

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

**BOARD GAMES TO FOSTER COLOMBIAN CULTURAL AWARENESS INSIDE
THE EFL CLASSROOM**

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ABSTRACT

Along the English as a foreign language learning process inside a public school in Colombia, students are not taking into account their own culture and context when learning. That is why a way in which learners are able to be aware of their own culture through the EFL learning process is necessary. Therefore, the adaptation of a series of board games in order to make them suitable to teach English and foster Colombian cultural aspects inside the EFL classroom was required to deal with the main issue. In this study, participants were experimenting their own culture along the English class through the use of board games.

Each board game was adapted to foster one specific cultural aspect. The participants were conducted through an introduction at the beginning of each session and, such introduction was about the cultural aspect to work on, after that they had the opportunity to interact and recognize their own culture by using the board game. They were recognizing the characteristics of their own culture and they were culturally aware along the development of the class, which was the main objective of the research project.

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INTRODUCTION

During the observations of the classes at Pio XII high school in Guatavita, Cundinamarca, it was evident that the contents of the materials developed with the objective of learning English as a foreign language did not show the students' local context. Therefore, it is likely to assume that the students were learning through topics that are closely related to foreign cultures. Hence, the learners were not recognizing their local context inside the contents they develop to learn English. Moreover, English learners were being exposed to foreign aspects and they were not able to build a relation between those topics and their own culture due to the classes used to highlight mainly foreign features. Students were not making emphasis in the Colombian culture when learning English in high school, in other words students were not culturally aware along their EFL learning process.

Regarding the previous ideas, it was useful to analyze the fact that every foreign product, whether music, fashion, among others goes to countries like Colombia, and causes an effect on the population. These effects are reflected by the interest Colombian people show by the foreign culture. It is not a secret that due to the level of development in terms of music, fashion and general industry countries like US wield an influence over our country. That influence is perceived in a deeper way if a look is taken inside the educational environment, in this case EFL learning. A good example of this are the activities done inside the high schools related to English language like English day, or some projects that are also conducted taking into account the culture from different countries. Likewise, taking into account the previous ideas and after observing and experimenting the

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process of learning inside Pio XII high school it is evident that for English lessons it is not common to find projects linked to Colombian culture, to sum up Colombian cultural awareness is not being promoted inside the EFL learning process.

According to what was previously mentioned, it is worthy to carry out a research about the way some Colombian cultural aspects might be included during the process of learning English as foreign language inside Pio XII high school. In that way, ninth graders are going to learn English having as a tool their own context. Additionally, the students will be able to have a closer approach to their own culture, recognizing aspects like touristic places, food, celebrations among other features proper from Colombia, and having the opportunity to see the foreign language from a different perspective.

Regarding the previous ideas, Colombian culture takes part in this study in order to promote English learning to ninth graders using the student's local culture focusing on certain aspects like tourist places, typical food, important characters, celebrations, and customs inside the process of learning English. To that end board games were used to allow the inclusion of the Colombian culture and reach the goal.

In that order, the reader will find in the first chapter the justification as well as the research problem, question and objectives. Additionally, the second chapter of this study will be composed by the literature review which will describe some studies by different authors to support this research project. Later, the theoretical framework in which the constructs: EFL classroom, cultural awareness, board games in the EFL classroom and learning English through culture are well explained.

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Next, along chapter three the research design will present the research paradigm, research approach, setting, population, ethics, as well as the data collection instruments chosen to gather information. Chapter four will present the visions of language, learning, and classroom as well as the instructional design which gives a description about the implementation of the present study, explaining the activities done and the schedule used during the implementation. Moving on, chapter five will show the data analysis. Finally, along chapter six the author will present the conclusions, relevant findings, implications, limitations and further research drawn after the development of the present research project.

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CHAPTER 1

Justification.

Colombian Culture is not a common element inside English learning due to most of the materials developed to teach this language present contents of different situations from foreign cultures. Regarding what was previously said culture of Colombian students is a matter without relevance inside the English learning process, instead of experimenting their own culture, students are in touch with the foreign environment created by the materials they are using.

Ninth grade students at Pio XII high school in Guatavita, are used to learn English having as a context foreign places, such as North America and England, however, as it was mentioned the local context of the learners is not being taken into account when learning English, moreover Pio XII high school is located in Guatavita Cundinamarca, which is a very representative place not only for the local region but also in Colombia. That is why in this place it is possible to use the local context to teach English, because the students might be aware of their own culture along the process of learning English as a foreign language, and they might be able to build a relation between their culture and the English classes.

Taking into account that the English learning is a way to introduce many things such as culture and new general knowledge for the students, and observing that through English learning students are exposed not only to grammatical aspects but also to customs and the way the things work in foreign countries, it might be worth studying how Colombian culture may be implicit in the process of learning English.

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In order to do so, the intention of the present research is to make of the English classes a space to promote Colombian culture using board games, so that students feel motivated for doing something new and different. The goal of this research is not to change the way that the material is used to learn English. That is to say that this study intends to complement English teaching resources by the use of something different and original such as the development of a tool based on board games in order to foster specific aspects of Colombian culture within the process of learning English. In that way, the students will be learning English using the Colombian context. The use of games as a tool to foster the culture may give the students the opportunity to enjoy the process.

Research problem.

