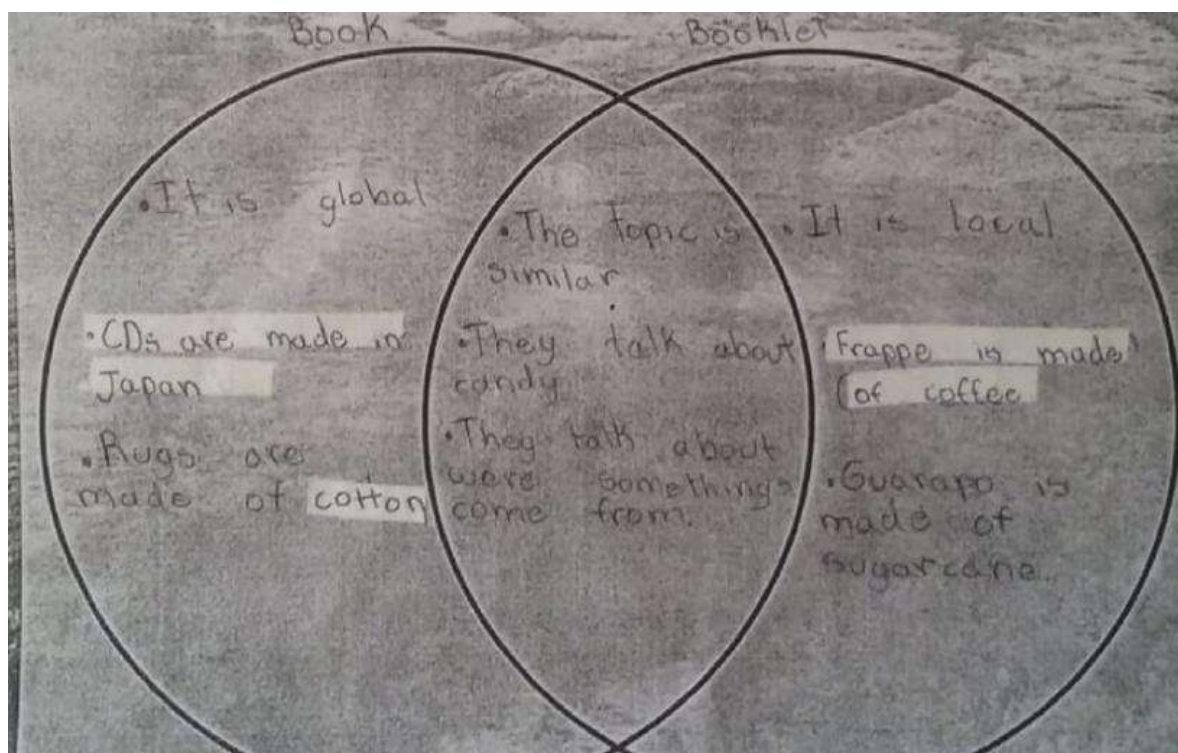
Image 19. Student´s example of a comparison between the book Big English 5 and the Unit designed.

Based on the student´s perspective the learner was able to understand the relationship between the two units, comparing and showing the similarities among them. She was also able to take into account some specific facts learned before like objects from a global point of view and the ones from a national perspective. Additionally, it is observed that she had the ability to comprehend the idea of integrating both units. This exercise verified what was said earlier about the component of *Skill* from the intercultural

competence. Gradually, it becomes evident that the proposal of working two units from different perspectives can have a positive result not only on students perspectives but also in terms of language, as it was evidenced that students wrote with more fluency by using words shown within the activity.

The third element taken into account is an image that represents one of the most Colombian culinary traditions, which is the empanada. This activity was designed for learners to identify causes and effects based on a reading they have done previously. An image was used to illustrate students a cause and an effect. In order to include real life situations and that had to do with Colombian traditions, an empanada was used. There are many different types of it and according to the region empanadas have a selected way of cooking and filling.

The empanada is the symbol of a snack that people consume very often, as it is cheap and possible to find it everywhere people go to, it has transcended social barriers as it is served even in the most expensive restaurant as an entry for example. They can also be found to be sold in front of a church or in a store on the corner of a neighborhood. The price of this snack is very cheap and therefore affordable for everyone, from people who does not have a lot of money to those who has a lot. According to a study made in Colombia 12 million empanadas are consumed every day, showing its importance in the food culture of Colombians. This snack has created tradition inside of Colombian families,

where many of them get together to make them from scratch in the family´s kitchen or take this snack as an economic support for families.

Being said that, learners had to look at the image and then inferring the cause and the effect on it: when people have empanada they get happy. As simple as it could be observed this image had very big connotation from a deep social perspective, its objective at first was to identify what a cause and an effect is but after that was also to deepen on the whole meaning of empanadas have in Colombians culture.
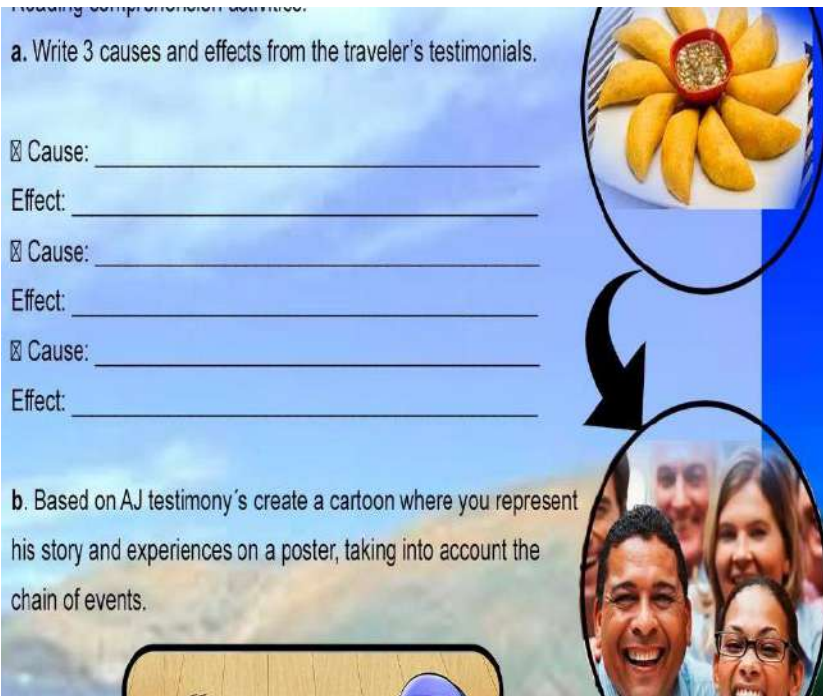
Image 20. Activity designed about a Colombian traditional pie called 'empanada'.

Image 21. Learner´s answers for the proposed activity.

In the image above it can be shown that the learner truly understood what a cause and an effect is by writing clearly her knowledge related to the reading she had made before about a testimony a person called A.J did. When looking at the picture next to the activity, it becomes evident that it influences and shows a real example of causes and effects in real life, which are part of the design of activities that are authentic. Byram et al. (2003:18) states: ¨Sources of information used in this approach are authentic texts, including audio recordings and a variety of written documents and visuals such as maps, photographs, diagrams and cartoons. The activities involve understanding, discussing and writing in the target language. ¨

A student made a reference on a group interview about this activity in which she expresses her happiness:

Learner 4: I like a lot the activity about the testimonies, about the experiences that they have.

From the student's opinion, it can be deduced that she was motivated with the proposed activity and that she really liked it, she also emphasizes the description of the experiences that some foreigners who visited Colombia had, this shows that the students could have a different perspective of their country from one given by foreigners, providing positive points of view, enhancing on self-awareness about Colombia.

Food is probably one of the most representative elements in a community, it characterizes a culture in different perspectives and sets a point when talking about interactions and beliefs. Following this idea, Kittler, Sucher, and Nelms (2012) in Almerico (2014):

¨coined the term food habits (also known as food culture or food ways) to describe the manner in which humans use food, including everything from how it is chosen, acquired, and distributed to who prepares, serves, and eats it. They stated that the significance of the food habits process is that it is unique to human beings. ¨

Food define people, where they come from, family practices, beliefs, it is also very tied to deep feelings towards a specific moment on their lives, happy or sad memories; at the end, it becomes a comfort element. The reasons mentioned above were the starting point to include traditional food on the images through the unit, the intention was to activate learners´ feelings and memories towards the food and also make them create a direct relationship between the images and their experiences.

The three images contained different kind of food grown in diverse parts of the country, were each one told a different story according to their characteristics. Potatoes, sugar cane, arroz secano and empanadas were chosen to be part of the unit as each one had a story to tell and to explore. In the case of potatoes, sugar cane where some products were made from a raw material, in this case coffee grains accomplished that objective, then, the teacher would talk about the traditions surrounded the food and generate a discussion around this topic.

During an interview done after the intervention with the learners, they expressed their happiness and satisfaction after the application of the unit:

Learner 8: ¨ I really like it because we learned more about our country and its not in social studies, it is in English and because social studies is in Spanish but here is in English so we know many things about our country we can go to the exterior and

we can say lots of things of our country, I learned many things I didn't know about the country.¨

This learner has highlighted three important points from the activities done during the intervention. The first point, is that she mentions the fact that the classes are in English and not in Spanish, since she directly associates the topics studied in the proposed unit with social studies (which is a subject that in the school is taught in Spanish), always in a very positive way leading it to the second point. On this one, she talks about the importance of speaking in English about her country in other parts of the world with other people on equal terms (intercultural competence), it is fair to say then, that this competence was promoted and that students started to develop it. Finally, the third point that she highlights is the new knowledge she built about her country, in positive terms, now she is more aware of her country and the importance of this information in order to share it with other people around the world using the target language.

Food is one of the most representative cultural elements in every community around the world, this was used to catch the attention of the learners and for them to do a real and direct relation with what they eat on daily basis and the background it has. For the next category, similar characteristics are used; where traditions from different regions of the country are presented as well as an essential part of the culture of a country.
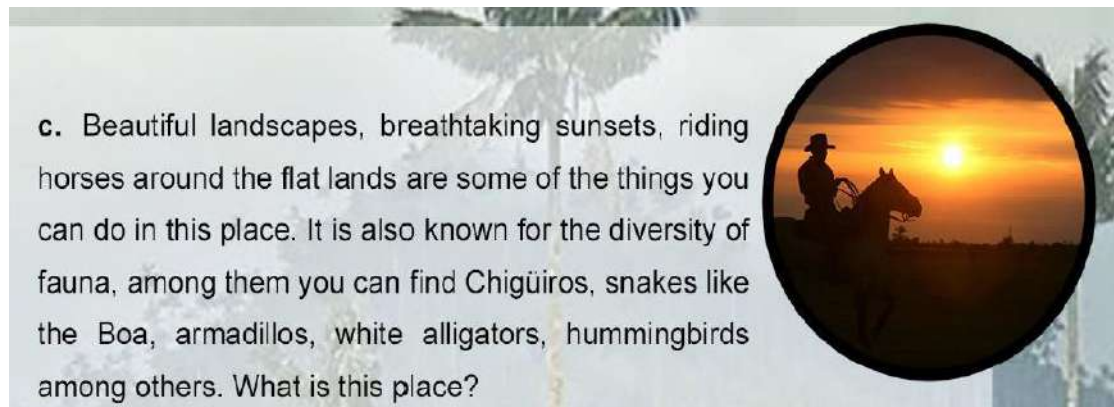
6.3.1.1.2 Geographic Representations

This second sub category alludes to the importance of traditions as an essential element of Colombian culture.

The first element is an image of a cowboy riding a horse with a beautiful sunset as a background. It is located on the first activity proposed on this unit where learners had to identify a Colombian region according to the characterization, for this specific picture the following was the description: ¨ beautiful landscapes, breathtaking sunsets, riding horses around the flat land, are some of the things you can do in this place. It is also known for the diversity of its fauna, among them you can find chigüiros, snakes like the boa, armadillos, white alligators, hummingbirds among others. ¨The region is Llanos Orientals; for the development of this activity the same structure as before was used, an awareness activity was done with students asking questions leading them to the discover or in some cases recognizing this region, it is important to mention that it was not well known by students, so the it helped to discover and open their mind to new things about Colombia and its identity.

Along the activity, it was emphasized in the identity of the llanero that was represented through a ¨Llanero or cowboy¨ image whose job has being considered part of a tradition in the llanos orientales and so became part of theirs and the country´s identity. The way the llanero usually dresses is part of the identity and how they are recognized for. Learners had the opportunity to identify this through the image, another topic that was addressed that is an important part of their identity was the activity they do on daily basis: herding cattle, directing it and taking it from one side to the other on the eastern plains, activity that is learned by men since they are very young and that is passed from one generation to another. These two topics were addressed with the objective for learners to open their minds and to recognize their identity and how it has been maintained through time with pride.

c. Beautiful landscapes, breathtaking sunsets, riding horses around the flat lands are some of the things you can do in this place. It is also known for the diversity of fauna, among them you can find Chigüiros, snakes like the Boa, armadillos, white alligators, hummingbirds among others. What is this place?

Image 22. Picture used to illustrate the ¨llanero¨.

For a well-developed intercultural competence, as mentioned before it is important to recognize ones´ culture so it can be easier to interact and recognize others taking into account the three main components of it, that is why identity had to be addressed. Identity is the way a person identify him/herself with a specific social group and so with a culture, it also contributes with people´s feelings of belonging and security. It was important as well to have them understand that being open mind, adjust and accept others identity is part of belonging to a society that is diverse.