The content of the material developed to learn English by students from Pio XII high school in Guatavita, shows common situations of foreign cultures but does not show Colombian context. Which means, those topics are not showing the students local context. To put in simply, observing the materials the students are using to learn English it is possible to infer that the students are learning this language based on common situations from foreign cultures. Thus, it is probably that Colombian context or local context is not been taken into account during the process of learning a foreign language. It is also probably that if the students get immersed in a process of learning a foreign language having as context foreign places, the learners might develop an interest for the foreign culture and will be less interested in the proper one.

Taking into account my personal experience as a student at Pio XII and the observations made it is possible to say that along the process of learning English, the

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foreign culture was being highlighted by the materials used, that is why it was a good idea to make the students get motivated to learn English through Colombian cultural aspects. In that way, they will be able to assimilate the foreign language without getting apart from their own culture. Hence, as a way to make the students feel more motivated to learn English and also to make them get closer and discover more about the place where they live in, it is important to include their context in a good way such as the use of board games.

In order to support the previous ideas, the fact that Colombian culture is not being promoted along the EFL learning process is a problem taking into consideration the general educational law; that law sets as one of its objectives: “El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad” Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Ministerio de educación nacional (p.7). so that according to the law that leads the educational processes in Colombia the inclusion of Colombian culture along the EFL process should be something relevant.

It is important to mention that this study shows one manner to include some Colombian cultural aspects inside the EFL classroom using board games, having as a reference the study conducted by Bedoya, Gordillo, Romero and Stiglich (2015), which presented the inclusion of Colombian culture through the use of didactical units inside lesson plans. Which means that the present research will complement the goal of using the Colombian context to teach English, but not only adding the cultural content to the lesson plans but also allowing the students to enjoy the way they perceive the culture, in this case the use of the board games might help to reach this objective.

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Now, regarding what was previously said, there are not too many studies done concerning this topic. Hence, this project intends not only to figure out a way to increase the cultural awareness of the participants of this study, but it also intends to be a tool for the English language teaching in Colombia. Moreover, this study might be an example of the importance of the cultural awareness in Colombian students, so teachers, and parents might get benefit of the development of this study and take this monography as an example of fostering the culture inside the young people.

Research question.

How to foster awareness of some Colombian cultural aspects in ninth graders through board games inside the EFL classroom at Pio XII high school?

Objectives.

General.

To analyze how cultural awareness can be promoted through the use of board games about Colombian cultural aspects inside the EFL classroom.

Specific.

- To determine the most representative Colombian cultural aspects in order to be promoted inside EFL classroom.
- To examine the way in which the board games show the Colombian cultural aspects to teach English.
- To explain how the foreign language and the local context can interact in order to raise cultural awareness inside the EFL classroom.

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CHAPTER 2

This chapter will explore different perspectives directly connected to the topic of investigation, as well as the definition of certain concepts in order to clarify ideas and notions linked to this research project. Different points of view from previous research will be exposed in order to support the main point of this study, gathering that information the present research will be clearer to the readers.

Literature review.

Along this section the point of view from several authors who have carried out studies linked to cultural content inside EFL learning, will be exposed. Doing this, the idea of using student's local context inside English as a foreign language learning will be supported. In addition, this section will show information about Colombian studies as well as foreign ones. As a result, this chapter will present the historical support of the current project of investigation.

In order to strength and build knowledge about Colombian culture in students from Bogota and Chia, Bedoya, Gordillo, Romero and Stiglich (2015) developed a study in which the purpose was to “produce didactic units in order to be used inside the English as a foreign language learning process” (p.1); in this way the authors were trying to use local context as an opportunity to learn the English language.

“Colombian people have a deep respect for their own identity, for their own culture and for their roots, but the appreciation of these aspects is often uncertain due to the lack of understanding and awareness of collective memory” Eddy (2009) (as cited in Bedoya, et al (2015) (p. 54) therefore the starting point for the discussion presented in this project, is

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that the students and in general terms Colombian people have such a big respect for their own culture, the idea of using that content when learning English is worthy of analysis.

According to Bedoya et al (2015), the use of Colombian cultural themes inside EFL learning was an opportunity not only to learn English but also to rise the cultural knowledge in students from Bogota and Chia (p 1), moreover the didactic units developed along the project were designed to work on the four abilities of the language, listening, speaking, writing and reading. In short, the project used Colombian context to teach English as well as the present project of investigation.

Regarding the previous information, the present study was done in order to use the Colombian cultural aspects in order to teach English. Nevertheless, in this opportunity the board games were used to show the cultural aspect to the participants; which means that instead of using the didactical units to show the cultural aspects, the participants were able to use each board game to experiment the cultural aspect. To put it more simply, the students were playing and at the same time were in touch with a specific cultural aspect.

What the authors of the last study did was the design of seven didactical units using the topic based as an approach to the implementation of each lesson plan from the research, those units were composed by three different parts: in the first place the warm up, in second one the topic explanation and the last one the practice and production of the students. Among the Colombian cultural aspects that the previews investigation used were: myths and legends, Colombian carnivals, Colombian typical music, and Colombian art. The activities used were accompanied with information about specific cultural aspects corresponding to specific grammar, which was the learning objective.

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After having observed what this project was about, it is important to say that the previous study is similar to the present research, as both used the Colombian culture in order to teach English, in addition the last research contributes to the presents study, by mentioning the aspect of the culture to work on. However, the study conducted by Bedoya, et al (2015) used lesson plans as the way to implement the Colombian culture, in contrast this research used board games as a way to mix the EFL teaching with the Colombian cultural aspects promotion. Which means that the learners will have the opportunity to experiment the culture from a different way.

Another relevant study about the role of cultural components inside English learning is the one developed by Asif (2012) which says that the incorporation of culture into the foreign language classroom is the main concern of the study, more specifically the way English language cultural components are about to disappear in the Pakistani text books of English used at the levels. Moreover, the study investigated the teacher's understanding of culture and culture teaching, the way they handle it in class, and their views about its place in the course books they use. (p.4)

Another important and relevant point of the research conducted by Asif (2012) is the effectiveness of a culture trained program intended for prospective teachers of English. Regarding this, this study supports in a huge way the present research, due to Pio XII high school was presenting and introducing the culture inside the classroom of English teaching, that research shows how students perceive culture and moreover foreign culture.

For that reason, it is related to the present study due to they developed a similar idea, however they differ in the place and the way they introduce the culture in English

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learning; in other words, in the project conducted by Asif (2012) the culture introduced inside a program for English teacher, in order to make them get immersed inside Pakistani culture. And the present study included the culture inside board games, the ones students are going to use to learn English.

In order to continue with the literature review, it is important to take a look at the project developed by Choudhury (2014) who provides in his study the role of the culture in the teaching and learning of English, in his project Choudhury (2014) presents the importance of learning the target culture, in order to make the EFL students rise the comprehension of the target language, in this case English as foreign language. Although, along the investigation, the author takes as a starting point, the importance of the cultural awareness.

According to Choudhury (2014) it is important that when the students learn the target culture, it is necessary to see how the target culture and the source culture interact inside the EFL classroom not only in the process of EFL learning but also in the process of EFL teaching. The author described the influence that the culture has in all the abilities of the language, in general words. The author explained the cultural influence in vocabulary, listening, speaking, reading, and translating.

At this point, the study developed by Choudhury (2014) supports this project of investigation by mentioning and defining the role of the culture inside the EFL learning and teaching process. Moreover, the author presents the way of introducing the culture inside the EFL classroom, and describe the role that the teacher should follow in order to teach culture.

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Theoretical framework.

This theoretical framework is a compilation of definitions that several authors have given after developing theories related to English language teaching and culture in the EFL classroom. The information found here is going to support the present study by giving the elements to add to the investigation; the terms to define along the next section are: cultural awareness, English as a Foreign Language classroom (EFL classroom), Board games in EFL classroom and learning English through culture. Those are the concepts which the present work is going to use in order to advance clearly taking into account the main objective

English as a foreign language Classroom (EFL classroom).

This construct, has a big relevance along the present research study, because all the implementation was conducted inside the EFL classroom, therefore it is really important to understand what an English as a Foreign Language classroom is, and what elements are found inside it. Moreover, as all the elements and objectives were obtained inside the EFL classroom it is necessary to know the meaning of it. In order to begin, several authors have been consulted in order to have a clear understanding of this concept.

Bell (2011) stated that “an EFL classroom is found in a country where English is not the native language, students share the same mother tongue and the teacher may be the only person whose native language is English. So the students do not have a lot of opportunities to practice English outside the classroom, and the only exposure to English they have is only provided by the teacher inside the classroom or by limited ways like TV or music”

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(p1). Therefore, learning English may not have any obvious practical benefit not only because the learners do not have opportunities to use the language, but because it is not useful in their environment. What the author says, is that in the EFL classroom, the students have the only opportunity to be in touch with English, hence the EFL students are inside a context where English is not easily practiced.

In the work of Bell (2011) it is found that inside the EFL classroom, there are special needs in order to learn English: The first need is “lots of practice using English specially orally” so the teacher should make the students practice Speaking English inside the classroom as much as possible, but the teacher can also teach the students to find opportunities to practice English outside the EFL classroom, and he or she could reward them to do so. The second need is “exposure to living English” it is not advisable to allow the learners believe that English is a set of words and rules to memorize, English is the “living breathing creation of communities and cultures around the world” (Bell, 2011,p.1). Thus a teacher has to do as much as possible to make the English alive for the students.

The third need found in the work of Bell (2011) is “Reasons to learn English and motivation to stick with it” (p.1) English can be very theoretical, thus the motivation of students could be low and not enough to learn the language in a good way. Therefore, a teacher should look for every student’s passions and tie them into English. Nowadays there are many ways to identify student’s passions inside the classroom; those ways might be as an example the relations or the link that the teacher is able to build with the student inside the classroom and inside the teaching process, in other words the teacher is able to identify several attitudes from the learners just by listen a particular phrase or a particular

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conversation among them. Some of the student's passions may be Facebook, Instagram, twitter among others social webs.

The previous definitions of Bell (2011), give an overview of what an EFL classroom is, and it also presents the needs inside it. In order to continue, it is a good idea to take a look of what the elements that should be taught inside an EFL class are. Thus Toste (2014) presents a definition of EFL classroom taking as base what the professor should be teaching inside the classroom.