Audio-Interview extract from a learners´ perspective:

Interviewer: …Yeah, did you? So you learned some things that you didn´t know. That´s good.

Learner 5: I like it because we learned cultural things of our country, and it was different and we know more places about our country.

From this learner´s perspective it could be said that she is happy and that she is motivated with the fact that she learned ¨cultural things¨ about her country, she also shows her appreciation of knowing new places that she did not know before the intervention with the unit designed. It is possible to conclude that the learner enjoyed and learned some of the traditions presented on the unit, and therefore could have the possibility of building her own perspective and strengthen her identity.

The second element is a picture that belongs to the same activity described above where students had to guess the name of the region according to a description given, in this case the main characters are indigenous people from the Colombian Amazons. In this picture, it can be observed four adults who are wearing the traditional indigenous dress that identifies them as such. The activity had the same structure as the one described before, it began with a conversation about what learners can observed and having them speak out about what they think they come from, then, they had to read the description and answer with the correct name of the region, the description was the following:

¨Amazing rain forests are grown here, home of many different kind of wildlife, it is also known for the different indigenous tribes which still preserve their native language and culture, this place also limits with Brazil and Perú. Which is the name of this place? ¨
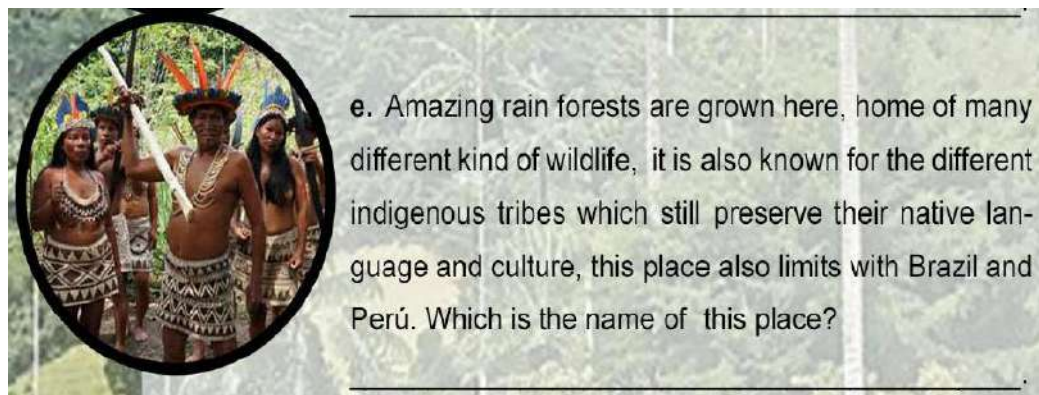
Image 23. Picture to illustrate indigenous tribes found in the amazons.

Learners at this point already understood what identity was, therefore they highlighted the importance of this indigenous tribe to preserve their identity and culture, even more emphasize in the importance that they still preserve them and thus demonstrate the great sense of belonging that they have. This picture was chosen to set a point about the different identities people can have within the same country, and that they have to accepted and understand it, without losing sight of the fact they are all Colombians and that diversity is part of their identity as Colombians.

In order to relate indigenous tribes' identity with learners´, a discussion about jewelry was done, because the shape of the lines the indigenous are wearing are the same shapes of some of the bracelets they had on.

Image 24. Picture used to illustrate the type of bracelet a learner had on with similar line shapes like the clothing the indigenous are wearing on picture number 23.

Context was a very important element to take into consideration during this activity as intercultural competence promotes it as a mean in which learners can ¨ acquire skills of analysis than factual information. ¨ Byram et al. (2003:19).

On the other hand, a third element is important to be mentioned, it is a sombrero vueltiao, which is the symbol of the identity of the people from Córdoba, Sucre y Bolívar and became very famous and one of the biggest symbols of identity for Colombians. The Colombian Congress elevated it to the category of Cultural Symbol of the Nation through Law 908 of September 8, 2004. This image is located in one of the pages where a reading text is and it was used to illustrated an iconic worldwide known symbol from Colombia. The reading text was about experiences people from other parts of the world had when visited Colombia and wrote them on public web pages; their opinions about Colombia where very positive and talked most of them about Cartagena and San Andres, places where the sombrero vueltiao is worn.

With the sombrero vueltiao the answer given by the learners towards its meaning of identity was immediate, they strongly knew its meaning and relate it easily with how it is part of Colombians identity, being well aware that it is tradition to be worn on the coast of the country.
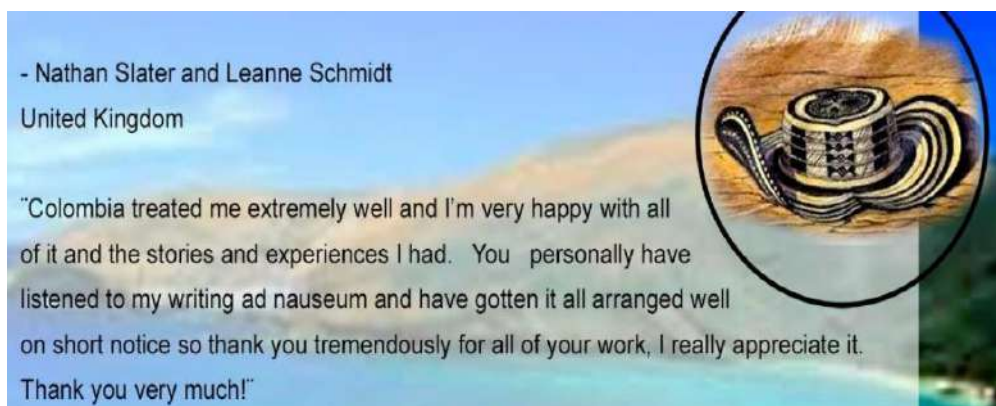
Image 25. Picture used to illustrate the traditional sombrero vueltiao.

The intercultural competence aims for learners not only to understand and be aware of their own identity but ¨to avoid the stereotyping which accompanies perceiving someone through a single identity¨ Byram et al. (2003:5) Being that said, with the three images described, it was important to demonstrate that there is one identity but at the same time is shared by others and that in Colombia as diverse as it is, at the end becomes one. Reflection during this process was a very important element to be applied because it was the way learners could express their opinions, feelings and change their minds when that happened.
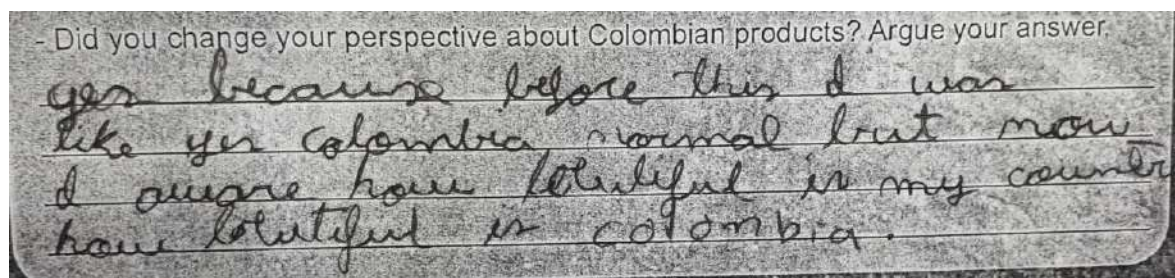
Image 26. Picture used to illustrate a learner´s change of perspective based on the

activities proposed on the unit.

This learner for example, expresses how she changed her point of view towards Colombia, now she feels aware on how beautiful her country is, therefore, it is reaffirmed the importance on motivating learners to know their own country so that way they can have a starting point from which they can start building a meaningful intercultural competence.

Traditions as part of cultural elements, are important as customs and beliefs are transmitted from one generation to another. In this subcategory, it was important to create awareness on learners about these traditions and promote interest on them.

6.3.2 Historic Images

The second category proposed is called historic images, as they represent a significant part of Colombian history and were chosen to show learners that it is also a living part of their culture. Corfield, (2008) states ¨it studies the past and the legacies of the past in the present. Far from being a 'dead' subject, it connects things through time and encourages its students to take a long view of such connections¨. It was important to include in the design of the unit some historical images that learners could easy relate raising awareness on recognizing it as part of their lives and how linking past with present could make them understand their condition as citizenships from Colombia. On the other hand, history allows intercultural competence to help develop a deep knowledge about the culture of a place, creating awareness and sense of belonging, it also gives the opportunity
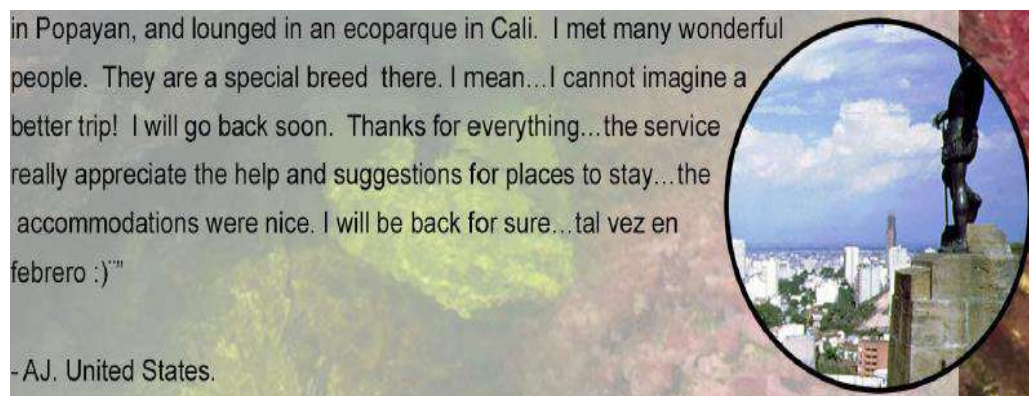
to student to develop a critical thinking and sensitivity about events happening around the world and their own country.

Two images were chosen then, they are located on a text proposed where people from around the world described their experiences when visiting Colombia. One of them represents the entrance of the ¨Ciudad Amurallada¨ located in Cartagena. This city is one of the most visited in the country for its historical meaning and the magic the city has for visitors. When talking about this image with the learners all of them recognized it and brought them good memories of their vacations, but did not know much about the history of the ¨murallas¨ and why they were built; so it was necessary to start discussing about the meaning of ¨muralla¨ and why they people built it. In the discussion activity the conclusion was that the ¨muralla¨ helped to prevent the city from being sacked by pirates. This image was selected with the intention of raising even more awareness about Colombian wonders and historical places that they have visited before and that mean a lot for Colombians, places like this one that became a worldwide representation; it also was proposed because one of the testimonies talked about Cartagena and the great experience a woman had in the city.
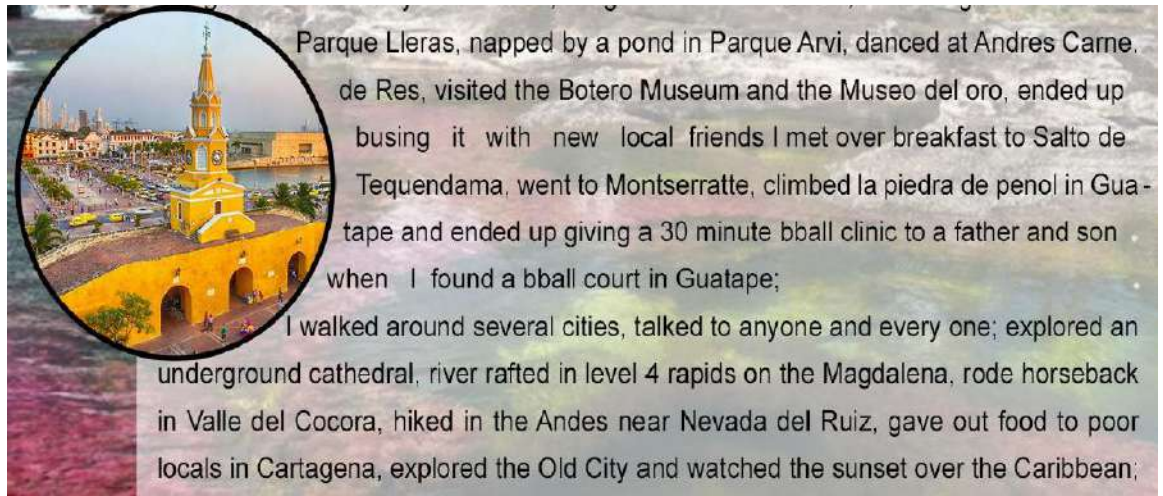
Image 27. Picture to illustrate the image used about the ¨ciudad amurallada¨.

The second image is a statue that is located in the city of Santiago de Cali, the statue is from Sebastián de Belalcázar, a Spanish man who conquered some cities of the south of Colombia like Popayán and Cali. This picture was used to illustrate a representative historical character that is very important for ¨caleños¨ and a statue that is visited very often by tourists. It was also chosen because in another testimonial, the man talks about visiting the city. When talking about this picture to the learners, they did not recognize the statue nor knew anything about it. It became important to discuss about why a statue was in the city and was the meaning it could have for caleños, after that his name was mention and his importance in the city. Not may leaners have visited the city, they said that it was not as touristic as Cartagena, but they commented that Cali´s zoo and the cholaos were very popular.

in Popayan, and lounged in an ecoparque in Cali. I met many wonderful people. They are a special breed there. I mean...I cannot imagine a better trip! I will go back soon. Thanks for everything...the service really appreciate the help and suggestions for places to stay...the accommodations were nice. I will be back for sure...tal vez en febrero :)¨"

- AJ. United States.

Image 28. Picture used to illustrate the image used about Sebastián de Belalcázar.