According to Toste (2014), nowadays more and more English as a foreign language is being taught around the world and EFL teachers have the opportunity to focus on aspects of learning beyond grammar, vocabulary and the traditional four skills thus he proposes aspects to focus inside the EFL classroom. The first aspect is "encourage questions" it is not always easy, and even more when a lot of educations lead students to become passive participants. Toste (2014) claims that it is always important to ask students about a topic before advancing on it, and realize about what the students know and also what they need to know.

In different words, the author is saying that the previous schemata help the teacher have an overview of the knowledge of the students, this is useful for the teacher as it allows to figure out the starting point of the lesson. In this way, the teacher would place the students in the right level, and the input the teacher gives, would be suitable and would agree with the students' knowledge, therefore the learning process would be meaningful for the students but also for the teacher.

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Another aspect that Toste (2014) mentions is that the teacher has to bring the students' world inside the EFL classroom; so in this way the motivation might increase and the teacher can also involve aspects of the student's life such as culture, likes and dislikes inside the EFL classroom. Toste (2014) gives the next example:

When teaching "can" for abilities, consider involving the physical education teacher. Students can do some of the activities in the physical education class, like jumping, running, throwing, etc. Once they have done the tasks, you can use the information in the English class as students express what they can do. This might be in the form of graphs or tables, individual or class posters. The important point is that students will be learning and using the language to communicate real information. (p. 1)

One relevant point of view based on the author's statements is that when using the personal background of the students to explain or to teach inside EFL classroom, the students will probably find it easy to use English inside a context, in the previous example, the students were able to learn, not only by using their experiences but also placing the English in a familiar context. As a result of that process, learners are not only learning English, but they are at the same recognizing a familiar context in order to practice and to use English. Toste (2014) affirms that once the EFL teacher has used the school environment, then he or she could consider involve the family and friends inside the process in order to bring the students world into the EFL classroom.

Taking into account what the author is presenting in his work, when using the personal background of the students in order to teach them, the teacher is able to use as

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much information or resources as possible. Observing the author's example, it is possible to analyze that in the same way in which the real abilities of the learners are included, it is suitable also to include the culture of the students in order to teach them. This would also provide the students with familiar context and familiar means to learn.

In the same way, Toste (2014) argues that stories are also important in EFL classroom; stories are all around the environment, so the way in which EFL teachers can integrate all the topics and make stories for the learners, is a good tool to teach inside the EFL classroom. The author claims that the learners are part of the stories all the time, so the students are learning from the environment and also they are interacting all the time. In order to sum up the point of view from the author it is necessary to highlight the next quote

“Stories are everywhere: what happened on a holiday is a story, how a student begins his day is a story, what happened on the way home is a story. We tell each other stories every day. The key is the structure – beginning, middle, and end. The story develops, leading us to the end. It is by nature interesting, otherwise we wouldn't be telling it”. (Toste,2014, p.1).

In his work, Toste (2014) mentions one last aspect, the “Sense of achievement”. The author says that the education is most of the time based on what the students do not know, therefore giving the learners a sense of achievement focusing on how much they have learned is a good idea to rise students' self-esteem and also to improve their ability to learn more. According to the author, along the process of teaching, the teachers often tend to run a lot, so that once the students just learn a new topic, they advance to another. Moreover, it is a good idea to stop and to design activities such as small projects, in order to give the

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students, the opportunity to be aware of how much knowledge they have acquired. The sense of achievement might be a tool for the teacher, because it gives the students a sense of progress and the learners might get interested in the process.

In the definition of English as a Foreign Language classroom, Bell (2011) provided a clear definition of what is an EFL classroom, and what characteristics are the most relevant inside it. Moreover, another author, Toste (2014) exposed several aspects that a teacher should encourage inside the EFL classroom in order to be an effective English as a foreign language teacher. Therefore, the previous information is useful in order to have a very clear view of what an EFL classroom is, so after analyzing the research of Bell (2011), and Toste (2014) it is possible to understand what is an EFL classroom and what are the elements relevant inside an English as a Foreign Language classroom.

Cultural awareness.

This research is working with the cultural component. In a more specific way the culture of the students when learning English, therefore it is really important to understand the meaning of cultural awareness as it is the main topic that this project reckons. This definition will give to the project a view about the perception of the culture inside the individuals. In addition, this construct is supported by the points of view of several authors that have developed the term in order to give a complete definition of what is cultural awareness.

In order to continue having an overview of the definition of cultural awareness, Quappe and Cantatore (2007) says: “Cultural Awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming

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aware of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way?" (p.1). which means that cultural awareness may be understood as the process in which a person starts to see the life from a different perspective. Therefore, the person starts recognize the cultural aspects in other people.

The authors point out that cultural awareness has an important role when people interact with other people, so that some people perceive and evaluate things from a different way, and what is consider as an appropriate behavior in one place in considered as inappropriate behavior in other place. Quappe and Cantatore (2007) use as an example the fact of being Italian, the authors say that based on the customs and the way in which Italian people do the things, they could perceive that people from other cultures are better or different to others.

What the authors mention is that the people have a different way to carry on the things according to the culture, hence the culture affects everything around the environment of the people, cultural awareness is just the understanding of that, so it means that Colombian people as an example, understand that they have a specific way to develop the common things, and moreover they understand that this way is different from other countries. Furthermore, that fact does not means that Colombians are in a lower level. It only means that the culture is different.