After the discussion activity about these two images and its historical meaning for Colombians, they had to read all the testimonials and then the unit proposed and activity in which learners had to go to pages 96 and 97 from their English book ¨Big English 5¨ and read the text found there (travel forum), after they had to answer some questions making links between the texts.

Connections

a. Read pages 96 and 97 from you English book ¨Big English 5¨ and do the activities proposed there.

b. What connections can you find between the testimonials you have read (speaking about Glocal)?

_____

_____

_____

_____

c. Can you relate yourself from your experiences traveling around your country and traveling to other countries? Talk about them and make a conclusion.

_____

Image 29. Picture used to describe the activity and the questions proposed.

The following are some of the answers learners gave for the activity proposed above:
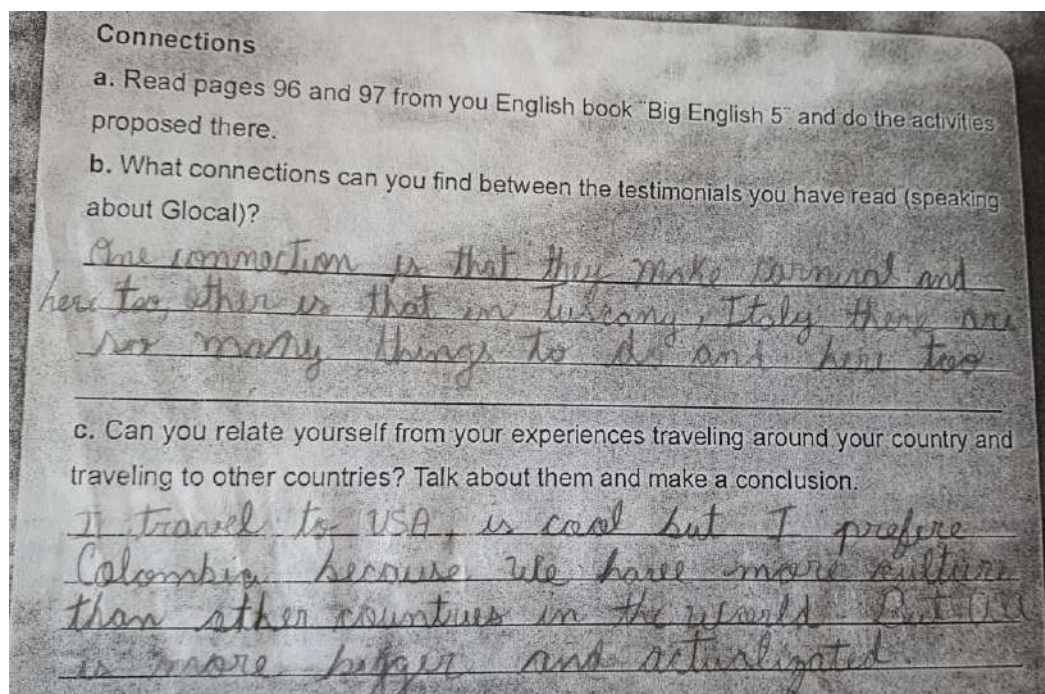
Image 30. Picture used to illustrate what a learner has written for this activity.

This learner for example, could established a connection between her own experiences by traveling to other countries and traveling to some places in Colombia making a comparison highlighting the different cultures her country has but at the same time recognizing that U.S.A is ¨bigger and actualizated¨. This means that the student is recognizing her country with positive characteristics and at the same time is being critic comparing it with a country like United States. The intercultural competence allows and promotes critical thinking as a skill to be developed, where the learner can make relations between two different cultures compare them and then give her own opinion based on what they have learned or observed.
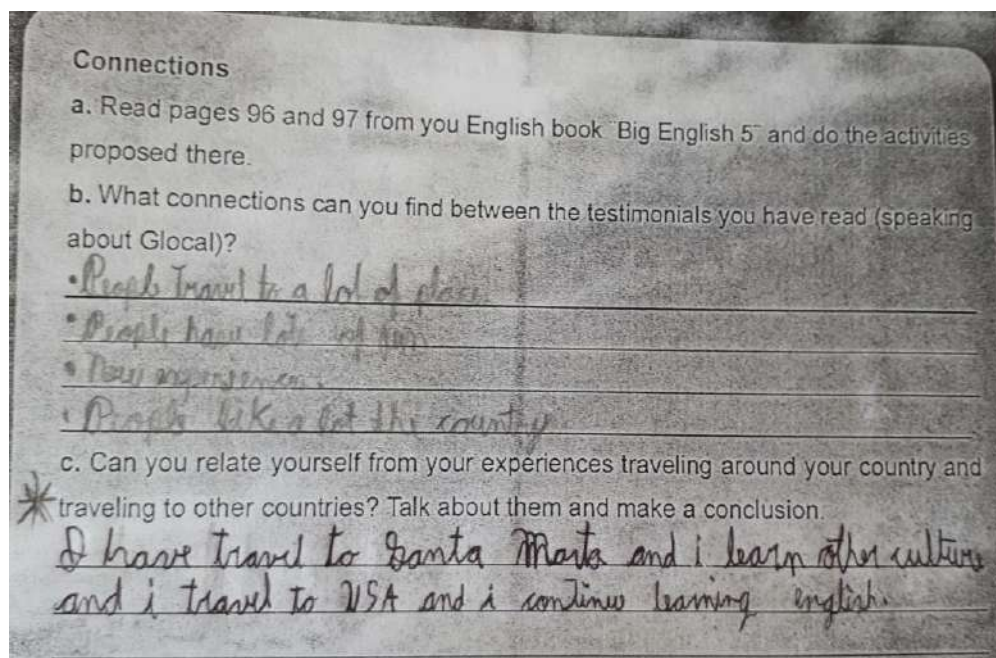
Image 31. Picture used to illustrate what another learner has answered when making

connections between the book and the unit designed.

On the other hand, this student makes a clear association between the book Big

English 5 pages and the designed unit, in it she demonstrates clarity about the topic studied

and the similarities between them, writing inferentially from the activities. This shows that

students not only learn to stablish similarities but also are learning to do inference which is

a skill that is developed once a person has comprehended what has presented to him/here,

in this case to the learner.

Through the application of the unit with the students, positive results were seen in terms of their understanding of their own culture, where it comes from and the reason for many of its traditions, recognizing them as an integral part of their lives. It was also possible to see the connections that the students made between the proposed unit and the unit of the Big English book, directing them to build an intercultural competence that allowed them to interact properly in the future, understanding other cultures as well as being able to take a critical stand against the world. He also perceived and witnessed an increase in the sense of belonging to his country and his culture, as well as the preservation of it.

As for intercultural competency in language teaching, Byram, Gribkova and Starkey (2001:5) propose that it aims:

> ¨to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. Intercultural communication is communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction¨.

6.3.3 First Language Cultural competence content

The second category describes elements that have first language cultural content, using a format similar to the unit 8 from the Big English 5 book, so that when doing the application of this unit the student could do an easy relation between both and thus to be able to reach an intercultural competence. It is divided into two subcategories: written elements and listening elements. The first one refers to all those written elements that could advocate an integration of first language element with those proposed by the Big English 5 book, and the second one alludes to a listening element from the first language. Subcategories will be described below:

6.3.3.1 Writing text elements

The texts will be described and analyzed from a first language perspective emphasizing its relationship with the one proposed by the English book, and so promoting an intercultural competence.

The text corresponds to the activity #6 from the unit; as mentioned before it follows the same thematic and structure from the reading proposed on pages 96 and 97 on the Big

English 5 book. This reading was described above. In this opportunity, the reading contains four testimonials from people around the world that have traveled to Colombia for holidays and decided to write and publish their experiences and at the same time gave advice about the places they have visited.

The first testimonial was written by a person named A.J who is from United States, he describes the lovely trip he took to Colombia and the places he went like: Bogotá, Medellín, Guatapé, parquet Arví, Museo del oro, salto del Tequendama, Cartagena (ciudad amurallada), Sierra Nevada de Santa Marta, Valle del Cocora, Popayán, ruins of San Augustín and Cali. This was one of the longest testimonials and enriched a lot the perspective of the learners as they got surprised to read how much love can a foreign develop for the country and the many places that can be visited. Some of them were known by the learners but some were not, so it was a great experience that an outsider could share them and ¨teach¨ them somehow new places in their own country. After reading this testimonial, learners got more motivated and surprised so they kept reading faster the next texts as they wanted to discover more about people had to write.

Extract 8. Text used to illustrate A.J´s testimony.

The second testimonial was written by a woman called Victoria Millburn from San Francisco, United States and it was the second longest written text. This one was very similar to A.J´s with the difference that she had a round trip in Cartagena, San Andrés y Providencia; she mentioned a compound word that impact learners : ¨eye-opening¨, at first some of them did not understand it very well but then as they read they understood what was it about and just like with A.J´s writing they were very pleased to know that foreign love Colombia. After finishing this second text, learners quickly applied on their vocabulary terms like identity and awareness and started to talk about the importance of being more aware of the beauty and the culture that exist in Colombia.
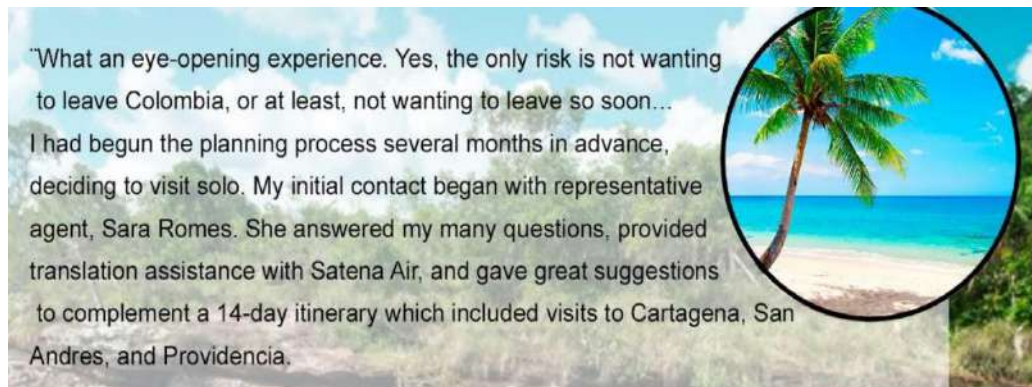
Extract 9. Short fragment from a testimony made by Victoria Millburn.

The third and fourth testimonials were shorter but expressed as well, the same feelings about happiness and gratefulness about knowing Colombia and meeting wonderful people

Extract 10. Fragment used to show Nathan Slater´s testimony.

In this testimony, it was possible to observed that the traveler wanted to highlight the kindness of the people who hosted them and guide them through a beautiful city and country, he also invites other people to travel and discover the country. These words are encouraging, specially coming from foreign people who somehow, fell in love with it; learners got engaged by their words and fell more motivated.

Excerpt from an oral group interview done with learners:

Learner 4: I like a lot the poster about the testimonies, about the experiences that they have.

Interviewer: and why?

Learner 4: Because we learned some places about Colombia.

Interviewer: That you didn´t know. That's good. Were you surprised to read those testimonies from other people about Colombia? To read that they has that amazing view about Colombia?

Learner 4: Yes. Sometimes we don´t appreciate some things about Colombia. From the opinion of this learner, it can be deduced that she found interesting the activity and the testimonies given by foreigners, she enjoyed it and learned about places in Colombia that she did not know. In this case, foreign people were the ones that promote awareness on learners about their country, she also makes a reflection which shows that at this point she is aware of her own knowledge or the lack of it, all this through an interesting technique which are testimonies and they can be characterized as authentic, an element that was designed taking into account intercultural competences components.

After reading the texts, learners had to develop some activities including reading comprehensions skills like: cause and effect, recognizing chain of events with details and inferring from the text.
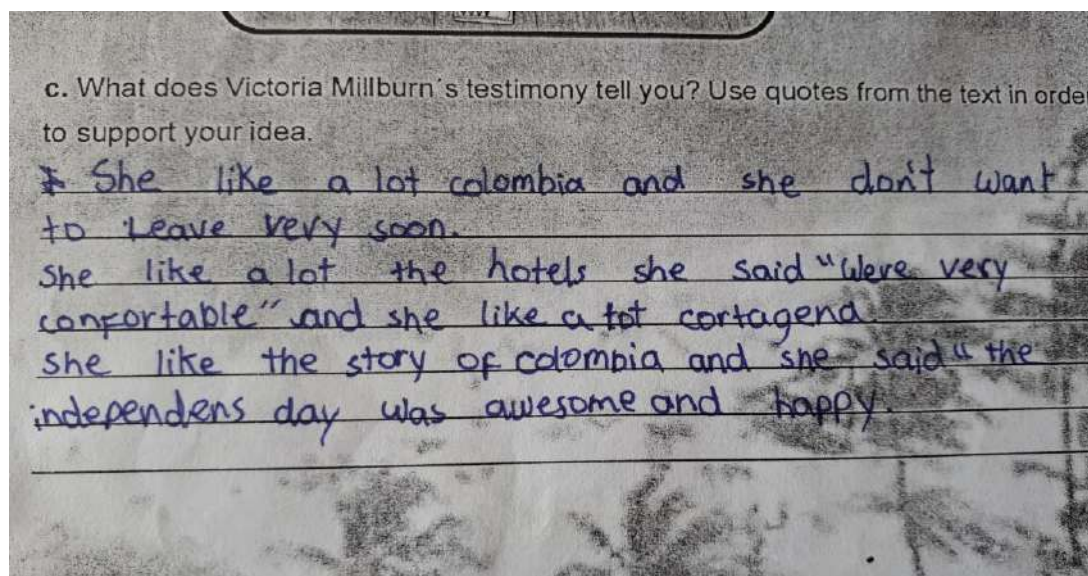
Image 32. Picture used to show an answer from a learner to an activity of inference.

In this activity, the learner was able to show and interpret the testimony from a woman called Victoria, she inferred that the woman really liked the country and that she was very happy; in the activity, the learner was also able to use quotations a technique used to support an argument, in this case she accomplished it. This demonstrates that learners were not only recognizing the how wonderful is their country but also, they are improving English language writing skill in a natural way and so heading towards the development of the communicative competence, especially when they have been motivated. Learners with

these writing texts had the opportunity to have a view from their first language culture with the ones shown by the book which were worldwide.

Communicative competence must be present as it focuses its attention on the strong relationship between linguistics and the socio-cultural competence. Hymes (1972) in fact, described linguistic competence as just one kind of cultural competence, therefore, writing texts for the purpose of this study were part it without ignoring its linguistics influence. On the other hand, following this idea, according to what was mentioned on chapter number two, the importance of including L1 culture can lead to students to become more aware of the L2 culture and so L2 language, since there is a close relationship between them; it cannot be denied that when a new language is taught or learned, culture must be part of these contexts and situations should therefore help the language teachers to well-develop their lesson plans and teaching models while teaching culture to the students. Kramsch (2002, p.277) quoted by Ramos (2013, p.208) asserts that "the dynamic view of culture also requires learners to have knowledge of their own culture" and an understanding of their own culturally-shaped behaviors. In this case, the writing skill as a part of the communicative competence was developed through implementing a part of the L1 culture of the students which make the difference by helping students to do this process in a more natural way and using authentic resources that were strongly attached to the learners´ culture.

6.3.3.2 First language listening elements

Due to the nature of this study, a listening element is presented from the learners´ first language point of view. This listening was selected taking into account that it had to be in English language, the main topic which is the country of Colombia as well as it content (cultural content).

This listening is a video retrieved from YouTube and was recorded by a foreign young man. He decided to go to Colombia and record his trip to the country, where he wanted to discover the wonder of nature shaped by human beings. He decided to go to the small town of Zipaquirá where the salt cathedral is located. He started his trip by videotaping the hostel where he stayed and then the route he had to take from taking a bus from the hostel to the entrance of the cathedral, where language was not an impediment to buy the entrance ticket, in there he decided to take the English tour. He records the whole tour and the guide giving it; the guide speaks full English and explains every single detail of the cathedral, how and why it was built and who built it, giving cultural and historical details. The young man cannot hide his excitement about it and even compares it with the Lord of the Rings.

After watching and listening the video, learners were amazed about two things. The first on the age of the man and the second about the cathedral which was not known by them. On the first place they were very curious about how such a young man could travel by himself to another country with a different culture and language, opening the opportunity to talk about culture in other countries and learners´. This helped strengthen even more the four components of the intercultural competence leading to an understanding and acceptance of others culture and life style.

On the second hand, learners got to know one of the most marvelous places made by men in Colombia, its meaning and the whole background that surrounds the construction of it. They were also introduced on an economic activity that is tradition there which is mining. To them it was incredible that such a beauty was made of salt and it was located in their country.

Excerpt from an oral group interview done with learners:

Interviewer: Oh! That was the OP, the roll play based on AJ´s testimonial, do you remember? the AJ´s testimonial that he went to different kind of places and all that stuff, did you like that one?

Learners: Yes

Interviewer: That was a lot of fun right? And do you remember your cartoon? It was nice. Yes….learner 6?

Learner 6: I liked the listening; I was surprised because when I looked at the man that was doing the video he was so surprised, he was looking all the things, he was like oh my god! This is so beautiful, I never saw a youtuber that was so surprised about something here in Colombia.

From this excerpt, it can be interpreted that the student was very happy and enjoyed this activity very much, and she was not the only one, two other learners manifested the positive results it had on them. This learner for example, mentions the surprise she got when she saw a young youtuber who loved Colombia and was surprised to discover the natural wonders of the country. From these type of activities, one can see that learners receive more openly and without restrictions knowledge presented to them and it can be concluded that authentic materials work much better than the ones that are prepared systematically developed with unreal situations where the use of vocabulary is forced but not naturally developed.

After the discussion, leaners had to do some activities proposed on the unit where they had to answer specific questions from the video enhancing on listening skills like inferring, re-call and giving opinion.
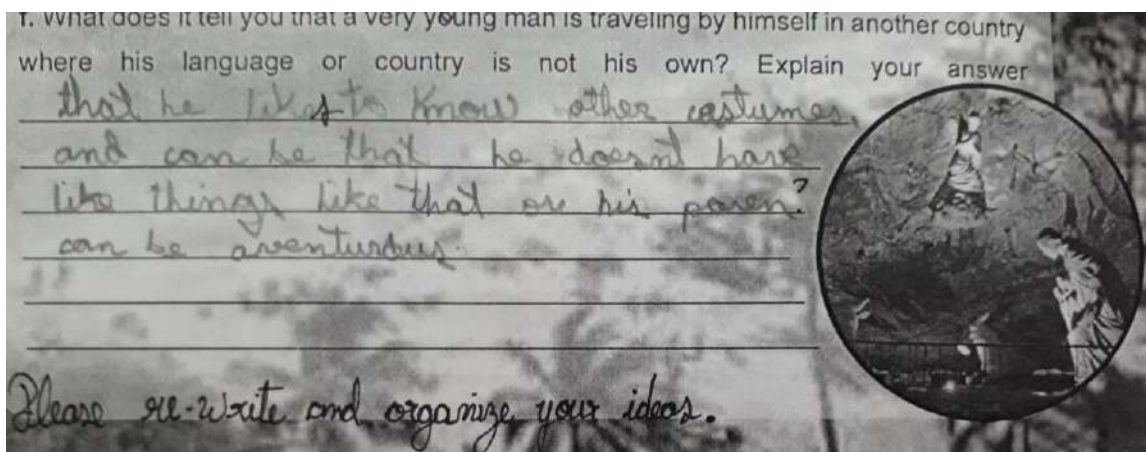
Image 33. Picture used to show the answer of a learner regarding the activity.

From this image it is possible to infer that the learner was able to summarize and have the main ideas from the video on a short paragraph where she highlights what he wanted to do and could infer that he was an adventurous man. She reflects on her writing some difficulties to express what she wanted to say, some learners have more difficulty on the writing skill than in others, but this give the opportunity to the students to try to express her thoughts so then, the teacher could do assessment.

Listening elements are important as well in a process where the communicative competence is present, and to support this process the intercultural competence is the perfect complement for it. Kupper (1989), quoted by Yıldırım, S., Yıldırım, Ö. (2016) defined listening comprehension as "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements" (p. 434); regarding this topic, some strategic resources were used like the use of a youtube video where a real life situation is evident and were students could feel related to; another

resourced used was the use of a poster in order for learners to reflect what they have

listened, as well as their final thoughts on the whole unit.

The following are examples of their final results, where it is possible to perceive not

only what they learnt but also their improvement in writing skills, they were very motivated

and had enough elements to make an excellent job on posting their understandings.
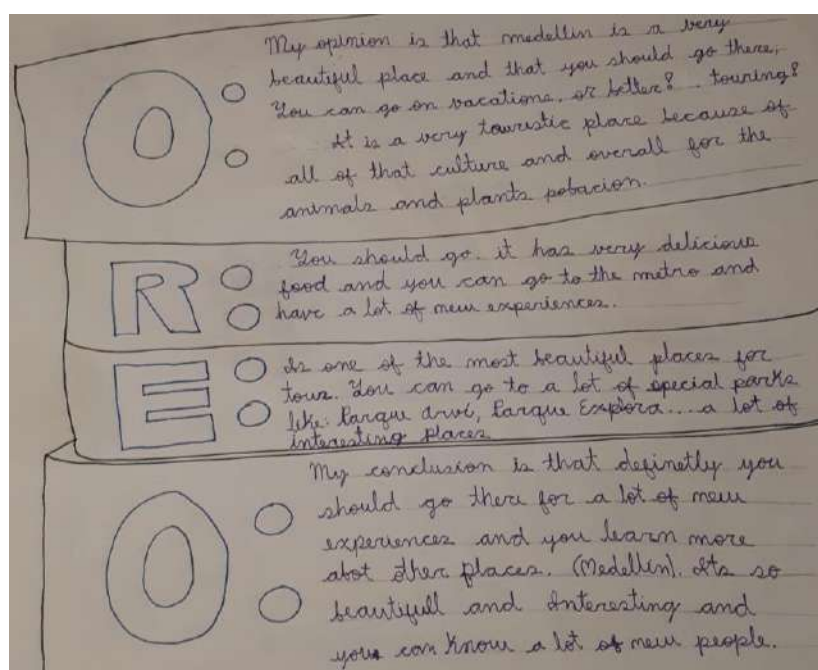
Image 34. Picture used to show a group work.

On the picture above, it is possible to observe that this group of learners were able

to use the structure of a persuasive writing, there they invite other people to visit the city of

Medellín taking into account specific places that are very touristic and that are visited very

often. On this writing learners used the word ¨interesting¨ several times, which means that

they have a special connection with the city and that they are very focused on promoting

the city and the tourism around it. On the other hand, it is also observed that the

handwriting is more organized and legible, sentences are more structured and the text is

coherent, this demonstrates that learners were more careful, spent more time on writing and

designing it, they worked as a group and their final product was successful.

Diversely, other group of learners decided to do the poster inviting people to visit

Colombia, which is found below; they highlighted different places around it and even

mention areas that they have learnt about during this unit, one of those is ¨salto del

tequendama¨ which was mentioned on the reading section: ¨testimonies¨; as mentioned

before that activity was one of the most representative for the learners and in this poster it

was reflected the impact that it made on their way of thinking. Similarly to the poster

above, students also made an effort to be organized, to follow the structure of a persuasive

writing and a legible handwriting. From the design of the poster, the group took the time to

think about an original way of decorating the poster, they also took care of the layout on it,

this, shows the high motivation and interest the learners had on this activity.
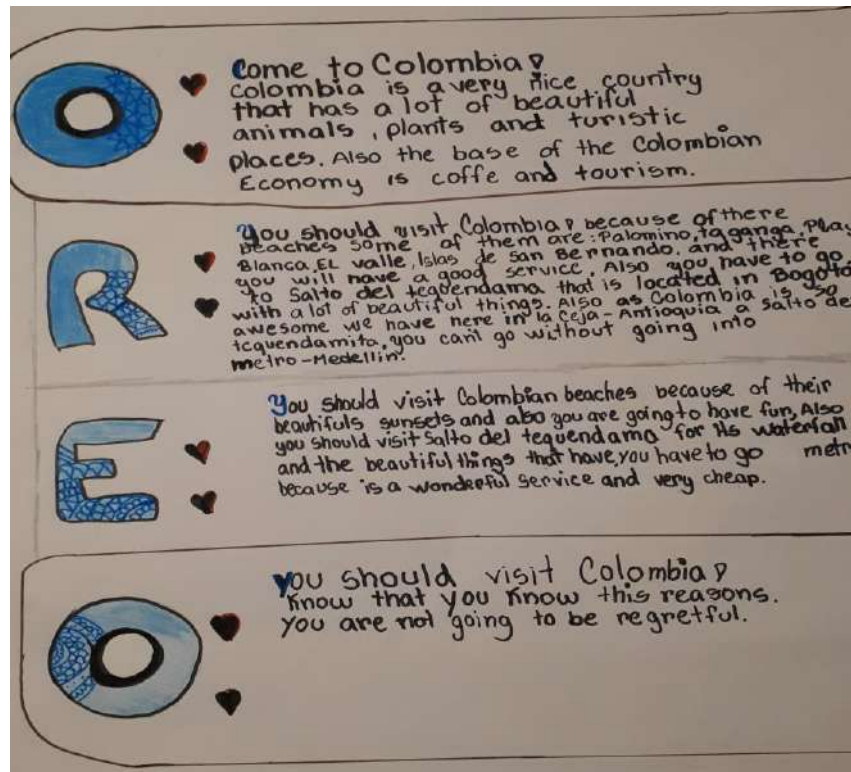
Image 35. Picture used to illustrate another group poster.

CHAPTER FIVE:

7. CONCLUSION

The previous chapter explored and analyzed different categories which led to a discussion and to answer the sub-questions proposed in the present study. In order to conclude, this chapter is divided into six categories: re-visiting the aims and the research questions, summary of the research findings, the significance of the findings, limitations of the study, suggestions for further research and personal reflection. Each category was design for a better understanding of the conclusion and so be more structured, they will be described below:

7.1 Re-visiting the aims and the research questions

At the beginning of the present study objectives and questions were proposed with the purpose of research first if in the book Big English 5 there were any kind of traces of the intercultural competence and if these were articulated in the unit number 8 of the book; taking into account this and to be able to complement this competence, a parallel unit was proposed to be designed that had cultural content of the first language of the learners, in such a way that they could integrate and generate a greater intercultural competence. This unit was designed taking into account the principals of the intercultural competence and the integration of cultural components of learners' first language as it was proven that once

learners become more aware of their own culture they can compare, build a critical thinking and so interact well in other cultures understanding them and analyzing them without any kind of stereotypes.