Moreover, according to The Centre for Cultural Diversity in Ageing (2015) cultural awareness supposes that we all are molded by our cultural background, and that fact influences the way in which we interpret the world around us, the way we understand our

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selves and the way we related to the others. In other words, cultural awareness is the way we all perceive the culture, the way in which the culture behaves inside us as individuals. Moreover, cultural awareness means that the culture is part of our personal identity, it is part of the way we act inside the group of people; it is possible also to say that cultural awareness is the main thing that differences us from others, furthermore it is the essence of the individuals.

Another important aspect mentioned in the previous work is that within any culture, people's values, and customs can vary enormously, and that has a closed relation with what Quappe & Cantarote (2007) claimed and that was the affirmation that cultural awareness is the ability to understand that different groups of people have different ways to do specific things. In that way, according to The Centre for Cultural Diversity in Ageing (2015) cultural awareness is the understanding of the cultural influences of others. What was said is that cultural awareness gathers the understanding on the influence of the culture in the life of a group of people.

This construct was useful to the development of this research because having a clear understanding about the meaning of cultural awareness allowed to work on the culture of the students, because as was mentioned along the construct, Cultural awareness is the ability to identify cultural aspects in others. Moreover, this ability must be linked to the understanding of how the Colombian culture influence our behavior along any process whether learning process or teaching process.

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Learning English through culture.

Taking into account that the main point of this project is the promotion of the culture inside the English as a Foreign Language Classroom, it is mandatory to answer the next question: what does teaching English through the culture of the students means? this has a big relevance along the development of the present study because the objective of this research is to teach English having as the main context the students culture. In that way this construct contributes to the development of the project, by giving the meaning of this process.

In order to start with this definition, Byram, Morgan and colleagues (1994) claim that culture must be included along the language learning, since it is part of the whole process the learners are conducted through; the authors present information in order to consider what was previously mentioned; one example might be that language is in social exchanges, and the attitudes, the feelings and what the learners perceive has a direct relation with the target language. (Seliger 1988 as it is cited in Byram, Morgan and colleagues 1994).

According to the point of view of the authors, it is possible to say that culture has a really important part in language learning, since it affects directly the way in which students communicate, so it affects also the language learning. It is also possible to say that if culture is not included along the language learning process, then this one will not be significant. The authors mentioned that in order to communicate properly then the students or the learners will be in touch with their cultural back ground or by their cultural context

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itself. Therefore, they are highlighting the role and importance of the culture when learning a language.

The authors say that “it is axiomatic in our view that cultural learning, has to take pace as integral part of language learning and vice versa.” (p.5). in other words, the authors claim that if the objective is to promote a significant learning process, then it is mandatory to consider the use of culture along the process in order to improve it. Byram, Morgan and colleagues say that the mere acquisition of information about a foreign country, is inadequate as a basis for education.

Taking into consideration what was previously mentioned, it is possible to assume that the culture and language learning are related and must be linked all the time along the learning process. One relevant point here is the use of the language to communicate, if learners are only receiving input about a foreign culture, then they are not going to be able to communicate properly because it is necessary for them to make a relation between what they are learning and their own environment.

The authors also say that understanding the target culture is appreciated along several approaches but only as support to linguistic proficiency. Here they are expressing that when learners are involved in only aspects proper from different cultures, then it will be helpful but only as a tool for linguistic development, so the way they use the language. However, here it is necessary to return to the starting point of the importance of the own culture to learn a second language, in the case of this study a foreign language.

Students will be able to communicate using the language but only if they are able to express what they feel or what they perceive, if the students do not have the connection

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between the language and what they need to express, then they are not going to communicate using what they have learnt. It means that it is necessary to build a link among the language they are learning and their culture in order to get a complete language teaching performance. So that the students are able to express what they need using what they have learn in other words, a situation in which the students communicate in a foreign language.

The previous author provided a definition about what teaching English through culture is by exposing advantages about using students own culture to teach English. Moreover, it was evident that for the development of EFL teaching, it is really important the use a context, hence, the culture along the process of learning allows the students to feel more comfortable and make them to figure out a connection among what they need to express and what they are learning. To continue advancing with the definition about what teaching English through culture is, Choudhury (2014) in his work, gives an overview about this concept by mentioning and exposing the influence of the culture over the EFL learning and teaching.

According to Wei (as cited in Choudhury 2014) Language without culture is unthinkable, a particular language is a mirror of a particular culture. What means that the language is an artifact of the culture, it has a direct relation, furthermore as the language is the main way used to communicate, it is easy to understand that when talking about language we think about culture in a direct way. Hence, as Choudhury (2014) indicates that “To understand the importance of culture we need to know to what extent cultural

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background knowledge influences language learning and teaching, and how can we take advantage of that influence". (p.4)

What the author concludes is that, if the teacher really wants to understand how important the culture is at the time of teaching one language, then he or she has to figure out how much the culture influences over the vocabulary, listening, writing and speaking of the students. Hence, in that way the teacher will have an overview about the amount of cultural information. In other words, as the language is directly connected with the culture, it is a fact that the student's abilities to communicate are influenced by their traditions and all their cultural background, moreover the teacher has to be aware of that in order to provide the right input.

Choudhury (2014) explains that culture has a lot of different meanings, and those meanings differ according to the kind of people defining the term, so for example for some scholars the term has to do with the appreciation of music, arts, food among others, for some others culture has to do with the combination of behaviors and customs of the people. However, in order to mix the language and the culture, it is important to understand the culture as the group of the common life aspects that surround the environment of a city or town. The writer argues, language and meaning cannot be separated, so one is a part of the other.