Along the study, traces of intercultural competence were described through different categories that led the researcher to conclude that there are some of them but not in a deep way, more than anything in a superficial way, tending towards a multicultural perspective and not so much towards the development of an intercultural competence. It was also observed that, there were not many elements of Latin American culture or Colombian culture that learners could feel related to or deepen in; therefore, the unit was designed trying to balance and integrate those cultural elements that were missing along the unit in the book Big English 5.

7.2 Summary of the research findings

Taking into account the objectives and research questions, and as a result of the development of the work from the theoretical point of view, field work and analysis of information, below a summary of the results will be presented.

Through the study and from the different categories proposed, it was possible to find most of all a global point of view where images were the protagonists integrating worldwide places, people and manufactures, giving the learner a feeling of traveling around

the world; from the writing texts point of view they also tried to integrate facts about worldwide events, some them showing history and in others showing a modern perspective. In none of these cases there was not any type of stereotype that could influence learners´ perspective in a negative way, instead, it seems that they are eliminated, promoting on learners´ acceptance for others and for different places, causing motivation and willingness of finding more about them.

On the other hand, it was found that listening recordings were all made strictly in American English without phonological variations that could be identified as characteristics of any specific place belonging to any Anglo country; this may be the first sign that there is no balance between what the book shows in its images and its written texts with the proposed audios; the reason for this might be with the fact that this book has an ESL focus which means that the audios must be recorded with accents of people who are native English speakers trying to have an authentic material. Moreover, it was also observed that as mentioned before the book was focused on showing a worldwide view but not on learners' immediate context; therefore, learners culture was not included on any of the listening, writing texts or images thus, a gap between learners' immediate context and what is shown on the text is set, leaving the students without feeling identified with it, opening a gap between the book and the student. Following this idea, no depth was found on cultural issues, which means that some of them were addressed superficially; showing the learner only a small part of what could really have been a deep encounter between the student and the culture presented by the book.

When the unit was designed with the objective of integrate learners culture parallel to the unit from the English book and it was applied, it was found that learners were surprised by it in the sense that they never had study any Colombian topics in English subject much less integrated to an English Book text that could offer them a variety of topics, where they can actually relate their lives directly with the unit. Learners also had the opportunity to deepen on topics about the country that they did not know or knew but not in a deep way, they also discovered the wonders of their country having the chance of comparing it with other countries keeping a critical point of view. Learners also discovered the great cultural significance of things as small as a bracelet that they wear daily, they became more aware of their cultural heritage and identity, in the way that they could actually recognize themselves as Colombians and so recognize others, understand them and interact in a proper way with them.

7.3 The significance of the findings

Findings of this study are considered important, as it was possible to observe from two different angles some of them, aiming always towards intercultural competence, some of them not so much. From one of these angles it was found the importance and the effort from the unit of the book was trying to do by showing learners the different multicultural views by giving them some knowledge about different places around the world; on the other hand it was also possible to find some gasps about some elements of intercultural

competence like *openness* an element proposed by Deardorff (2006) and Byram (1997) who refer to it as an element that must be taken as a component that should be fostered within the classroom as a way of motivation for students to be more open minded to everything that they are discovering in the class about the world and its cultures.

A strong piece found as well that complements this idea is the big number of images, as they are communicative and interesting for the learner, they also bring as it is mentioned by (Moghtadi. 2012, p. 1) ¨authenticity through realistic, accurate, and knowledgeable impressions of people, cultural artifacts, places, geographical maps, and scientific and mathematical objects. ¨ Images are the perfect companion of texts, and in this case images were very realistic, attractive and did not suggest any type of stereotype when human races were analyzed. Regarding this topic, Byram, Gribkova and Starkey (2001, p. 5) mention that in order to have intercultural competency learners must be able to ¨engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity¨.

Another significant finding was shown through The Standards (2006) mentioned in Moeller & Nugent (2014) ¨define language goals in terms of the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities) designed to guide learners toward becoming viable contributors and participants in a linguistically and culturally diverse society¨ These 5 C´s were found along this study and made the perfect connection with the

intercultural competence as it complements it; the intercultural competence would not be as it is, without these 5 C´s and the most important thing is that they were visible on the unit. Making connections with this topic it was possible also to find texts that allowed learners to go further of their boundaries by recognizing other societies; according to Byram, Gribkova and Starkey (2001) learners can acquire an intercultural competence when they are exposed to this type of content, helping them to understand other types of societies, social identities and recognizing that people have their own individuality.

From another point of view, it was also visible on listenings or dialogues the use of native American English, none of them had any type of different accents that we could find around the world making visible inconsistencies between textual and visual forms with those of listenings, therefore Latin American accents were not found either. Similar to these findings, L1 culture from students was not found, not even a glimpse of, that is why the importance of including L1 culture can lead to students to become more aware of the L2 culture and so L2 language, since there is a close relationship between them; it cannot be denied that when a new language is taught or learned, culture must be part of these contexts and situations should therefore help the language teachers to well-develop their lesson plans and teaching models while teaching culture to the students. Kramsch (2002, p. 277) quoted by Ramos (2013, p.208) asserts that "the dynamic view of culture also requires learners to have knowledge of their own culture" and an understanding of their own culturally-shaped behaviors; this will allow them to have a deeper connection and then an awareness of their

own culture and therefore understanding better other cultures around the world, building a significant and authentic intercultural competence.

7.4 Limitations of the study

The present study had some limitations through the design and the application of the unit; one of the biggest problem was time, as in the moment of designing the unit it was the end of the school year, therefore, it was not possible to design more units that could strengthen the integration of L1 culture on the text book. In addition, it is important to highlight that the teachers that were involved and had to apply the unit, sometimes did not follow the instructions given instead, they improvised but still the results and their opinions were very positive and encouraging; If the application of the design of the units had begun since the beginning of the year, the results could have demonstrated even more the positive points of the present study.

7.5 Suggestions for further research

This study could have different possibilities of research, it is suggested that more units could be designed where L1 culture of the students is involved as well as their direct contexts, always emphasizing on the development of intercultural competence without the

need of using a text book English, that is why this study is flexible since it can be carried out and develop in any context, private or public school, no matter the grades, everything is adaptable.

Another research possibility is to take the present study as a first start for teachers to begin designing their own materials, adding listening recordings made with different accents so students can recognize the different accents that exist around the world based on the fact that English language is a worldwide language applying them in class, taken into account the theory and the necessities students have, it is also important to take into account new trends on teaching languages and that can be adaptable to the context.

7.6 Personal reflection

My intentions in doing this study was to discover if there really was any trace of intercultural competence in the English text that the students used in the subject, and then to discover if it was possible to make this competence intentionally implemented from the culture of the L1 of the students making an effort for intercultural competence to occur within the classroom. This study has been an encounter with the discovery of new possibilities for research and creation, developing skills of deep reflection, analysis and intentional awareness when designing and implementing a new proposal in the classroom; this is what this Masters study has left me, a deep sense of research and a deep love for

teaching another language by trying and creating new materials that can help with

meaningful and engaging learning of a new language.

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APPENDIX

Appendix A. Unit created from culture 1 of the students for the intervention.

Where do they come from?

In Colombia we have beautiful departments, we know most of all, but here you will have the opportunity to know a little bit more about some of them.

1. Read, guess and fill in the blanks with the places you think these things come from.

Llanos Orientales   Amazonas   Boyacá

Valle del Cauca   Santander

a. Potatoes, lettuce, carrots, corn, cereals and fruits are all grown in this place, thanks to the different kind of weather and the wonderful fertilized soil that exists there. This place is famous because it gave Colombia a place to fight for its independence. This place is called:
_____.

b. This place is known for the production of sugar, for its beautiful and large sugarcane crops, its long and main roads, for the production of wine; grapes and cotton crops.   The   name   of   this   place   is:
_____.

c. Beautiful landscapes, breathtaking sunsets, riding horses around the flat lands are some of the things you can do in this place. It is also known for the diversity of fauna, among them you can find Chigüiros, snakes like the Boa, armadillos, white alligators, hummingbirds among others. What is this place?

_____.

d. In this place you can find beautiful little towns most of them with colonial architecture, you can also do extreme sports from speleology to rafting, you can also find beautiful national parks like the Chicamocha and Gallineral. Here you can eat very special food, like pepitoria and hormigas culonas.

_____.

e. Amazing rain forests are grown here, home of many different kind of wildlife, it is also known for the different indigenous tribes which still preserve their native language and culture, this place also limits with Brazil and Perú. Which is the name of this place?

_____.
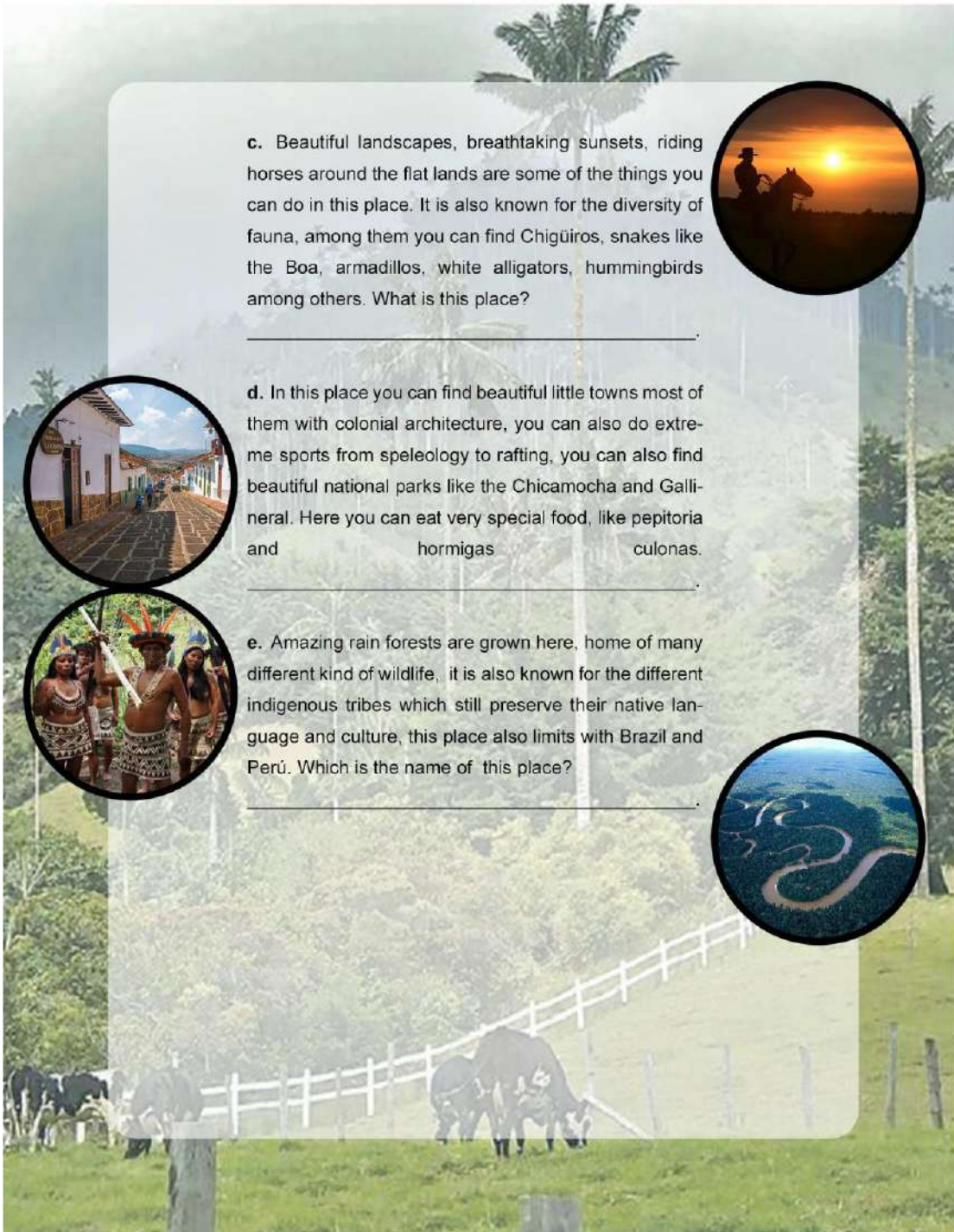
2. Work with a partner.

a. Get together with a partner, then, go online and check if the answers you gave above were right. Find the meaning of the unknown vocabulary and write them down on your notebook, so you can start creating a data base of these words. Below you can find some words suggested for you:

a. Hummingbirds   b. Breathtaking   c. Speleology

d. Rafting   e. Sugarcane

f. Pepitoria   g. Grown   h. Chicamocha

b. Find online more information about the characteristics of these beautiful places. Read and select important information about them, then exchange your finding with other groups.

3. Colombians are popular because of their creativity and the resourcefulness with basic materials found in the country.

a. Read the list of products, select them according to the material they are made of. You can select them more than once.

Milkshakes   Icecream   Candy   Frappé   Guarapo   Sugar

Panela   Honey   Bocadillo   Juice   Jam   Soap

Candles   Beauty masks   Medicinal treatments

1. These things are made of *coffee.*

_____

_____

_____

2. These things are made of *sugarcane.*

_____

_____

_____

3. These things are made of *guava*.

_____

_____

_____

4. These things are made of *honey*.

_____

_____

_____

5. These things come from *leather*.

_____

_____

_____

_____

b. It´s your turn! Following the structure of the previous exercise, make your own. Choose ONE raw material and list the products derived from it.