Choudhury (2014) observes that the culture must be implicit inside the language learning, student's cultural background has a big influence over the abilities of the learners, such as listening, speaking and listening. therefore, the teacher should be able to link the

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English as foreign language and the students own culture, in order to create a meaningful learning process inside the EFL classroom.

According to the previous authors' statements, it was possible to have a clear understanding of what the process of learning English through the student's own culture is. Furthermore, when the students learn English using their own culture, they are equipped with a context and they are able to find the learning process meaningful for them, as they are relating their own culture with the new knowledge; so the students feel better at the time of learning.

Board games in the EFL classroom

The next construct will provide a view about the use of board games inside the EFL classroom, in order to understand why it is important to use this type of games when learning and teaching, the author of the present research will explore points of view of authors that have explore this matter. This construct is really important in this project because the implementation was about teaching English using board games. Therefore, it is important to take a look and observe the advantages of using board games when teaching English as a foreign language.

In order to start, Sugar and sugar (2002) mention that the games bring the joy of learning back into the classroom; when using games to learn it involves the students inside a cognitive engagement between them and the topic, the games provide a funny environment, but the students are learning inside a familiar environment. What the authors say is that when using the games in order to teach, the learner will have the opportunity to learn inside an environment without any particular obligation to do it, therefore if the

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learner is involved in funny learning way, then the learning process will be meaningful and significant.

In addition, the games will allow that the students get completely involved inside the learning process, and they will develop a link with the topic, which will guarantee an easier learning process. In words of Sugar and Sugar (2002) “Learning games engage students and then motivate them to interact with the topic. This interaction drives players to demonstrate their understanding of the topic in a friendly competition against themselves, other players, and the time and scoring standards” (p.15). Thus, the learning games might be used as very powerful tools at the time of teaching, as they are able to integrate the learners and provide them with the ability to enjoy what is being learnt.

The authors mention that nowadays, the teachers are facing all the distracting matters around the student’s environment such as, mass media, cartoons, and so on, and that it is important to develop a way to teach taking into account the learners’ needs and the learner’s environment. Therefore, when designing a way to teach including the needs and the ability to entertain them may be a way to face all the distractions that are present in the current environment of the learners. The authors mention that we as teacher want our students to want to know more about the topic, thus it is mandatory to develop a way in which the teaching process cause that feeling inside the students. Furthermore, the use of board games might surround the learners with the environment suitable to enjoy the learning process, in this case the teaching process of English as foreign language.

Sugar and Sugar (2002), gave a definition about the use of games at the time of learning, the authors mentioned some of the advantages of using board games inside the

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classroom; according to what they said, when the students used board games to learn, they are able to build a link between them and the topic, which allows a more significant learning process. In order to continue having an idea about board games inside the EFL classroom the next author Threher (2011), exposes the importance of the design and use of the right materials in an efficiently way in order to teach.

Threher (2011), claims that board games are an important tool to give the learners the hands-on and heads-on skill, and knowledge development for people of all the ages; in all the subjects, more over the author says that hands-on and heads-on, is the best way to learn. Therefore, what the author says is that when using board games, the learners are equipped with the tools to learn, according to the author, the board games involved the learner inside a environment free of threats, in that way the learner is able to experiment the learning process in a peaceful way, Threher (2011) argues that along the process of learning, the use of board games allows to perceive the learners mistakes as a proof if the link that the student have with the learning process.

In addition, in words of the author, “board games help to build communication and relationship skills as players work face-to-face to answer questions or solve problems and see that together they often figure out something they thought they didn’t know” (p.4). what the author says is that the use of board games promotes the team work, the board games allows to include all the abilities and knowledge of the different members; therefore, as they are playing with purpose of learning, all the students are cooperating inside the process of. Furthermore, the teacher can use board games to discover the weaknesses and the strengths of the students in terms of the learning topic, also the use of board games at the

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time of teaching a new language, in this case English as a foreign language, can make the students built a connection with the contents inside the learning.

As was previously mentioned, this construct gives coherence to the research, as the main point of the study is the use of board games in order to promote the Colombian culture inside the EFL classroom, thus as Threher (2011) mentioned, the board games allow the students to build a connection between them and the topic they are learning, which means that in this project the students had the opportunity to be connected with their own culture inside the EFL classroom. Additionally, regarding what Sugar & Sugar (2003) said, the use of games inside the learning process provide the learners with the ability to enjoy what is being learnt; in this case the ninth graders from Pio XII high schools had the opportunity to enjoy learning English experimenting their own culture.

Finally, as it has been possible to observe, the different constructs developed along this chapter, support the present study; now it is possible to understand “EFL classroom, Teaching English through culture, cultural awareness, and board games in the EFL classroom” this amount of information, is necessary to really understand the objective of the research, after the comprehension of any single aspect of the research, it is possible to continue with the development of the investigation process.

CHAPTER 3

Research design

The present study intends to identify the way in which ninth graders might be aware of Colombian cultural aspects within the process of learning English as a foreign language, using board games. Thus the researcher observed and collected data in order to identify the way in which the participants develop that process. To that end; it is important to know the manners to accomplish the previous objective. Consequently, chapter 3 presents the research paradigm, the research approach, participants, setting, and data collection instruments.