_____

_____

_____

_____

4. Where do these materials come from? Match.

_____ 1. Coffee comes from   a. Animals

_____ 2. Sugarcane comes from   b. Huila

_____ 3. Guava comes from   c. Valle del Cauca

_____ 4. Honey comes from   d. Trees

_____ 5. Cotton comes from   e. Coffee region

_____ 6. Leather comes from

5. Group work. In couples design a crossword in which you include horizontal and vertical clues. Include words related to the topics seen on the back pages. Once you have finished the crossword exchange it with other groups, and then check the answers. (decorate the page so it looks engaging.)

Connections

5. It is important to understand and to have a global perspective of the different cultures around the world, but it is also important to be more involved on your own, therefore, making connections and building awareness of the need of knowing both can lead you to act and think Glocal (from Global to local and from local to a global perspective).

a. From your English book: "Big English 5" do pages 94 and 95. After, think about the similarities and differences, make a relation between the book´s pages and the activities proposed above. Make a Venn gram in which you show these conclusions.
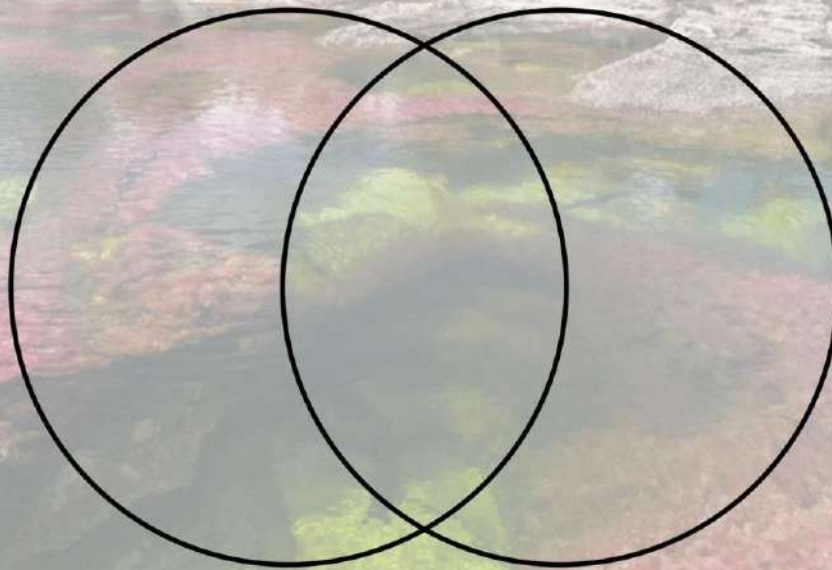
b. Think and answer the following questions:
- Did you change your perspective about Colombian products? Argue your answer.

_____
_____
_____
_____

- Did you change your mind on consuming more Colombian products? Explain how.

_____

_____

_____

- Why is it necessary to have a Glocal perspective?

_____

_____

_____

c. Share you answers and your opinions with your classmates in a round table.

6. Travel journeys.

Read the following testimonials from foreign people who had travelled to Colombia.

"I absolutely loved Colombia!!! I have traveled to many parts of the world and it is by far my favorite country in the world! The people are amazing! The land is beautiful and is diverse. The tour guides that you have are wonderful and very helpful. I enjoyed every minute of my trip. I laughed with so many new friends, sang Karaoke in Medellin, lifted weights outdoors in Parque Lleras, napped by a pond in Parque Arvi, danced at Andres Carne. de Res, visited the Botero Museum and the Museo del oro, ended up busing it with new local friends I met over breakfast to Salto de Tequendama, went to Montserratte, climbed la piedra de penol in Gua - tape and ended up giving a 30 minute bball clinic to a father and son when I found a bball court in Guatape; I walked around several cities, talked to anyone and every one; explored an underground cathedral, river rafted in level 4 rapids on the Magdalena, rode horseback in Valle del Cocora, hiked in the Andes near Nevada del Ruiz, gave out food to poor locals in Cartagena, explored the Old City and watched the sunset over the Caribbean; got a tour of Popayan by a beloved local professor, listened to traditional Andean music at the ruins San Augustin, drank the best coffee in my life at a small cafe in Salento and in Popayan, and lounged in an ecoparque in Cali. I met many wonderful people. They are a special breed there. I mean...I cannot imagine a better trip! I will go back soon. Thanks for everything...the service really appreciate the help and suggestions for places to stay...the accommodations were nice. I will be back for sure...tal vez en febrero :)"""

- AJ. United States.

"What an eye-opening experience. Yes, the only risk is not wanting to leave Colombia, or at least, not wanting to leave so soon... I had begun the planning process several months in advance, deciding to visit solo. My initial contact began with representative agent, Sara Romes. She answered my many questions, provided translation assistance with Satena Air, and gave great suggestions to complement a 14-day itinerary which included visits to Cartagena, San Andres, and Providencia.

During this process, all my emails were promptly answered and/or addressed by telephone. Even while traveling, the owner, Marcela Mariscal and staff, were available to assist me with a minor issue. Love the online Chat feature! How reassuring and comforting to know that a See Colombia Travel representative is always available, should something arise.

Upon arrival and departure to the various destinations, all airport transfers were well timed and efficient. Suggested hotels were all very comfortable, and very safe. My primary contact/guide while in Cartagena was Emilce Chala. What a consummate professional and wealth of information regarding the city – I truly enjoyed touring about with her. She provided historical insight and tips for enjoying the charming, Walled City, particularly during the Independence Day festivities and daily happenings. The city center was definitely alive with spirited, crowds of people.

Although brief, my introduction to Colombia and the making of new friends has been such a positive experience. I thoroughly enjoyed combining a mode of travel that included; city adventures, beach rhythms and relaxation, as well as, guided and independent excursions. See Colombia Travel will certainly be a part of my future travel plans.
Thank you very much!"

- Victoria Millburn
San Francisco, U.S

"I just wanted to send you a message now that we are home again, to say what an amazing time we had on our trip to Colombia! We were so happy with your travel service, and everything was so perfect! We had a great time with Heydi and Hector, and really enjoyed their company as they toured us around. Heydi is a lovely woman, and a fantastic guide, and we just had the best time with her. Thank you so much for showing us your wonderful city and country. We have been singing the praises of See Colombia Travel to everyone we know, and encouraging them to visit Colombia for themselves."

- Nathan Slater and Leanne Schmidt
United Kingdom

"Colombia treated me extremely well and I'm very happy with all of it and the stories and experiences I had. You personally have listened to my writing ad nauseum and have gotten it all arranged well on short notice so thank you tremendously for all of your work, I really appreciate it. Thank you very much!"

- Wade Fowler
U.S

Reading comprehension activities:

a. Write 3 causes and effects from the traveler's testimonials.
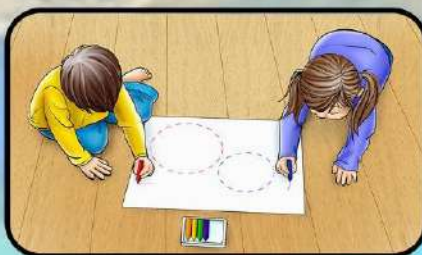
☒ Cause: _____

Effect: _____

☒ Cause: _____

Effect: _____

☒ Cause: _____

Effect: _____

b. Based on AJ testimony's create a cartoon where you represent his story and experiences on a poster, taking into account the chain of events.

c. What does Victoria Millburn's testimony tell you? Use quotes from the text in order to support your idea.

_____
_____
_____
_____
_____
_____
_____.

Connections

a. Read pages 96 and 97 from you English book "Big English 5" and do the activities proposed there.

b. What connections can you find between the testimonials you have read (speaking about Glocal)?

_____
_____
_____
_____

c. Can you relate yourself from your experiences traveling around your country and traveling to other countries? Talk about them and make a conclusion.

_____
_____
_____
_____
_____

7. **Wrap UP!**

To wrap up concepts and experiences from the pages worked in the English book and this version of it, get in trios and design a role play in which you show the class your ideas, thoughts, experiences, conclusions and feelings.

- Read page 98 exercise 8, there, you will find an example of a role play. Practice the example and follow it in order to complete task 7 described above.

8. Discovering the wonders of nature in your country

It is important to be aware that in Colombia nature has giving us the opportunity to enjoy beautiful things and that we need to preserve them, in the following listening you will have the opportunity to understand and to learn about this topic from the perspective of a young foreigner.

Resource: https://www.youtube.com/watch?v=-r2WpXAGdvs

According to the video, select the correct answer:

a. What is the name of the town where the cathedra is located? _____.

b. What is the opinion of the young man regarding the town and people? _____

_____

_____.

c. Did he have any trouble with the use of language?

Explain   your   answer

_____

_____

_____

e. What was the specific word the young man used to describe the walls of the cathedral? _____.

f. What does it tell you that a very young man is traveling by himself in another country where his language or country is not his own? Explain your answer

_____

_____

_____

_____

_____

_____

g. What was the main concern of the miners that finally led them to build the cathedral?

_____

_____.

h. What is the meaning of the cathedral´s dome?

_____

_____.

i. Was English language a barrier for communication inside of the cathedral? Explain your answer.

_____

_____

_____

_____

9. Grammar and use of English

Take a look at the following charts. Grammar is explained with examples, read them and infer how passive voices are formed.

Affirmative	Negative	Interrogative
The house _was_ built in 1899.	The house _wasn't_ built in 1899.	_Was_ the house built in 189
These houses _were_ built in 1899.	These houses _weren't_ built in 1899.	_Were_ these houses built in 1899?

Passive voice (simple present)

Affirmative	Negative	Interrogative
The house _is_ cleaned every day.	The house _is not_ cleaned every day.	_Is_ the house cleaned every day?
The children _are_ taken on time to school.	The children _are not_ taken on time to school.	_Are_ the children taken on time to school?

a. Read the following text, identify and underline the passive voice structures.

Fresh food and vegetables are displayed near supermarket entrances. This gives the impression that only healthy food is sold in the shop. Basic food that everyone buys, like sugar, honey, coffee, corn or cereals are not put near each other. They are kept in different aisles so costumers are taken past to other attractive foods before they are found by the people who enter in the shop. In this way, shoppers are encouraged to buy products that they do not really need.

b. According to the paragraph answer the following questions by using passive voice:
- Is fresh food found in the back of the store? Explain your answer.

_____
_____
_____
_____

- Is food kept on the same isles? Explain your answer.

_____
_____

Where is the food kept?

_____
_____

GROUP WORK!

c. Get in couples. Go online and search for the good things the Colombian government has done for the country and the people. Then, make discussion groups to share findings. Use passive voice. Examples: Streets were repaired. A new hospital was opened. The park benches were painted. Trees were planted. Etc...

d. To deepen in this topic go to page 99 of your English book ¨Big English 5¨ and do the exercises proposed in there.

10. Listen and read.

Imagine yourself at lunch time and you have in front of you a delicious "bandeja paisa", have you ever wondered were all these ingredients come from? Who grows them? How do they grow them in our country? Well, there is one special ingredient that in most of colombian´s lunch can´t be missed, and this product is RICE.

a. Listen and watch to the following video: https://www.-youtube.com/watch?v=kxAEiHCErSA

b. Read the following text.

RICE IN COLOMBIA

In Colombia we have a kind of rice that is grown differently than in other parts of the world, this kind of rice is called SECANO. Rice secano is a type of rice where water comes only from the rains, and usually has drainage channels. The departments where 62% of the country´s production come from are Meta, Tolima, Casanare and Huila. This rice is grew twice a year and leaves for our country 1´936.000 tons of this precious cereal. It could be grown in two ways: mechanical, in which farmers use machines to grow and to irrigate the crops, and hand - cultivated in which farmers the whole process with their own hands.

c. Make a list on your notebook with the new words you learned, and make a list of the unknown as well, make sure you understand their meaning.

d. After watching the video and reading the paragraph answer the following questions:
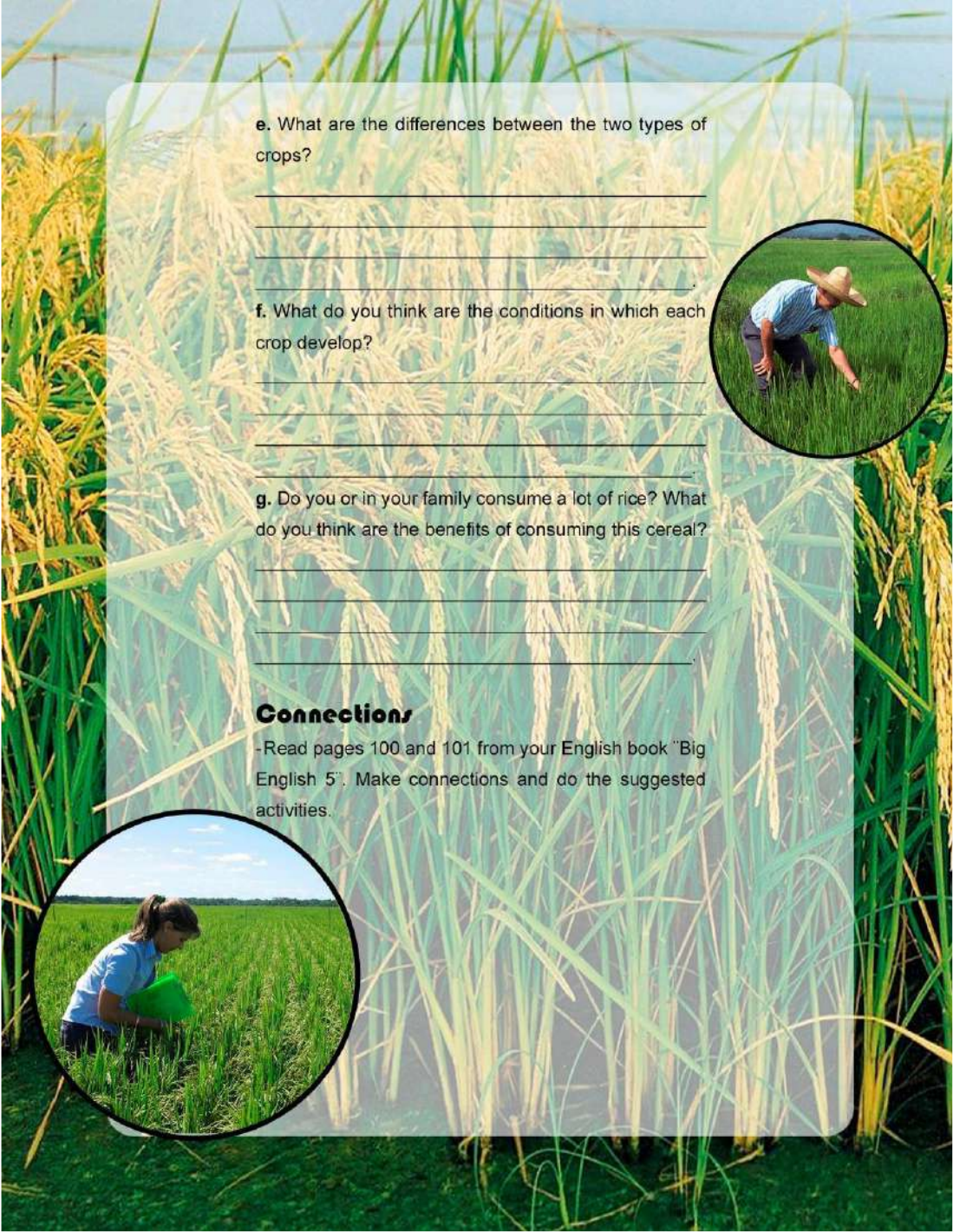
e. What are the differences between the two types of crops?

_____
_____
_____
_____.

f. What do you think are the conditions in which each crop develop?

_____
_____
_____.

g. Do you or in your family consume a lot of rice? What do you think are the benefits of consuming this cereal?

_____
_____
_____
_____.

Connections

- Read pages 100 and 101 from your English book "Big English 5". Make connections and do the suggested activities.

11. Time to be persuasive!!!!!

a. Watch the following videos and listen carefully.

https://www.youtube.com/watch?v=-2l-FdatcTI

https://www.youtube.com/watch?v=i1OS0ibIKaw

b. Think about which video did you like the most and why.

Persuasive paragraph

A persuasive paragraph is a text in which you convince someone or an audience about an idea or an opinion you have, but it is important to do it so with arguments and facts. For example, did any of the videos convinced you a little bit more about discovering more things of your country? If so, think about what were the facts that made you be convinced of that. In order to write a persuasive paragraph take into account the following things:

Structure of a Persuasive text

1 Introduction
An opening statement is given, presenting the issue or argument and the writer's point of view.

2 Main-body-of-text
A paragraph stating each argument is given. The most important argument is given in the first paragraph. Less important arguments follow in order. Supporting evidence, reasons or facts are given for each argument.

3 Conclusion
The issue is repeated with a short summary of the arguments stated in the main body. A concluding statement is given.

Example:

Hi mom! Hope you are good. Mom I wanted to write you this letter because I think I deserve a raise on my daily allowance because I really want to save money to buy my bike. Mom, I am going to tell you some of the reasons why you should consider my petition: first, I do all my chores at home with a good attitude and on time; second, I am very responsible with Pepper, I always clean its sanitary sand give it food and play with it; third, I always do my homework and when I don't have I study for the next day; fourth, I always help with the groceries. Well mom and the last but not the least reason: I love you, and I want to buy a bike!!!!! Please mom consider these reasons, thank you!!!
- Gabby

c. **Group work!!!**

Make groups of three and based on the videos seen before and the structure of a persuasive writing, you are going to make an OREO poster in which you will convince people to visit Colombia. Present to your class, use different kind of resources.

OREO
persuasive writing:
double stuffed

O: Opinion

R: Reasons

E: Explanations

O: Opinion

CONNECTIONS

d. Go to page 102 from your English book ¨Big English 5¨and Put your knowledge into action. Wrap up everything that you know now and do the exercises proposed there.

(12) Values in action.

Complete the following chart for each category. Then, discuss with a partner.

What I appreciate	Where it comes from
The food I eat	
The places I could visit	
The transportation I could use	
The culture I am in	

Connections

- Go to page 103 form your English book ¨Big English 5¨and do the activity proposed. What similarities can you find? Has your Glocal point of view changed in any way? What way? Discuss with your class your opinion.

PROJECT

Aims: Students will be able to research and explore; get to know more about Colombian culture and where some things that we usually use come from; they will be able to use grammatical structures set on the English syllabus for grade 6; they will be able to write persuasive paragraphs and use passive voices.

What to do

1. Get in couples or trios.

2. From the following options select the one that you are the most attracted to:

- Metro de Medellín
- Raquira´s handmade craft
- Leather products: Vélez company
- Coffee production: Café Aguila Roja
- Colombian cartoon tv show: Mr. Trance (Señal Colombia)
- Chocorramo (Ramo company)
- Periódico el Colombiano

3. Research about the topic you chose. Take into account the context (city) in which the company has been built, process of production if is the case, how the company has contributed to Colombia and Colombian culture.

4. As final products you will have three options to present your findings:

a. Design an ad: promoting the company you chose

b. Design a tv. show

c. Design a cartoon on Powtoon: show your research in a comic

Appendix B.

CONSENT LETTER

Estimados padre de familia

En mi condición de docente de Inglés de la Institución Educativa "Pinares", por medio de la presente y muy respetuosamente le **SOLICITO su AMABLE AUTORIZACIÓN** para que su hija forme parte del grupo de 9 estudiantes con quienes documentaré la experiencia de investigación que adelanto en la actualidad como aspirante a optar el título de Magister en Procesos de Aprendizaje y Enseñanza de Segundas Lenguas (ML2), programa adscrito a la Escuela de Postgrados de la Universidad Pontificia Bolivariana de Medellín.

Para su información, exploro "las representaciones de la competencia multicultural en el aprendizaje del Inglés en nuestra institución educativa". Dicha investigación está diseñada para ser implementada en un lapso de aproximadamente dos meses (Mayo y Junio). Durante este tiempo, algunos de los procesos que llevamos a cabo en el salón de clase, serán registrados mediante el uso de instrumentos de recolección de información tales como videos, entrevista semi-estructurada y producción de textos escritos.

En caso de contar con su valiosa autorización, puedo garantizar que los principios éticos que regulan cualquier proceso investigativo serán estrictamente adoptados. Parte de los mismos implican proteger la identidad de su hija mediante el uso de seudónimos los cuales aparecerán codificados en el reporte final del documento. Así mismo, declaro que la información recogida será únicamente usada con fines únicamente académicos. Su hija además podrá dejar de pertenecer al grupo en el momento que por cualquier casual usted lo considere conveniente. La participación es totalmente voluntaria, y la misma no tiene ningún tipo de incidencia ni en los promedios de evaluación parciales ni definitivos. Igualmente manifiesto que el proceso no implica riesgo alguno y que el mismo no incluye asumir ningún sobrecosto económico.

En caso de tener alguna inquietud adicional, lo invito a comunicarse directamente con migo, Luz Angela Otálora Fajardo al correo: lotalora@pinares.edu.co o con mi director de investigación: Dr. Alberto Fajardo Castañeda: albertofajardocas@hotmail.com.

Si desea que su hija participe, l@ invit@ a por favor diligenciar el formato de autorización que se presenta a continuación:

AUTORIZACIÓN

Voluntariamente doy mi consentimiento para que mi hija _____
participe en estudio "las representaciones de la competencia multicultural en el aprendizaje del Inglés en la institución educativa Pinares de Medellín", documentado en la actualidad por la docente-investigadora Luz Ángela Otálora Fajardo.

_____   _____

Firma padre y/o madre   Fecha

Appendix C. Transcription of the interview done after applying the proposal.

Date: July 14th 2017

Time: 8 50 am.

Length of the interview: 23 minutes.

Language: English.

Number of students who participated: 9

STUDENT 1: My name is …

STUDENT 2 My name is …

STUDENT 3 My name is …

STUDENT 4 My name is …

STUDENT 5 My name is …

STUDENT 6 My name is …

STUDENT 7 My name is …

STUDENT 8 My name is …

STUDENT 9 My name is …

Interviewer: Ok. So this are the nine girls that we are working with for the proyect of intercultural. So we are all together here in order to talk about the unit 8 wich we finished, and unit 9 we started on Monday, right? Monday and Thursday. Some of the groups started on Monday and some other groups started on Thursday. So we are going to tal about a little bit of that. Ok?

Student: Yes

Interviewer: So, the first question and probably the biggest question of all: do you like the unit 8?

Students: Yes

Interviewer: Why did you like that? Why was so good for you? Why did actually make you happy? Why did you say yes so strongly? Why did you like that so much?

Student 7: Because is different that the other units. Because we do it very fun, and we did many posters and many O.P., and I love it.

Interviewer: ok. That's cool…?

Student 6: I like it because like … says, its like different that the other units, because I'm like a little tired to write in the notebook and that's for me is like ….

Interviewer: Like a change

Student 6: Yeah...a change and for me is so cool, and I liked the posters that we did, the O.P. and I really have fun in the unit.

Interviewer: Well that's good! ...student 6?

Student 9: Like … says I liked this a lot beacause it was like change the routines, beacause almost all units we write and we read a lot, but in this unit we made different things, we played and we changed a lot.

Interviewer: Ok. That's good. What else did you like?. What about for example talking about Colombia. Did you like the fact that it was designed only with Colombian stuff?, or do you thought that it was boring only talk about only Colombia, Colombia and Colombia. Or did you like for example that it was for example Colombia and other countries, because we also did some activities from the book, right? So, what do you think about that. Did you like that? Like going from one book to another?.

Student 8: I really like it because we learned more about our country and its not a social study, it´s in English because social study it´s in Spanish but it was in English, so we knew many things about out country and we can go to the exterior an say a lot of things about our country, and I really like it was about Colombia because I really learned many things about Colombia.

Interviewer: Yeah, did you? So you learned some things that you didn´t know. That´s good.

Student 5: I like it because we learned cultural things of our country, and it was different and we know more places about our country.

Interviewer: ok, good.

Student 3: I learned more about Colombia because I don´t know many things of Colombia and this unit says to me that Colombia has really cool parts and things.

Interviewer: That´s good! So do you feel proud now a little bit more of Colombia?. That´s really good. And, what about the relationship between Colombia and other parts of the world, for example the connection that you made from those exercises, if you remember in

some parts of the unit says: connections, go to some page from the book Big English 5. What do you thing about that?. I mean, now can you do some relationships between the world things and out things? Can you do those relationships?

All Students: Yes!

Interviewer: Good job!. The world glocal. So now you can talk about glocal, right?, because it´s a very important word. Why is so important for you now that you are more aware, why is so important right now?..

Student 7: Because, our products are exported to other countries or to other places, and we have things of other countries and other countries have our things.

Interviewer: Exactly! Yes, and this is a really good relationship, but for example: what about English language? Why is so important speaking English? Even though here Colombia is not an English speaker country, is not, our first language is?...

All Students: Spanish.

Interviewer: Yes. But, why do we learn English here and why is so important lean English, for example…?

Student 2: I think that if a person from other country came to Colombia, we have to explain about our culture.

Interviewer: So you can communicate with them. So the main reason is communication. Yes or not?

Students: Yes.

Interviewer: That's why it´s so important. First we know our culture and then we can go to other parts of the world and lean more culture. So, we are aware of out things and connected with other things around the world, right? Specially in English. English it´s important because communication.

Students 8: Because many places speak in English.

Interviewer: Exactly! Arround the world, English it´s the main language right now in the world, is a global language, that means that most of the countries speak…?

All Students: English.

Interviewer: Exactly.

Student 6: Also it´s so important because when we are going to have a career, you need to speak English to go some countries to work there, and if you want to get a specialization you can to another country, so it´s very important to know English.

Interviewer: Exactly. Yes...

Student 8: Also it´s important because we can represent our country in other places because it´s global English and we can represent our country.

Interviewer: Exactly. Please tell me what was you favorite activity and what was not very much you favorite activity? Let´s see…

Students 5: My favorite activity was the crossword.

Interviewer: Oh you like it?! That's good, why do you like the crossword?

Students : Because I can learn some new words.

Interviewer: Good, hi five super!..

Student 4: I like a lot the activity about the testimonies, about the experiences that they have.

Interviewer: and why?

Student 4: Because we learned some places about Colombia.

Interviewer: That you didn´t know. That's good. Were you surprised to read those testimonies from other people about Colombia? To read that they has that amazing view about Colombia?

Student 4: Yes. Sometimes we don´t appreciate some things about Colombia.

Interviewer: Exactly that's the very sad thing, you know?...

Student 2 : I liked the persuasive text, because I like to write and because we talked about our culture to other people.

Interviewer: And you were trying to convince other people to come to Colombia and try new things. With this persuasive writing, did you learn new steps in order to organize a writing? did you learn a little bit better how to organize a text?

All Student : Yes.

Interviewer: Yes, right? Because remember that text has diferent steps in order to be writing right? Ok, that's good. Ok..

Student 3: I like the poster.