Research Paradigm.

Qualitative research.

The present study is going to analyze ninth graders from Pio XII high school, in order to figure out the best way to foster their own culture inside their EFL classroom through the use of board games. Therefore, it is important to observe and to collect data gathering information such as opinions, reactions, likes and dislikes of the participants. More over this kind of information could be presented in ways such as words, behavioral patterns among others. To that end the use of qualitative research allows to collect that data, moreover according to (Johnson and Christensen 2012) “qualitative research is the collection of nonnumeric data such as words and pictures” (p.376). Qualitative research allows to the researcher to develops hypotheses and a theoretical explanation about the interpretation of the process observed. In this case the way to foster Colombian culture inside the environment of learning a foreign language like English in ninth graders,

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therefore the use of qualitative research was the best way to answer the question stated in this study.

Johnson and Christensen (2012) claim that qualitative researchers perceive the human behavior as dynamic and changing, therefore along the study the population observed remained in a natural learning environment, as well as in their common lives, the researcher needed to observe and interpret the way culture was related to the process of learning English as a foreign language in ninth graders. In other words, the qualitative researcher gathers information based only on exploration or discovery. Moreover, the researcher in qualitative research analyzes ideas, feelings and words. This project of investigation explored how the different participants acted in a natural way and also the researcher collected their ideas and perceptions, and then based on the result the research continued with investigation process.

Johnson & Christensen (2012) described eight steps that a qualitative researcher should follow when doing an investigation; those steps are: select a research topic, determine a research question, design the study, collect the data, analyze the data, generate findings, validate findings and write the research report. Nevertheless, the qualitative researcher can choose the order of the steps or the way the steps are used during the process of the investigation. Taking into account the aim of the present study, the qualitative research was the paradigm used along the investigation due to the way of development was suitable to get an answer to the research question.

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Research Approach.

Action research.

According to Burns (2010) action research is the process of investigation where the teacher is the researcher, and he or she aims to identify an issue in his or her educational camp, that is to say that the teacher tries to identify something in his or her own class. The teacher is able to use Action research as a way to improve his or her teaching skills and learn more about the way to be a teacher and also to learn more about the students.

During this research the researcher has to follow a cycle, the one is in constant repetition, the examiner has to check the problem and then plans an action to solve the issue. After that he or she acts, and reflect, and finally the process starts again. This process is composed by the next steps:

- **Planning:** during this phase, the researcher is going to identify the problem or issue to work on, after that the teacher in this case the researcher develops a plan of action to work on the problem identified.
- **Action:** During this phase the researcher is going to apply the plan designed to work on the problem identified, this phase is also called intervention, because this is the moment in which the action of the researcher acts on the issue that the population presented.
- **Observation:** In this phase of the investigation process, the teacher observes the effect of the actions done during the action process, those effects might be the reactions of the population or the way in which all the instruments used during the previous phase are working.

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- Reflection: During this part of the action research, the researcher reflects on, and evaluates the effects of the actions done to solve the problem identified. The teacher is able to understand the issue in his or her educational camp in a clearer way. During this phase of the action research, the teacher can decide if the process needs to start again in order to make improvements or to change some aspect during the cycle in order to solve the problem.

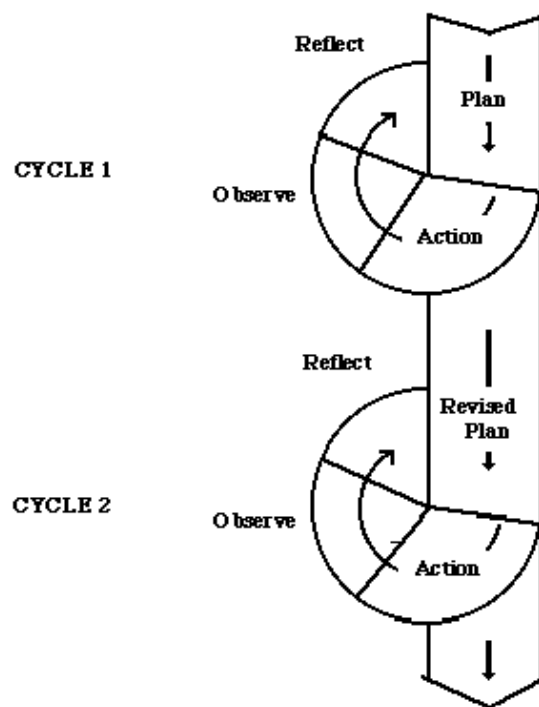


Figure 1: Cyclical AR model based on (Kemmis & Mc-Taggart 1998) (as cited in Burns,2010, p. 9).

In the figure above, it is observed the cycle of action research, here the steps of planning, acting, observing and reflecting are located one after the other. According to Kemmis and Mc-Taggart (1998) (as cited in Burns, 2010, p. 9). Action research is divided into two stages, however the steps are the same all the time. Action research, allowed this

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study to analyze and to figure out the way in which ninth graders might be aware of Colombian cultural aspects through the use of board games when learning English as a foreign language.

Setting.