Interviewer: Do you like it? Why?

Students 3: Because I pay in practice the things that we learned in the unit 8.

Interviewer: What else did you like the poster?

Student 1: Because its so creative.

Interviewer: Creative, yes I note it, I saw your posters that you was very very creative. I loved that activity. Ok…

Student 7: I like the OP. We acted, we did a roll play and we go to different places, and we visited and described…

Interviewer: Oh! That was the OP, the roll play based on AJ´s testimonial, do you remember? the AJ´s testimonial that he went to different kind of places and all that stuff, did you like that one?

All Students: Yes

Interviewer: That was a lot of fun right? And do you remember your cartoon? It was nice. Yes...

Student 6: I liked the listening; I was surprised because when I looked at the man that was doing the video he was so surprised, he was looking all the things, he was like oh my god! This is so beautiful, I never saw a youtuber that was so surprised about something here in Colombia.

Interviewer: Ok, that's good. You are talking about the video of the salt cathedral, actually it was a good activity, right? Because he spoked really fast, I mean don´t forget that he is young, is American so he spoke really fast and sometimes you are like….what? sometimes we didn´t understand right.

Student 1: I didn´t like that much

Interviewer: It was too long or maybe too hard to listen it was the activity that you didn't like, but did you like the video? Learning about the salt cathedral, you liked that part but not the part that he spoke very fast?

All Student: Yes.

Inteviewer: Well….girls our time is up, thank you so much for your time and participate.

Students: bye teacher

Appendix D. Unit 8 from the book ¨Big English 5¨ used by six graders.

Reading | Travel forum

▶ 5 Listen and read.

www.travelfans.com

travelbug
Help! My family and I are thinking about going to Italy for vacation. We only have five days to spend there, so we can't see everything. Where should we go?

castle_hopper
Hi, travelbug. You should definitely come to Tuscany. There is so much to do here, and everything is close by. Florence is the capital of Tuscany. It's known for its beautiful palaces, churches, and other buildings. Many of the most famous works of Renaissance art can be found here in the museums and galleries. You could spend five days just looking at the art in Florence!

Siena is a beautiful medieval town. It's filled with incredible old buildings. If you have time, go to the Palio de Siena, a medieval horse race that's held twice a year. It's attended by thousands of people, so be prepared!

Florence | Palio di Siena

seat1A_flyer
Hey, travelbug! If this is your first trip to Italy, you should definitely see Rome. This city is known for some of the most famous sites in the world: the Coliseum, the Pantheon, the Spanish Steps . . . the list goes on and on! Vatican City, the smallest country in the world, is located inside Rome, too. And you can't leave Rome without seeing the ceiling of the Sistine Chapel. The ceiling was painted by Michelangelo and is *amazing*!

If you're in Rome, you could easily take a quick trip down to Naples. It's been called the birthplace of pizza; and is located on the beautiful Amalfi Coast. So you can enjoy your pizza while you sit and look out at the sea!

Coliseum | Vatican City

getaway_gary73
Ciao, travelbug. Rome and Tuscany are nice, but for something really unique, try Venice. Venice is known around the world as a floating city. Most of its "streets" are filled with water! They're called canals. To get around Venice, you can take a water taxi.

Some of the most beautiful buildings in the world were built in Venice. There's the Piazza San Marco—a beautiful city square next to St. Mark's Cathedral. This site is visited by thousands of people every year. You can find some unique souvenirs here, too. You could get a necklace made of Murano glass. Or you could pick up one of those famous masks from the Venice Carnival. The masks are known around the world. They're worn during celebrations at Carnival time here. Venice really is an incredible place.

Venice

READING COMPREHENSION

6 Read each statement. Circle *T* for *true* or *F* for *false*.

1. The ceiling painted by Michelangelo is located in Rome.   T   F
2. The medieval horse race is held twice a month in Siena.   T   F
3. Most streets of Venice are crowded with cars.   T   F
4. Murano glass is produced in Venice.   T   F
5. Venice is often called the birthplace of pizza.   T   F

7 **THINK BIG** Work with a partner. What do you think?

1. Why do you think Italy is visited by millions of people each year?
2. From what you read, which place in Italy would you like to visit? Why?

Language in Action

8 Listen and read. What new information does Sue find out about Costa Rica?

Martin: I can't wait. We're going to Costa Rica next week!

Sue: Costa Rica? I don't know much about that country.

Martin: Well, you've come to the expert! What do you know about it?

Sue: I know that it's located in Central America.

Martin: Can you guess what it's known for? A third of the country is made up of them.

Sue: I have no idea.

Martin: Its rainforests! A lot of agricultural products come from there, too. In fact, that banana you're eating was probably grown there.

Sue: This banana? How do you know?

Martin: Read the sticker on it.
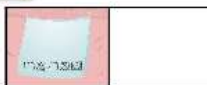
Sue: Costa Rica . . . you're so smart!

9 Practice the dialogue in **8** with a partner.

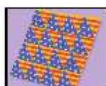**10** Listen and stick. Then complete the labels with words from the box.

| China | Hungary | Morocco | Saudi Arabia |

1. Made in _____

2. Made in _____

3. Made in _____

4. Made in _____

Grammar

That watch **is made** in Switzerland.
Those bananas **are grown** in Ecuador.

The first pizza **was** probably **made** in Italy.
The first noodles **were** probably **made** in China.

Tip: To form the passive, use the simple present or past form of the verb be with the past participle of the main verb.

11 Put the words in order to write statements.

1. Switzerland / in / made / watches / are

_____

2. bananas / in / Ecuador / are / grown

_____

3. was / the / made / pizza / first / Italy / in

_____

4. the / were / noodles / first / China / in / made

_____

12 Write sentences. Use the simple present form of the verb in the passive.

1. Sheep _are raised in China._ (raise in/China)
2. Diamonds _____ (mine in/Africa)
3. Pottery _____ (make in/Italy)
4. Coffee _____ (export from/Costa Rica)
5. Rubber _____ (produce in/Brazil)

13 Complete the sentences. Use the simple past form of the correct verb in the passive.

| design | eat | import | sell |

1. Millions of cell phones _were sold_ in Japan last year.
2. This video game _____ in Spain.
3. More salsa _____ in the U.S. last year than ketchup.
4. All the flowers in this market _____ from Mexico.

▶ 14 Listen and read.

CONTENT WORDS
diesel fuel   distribution center   local   pollution   produce   typical

From the FARM to Your PLATE

Imagine you're at a restaurant in the United States. You order a salad. When it comes, it looks delicious. You can't wait to take that first bite. But stop for a moment and think about how long it actually took to get to your plate. Not from the kitchen, but from the farm . . . .

As an example, let's take a look at a typical salad served in the United States. Nowadays, most foods eaten here travel between 2,000 and 2,400 kilometers before they get from the farm to the store. "Fresh" foods, such as the lettuce in a typical salad, may be grown locally. But other foods are grown far away, even halfway around the world. These foods have to be washed, packed, and brought to a distribution center before they make their way to a store.

All forms of transportation—involved with shipping foods and other goods—cause air pollution. The farther food travels, the more gas and diesel fuel are used. The more gas and diesel fuel are used, the more pollution is released into the air we breathe. Shipping fresh produce can add up to forty-five times more pollution to the air. So eating healthy foods is not always a healthy thing to do.

There is a solution, however. Fresh produce can be bought from local farmers. The lettuce that was picked yesterday will taste a lot better, and will be better for you than the lettuce that was picked a week ago.

Do you shop at your local farmers' market or fresh produce stand? If not, before ordering another salad, ask where the produce was grown. You'll be able to tell what is fresh!

15 **THINK BIG** Work with a partner. Discuss.

1. How about where you live? Does food have to travel far? Why?
2. Is it better to have food you like all year round, no matter how far it travels? Or is it better just to eat what's local and in season? Why?

▶ 16 Listen and read.

Where Did It Come From?

Do French fries come from France? Actually, most people believe they were first made in Belgium, not France. Do you ever wonder where other foods or products come from?

JIGSAW PUZZLES In 1767 in England, John Spilsbury wanted to teach his students geography. He glued a map of England and Wales to a flat piece of wood. Then he cut out the map along county borders. Each county was one piece of wood. After mixing up the pieces, his students put the map puzzle back together. Back then, the pieces did not lock together. The jigsaw puzzles we see today were invented about 100 years later, after power tools were invented.

SPAGHETTI The Chinese have been making noodles since 3000 BCE. The explorer Marco Polo brought noodles to Europe from the Far East in the thirteenth century. This became spaghetti! Thomas Jefferson brought some of this pasta back to the United States with him from France in the 1700s.

MATCHES An Englishman named Robert Boyle found a new way to make fire. He mixed the chemicals phosphorus and sulfur together. A little over a century later, in 1827, another Englishman named John Walker, used the combination of these two chemicals to create the first matches. The matches were one meter long!

REFRIGERATORS Refrigeration is a way of making things cold so they stay fresh. Refrigeration uses special gases to do this. A German engineer named Carl von Linde found out how to make this work. Linde built his first refrigerator in a factory in Dublin, Ireland, in 1894.

SUNGLASSES For centuries, early Chinese judges wore smoke-colored glasses. But these first sunglasses were used to hide the judges' eyes in court so no one could guess what they were thinking.

17 **THINK BIG** Work with a partner. Discuss.

1. Did any of this information surprise you? Why or why not?
2. What is your country known for?

Writing | Persuasive writing

18 Read the paragraph. Find the main opinion. Underline three reasons used to support it. Do the reasons persuade you to visit Puerto Rico? Discuss with a partner.

Come to Sunny Puerto Rico!

main opinion →

This tropical island paradise, a territory of the United States, is steeped in history and located in the Caribbean. It's made up of one main island and several smaller ones, all surrounded by the warm waters of the Caribbean Sea and the Atlantic Ocean. It's the perfect place for a family vacation! The main languages spoken here are Spanish and English, with many others, too—making it easy to find out everything you need to know. Its Spanish name translated means "island of enchantment." Year-round summer temperatures cannot be beat. Water sports like water skiing and snorkeling are all enjoyed here—not far from miles of white, sandy beaches. And Puerto Rico's lush rain forests are visited by many every day. Find out why more than 2 million people every year visit its best-known fortress El Morro Castle! Come visit Puerto Rico and find out firsthand why it's known for being a top vacation destination!

19 Choose your favorite vacation spot. Write a topic sentence expressing your main opinion. Write three reasons.

| Main opinion: |
| Reason: |
| Reason: |
| Reason: |

20 Use the information you listed in **19** to write a paragraph.

_____

_____

_____

_____

_____

**21** Exchange paragraphs with your partner. Did your partner's reasons persuade you?

Appreciate what you eat and use every day. | Values in Action

22 Complete the chart for each category. Follow the examples. Then discuss with a partner.

What I appreciate	Where it comes from
The food I eat *fruit like oranges* *salad*	*right here in Mexico* *local markets and right in my backyard*
The clothes I wear	
The transportation I use	
The technology I use	

23 Work in small groups. Compare your charts. Do you appreciate some of the same things?

> I like my jeans. They're made of cotton from Costa Rica.
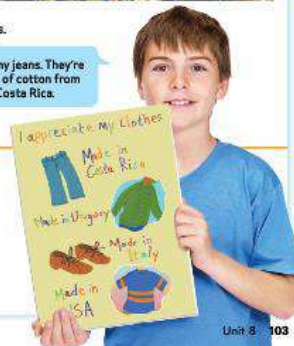
PROJECT

24 Choose a category from the chart in **22**. Draw or find pictures to make a poster. Label where each comes from. Give a presentation about your poster.

Review | Listening and Speaking

25 Listen to the tour guide. Complete the sentences about the tour. Use verbs from the box in the passive. Listen again to check.

call   conduct   construct   fill   know   locate

The city [1]_____ on the coast of Massachusetts.

As the tour [2]_____ , you'll notice a lot of improvements have been made around here.

The project [3]_____ The Big Dig.

Many new bridges, roads, and tunnels [4]_____ .

Boston [5]_____ for its restaurants.

The city [6]_____ with historical landmarks and buildings.

TOUR BOSTON

26 Work in small groups. Talk about places you know and what they are known for.

1. Write the names of the places on slips of paper.
2. Write what the places are famous or known for on other slips.
3. Put the slips into separate bags—one labeled "Place" and the other labeled "What It's Known For."
4. Work with another group. Switch bags.
5. Take turns drawing slips of paper and guessing the place or what it is known for.
6. Continue until all are guessed or revealed.

Oranges and grapefruits are grown here.

Is it Arizona?

Vocabulary and Grammar | Review

27 Write what they're made of. Use words from the box.

clay   cotton   metal   rubber   wool

1. Flower pots, plates, and floors are made of_____ .
2. Soda cans and airplanes are made of_____ .
3. Raincoats and boots are made of_____ .
4. Warm winter sweaters are made of_____ .
5. Most T-shirts and sheets are made of_____ .

28 Write sentences using the simple present form of the verbs in the passive voice.

1. bananas / grow / in Mexico
   Bananas are grown in Mexico.

2. cattle / raise / in Argentina
   _____

3. silver jewelry / make / in New Mexico
   _____

4. cotton / produce / on special farms around the world
   _____

29 Write sentences, using the simple past form of the verbs in the passive voice.

1. the chocolate nut candy bar / create / Canada
   _____

2. the shopping cart / invent / the United States
   _____

3. the first patented karaoke machine / make / the Philippines
   _____

I Can
☐ talk about ideas and where they come from.
☐ talk about products and the materials used to make them.
☐ use the passive voice.