IED Pio XII or (institucion educativa departamental Pio XII) From Guatavita is a high school located in a town called Guatavita in the department of Cundinamarca, this institution has as the main objective not only to provide students with academic knowledge, but also with skills related to tourism and cooking due to Guatavita is a place known for its story and its influence in the Colombian history. That is why the English classes in that institution are divided into two types: the first one is called Basic English, which is the class in which the students learn the grammar of the language, the different uses and the way to communicate using English properly.

The second English class is called technical English: in this class, the students learn vocabulary related to tourism and cooking, the learners are exposed to the type of English used in a more specific camp of action like tourism and cooking, therefore the technical English class is not a space to learn grammar but it is more a space where students have the opportunity to practice and to improve English skills like speaking and listening.

IED Pio XII has some partner ships with institutions like SENA, this is important because students have the opportunity to get a certification in order to prove that they are people with the enough skills to perform in the camp of tourism and cooking. English classes inside the institution are developed by two teachers; both of them have to develop the two types of English in the grades assigned. The IED Pio XII is composed by two

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buildings, elementary and secondary school, however they are located in different places in the town, the present study pretended to use ninth graders as the population, therefore the research took place on the secondary school building.

IED Pio XII helps students to encourage English as much as possible, therefore taking into account that Guatavita is a very touristic place, students are often asked to develop assignments involving native speakers, in other words students from PioXII do not have the opportunity to face native speakers inside the high school, but they have the opportunity to practice outside the institution. When students are in eleventh grade, they have to accomplish their social work, and they often do this in public places around the town, so English is one of the main tools for students there.

Participants.

IED Pio XII secondary building, teaches to six different grades from sixth to eleventh, each grade is composed by two courses so sixth grade has: “601 and 602” in average there are 35 students in each grade so the total of students inside Pio XII is around 420 students in the secondary building. IED Pio XII has two English teachers and it also has a teacher for every single class. The present research worked with ninth graders, due to they were in the middle of their process in the high school, so that they were not near to finish, but they were not starting in the high school. The groups of ninth graders lived in Guatavita, but all the students did not live in the downtown, so there were some students living at the country side.

As it was mentioned before the present research worked with ninth graders, however as ninth grade was composed by two groups: 901 and 902 the researcher used 902

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as the population, this group was randomly selected from the two different groups in Pio XII high school. As a result, the participants of the research were 902 the students were between a range of age from 13 to 18 years, the students in that course were 23, there were five students living in the rural area, and 18 living on the urban area, the learners shared similar likes such as music and sports; this group of students was composed by only six boys and seventeen girls . In addition, 902 students were using the same material; the book was Upload 1 according to the head teacher. The students had the same level of English which was A1.

Sampling

The author of this study collected information from different students from 902; which means that the sample for the development of this study was randomly selected from the list of the 23 students provided by the head teacher. In random sampling, all the participants have the same probability to be chosen in order to gather information with the objective of analyzing the same (Johnson & Christensen 2012). In other words, the type of sampling used in this project was random sampling because all the participants had the same possibility to be chosen, and the sample was taken from a list provided by the head teacher.

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Data collection instruments.

Journals from the participants.

According to Wallace (2006) journals are elements to collect data similar to diaries, but the main difference is that they have been written to be read as public documents. Journals have to be edited in the process of composition, in the same way of other documents that one knows will be read by others. In words of Wallace (2006) “journals may lose some of the truthfulness of the diary, but what they possible lose in authenticity they may gain in accessibility” (p.62). Therefore, journals are tools for gathering information in a similar way that diaries, but they differ in some aspects like for example the accessibility. According to the author, a researcher may access easier to a journal than a diary.

Thus, using journals during the present research gave an advantage due to according to Wallace (2006) journals have characteristics such as: They provide an effective means of identifying variables that are important to individual teachers and learners, they are excellent for reflection, and they promote the development of reflective teaching. In addition, taking into account that the present research used action research in order to do accomplish the objective using journals as way of collecting data, gives the opportunity to reflect and act on what has been observed, consequently journals are appropriate for action research.

Moreover, this study used journals written by the participants, in that way the researcher was able to know the opinions and points of view from the learners at the time of using the games to be aware of the Colombian cultural aspects when learning English as a

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foreign language; using the journals, the ninth graders had the opportunity to express the way in which they were experimenting the classes. Based on the information collected in the journals, the researcher was able to reflect more about the way in which the students were aware of the Colombian cultural aspect. The participants filled the journals after each class. (see appendix 01)

Video recordings.

According to Burns (2003) “video recordings are a way in which the researcher capture in detail naturalistic information, such as interactions and verbatim utterances” (p.94). The author also mentions that using video recordings, researchers are able to identify valuable sources of accurate information on patterns of interactional behavior, furthermore video recordings are helpful for the researcher in action research as they allow to reflect on specific aspects inside the classroom.

Video recordings are excellent tools to collect data about how the participants act under a specific context of activity; video recordings are recommended to be used in action research due to facility of the teacher to gather information about the way students behave, act, and talk in the middle of the class. The present research study was focused on discovering the way to foster Colombian culture within the process of learning English. This instrument was used while the game was being played, so that students were practicing English having as a context the Colombian context, in order to gather information about their reactions and the way they developed the learning process being surrounded by a local context. Video recordings were one of the tools that the researcher

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used order to discover and understand if the methods, materials, and activities were perceived by the students in a good way or not.

In order to gather enough data, the researcher recorded the six sessions, this instrument, allowed to gather all the reactions from the participants at the time of the development of the class, in addition the researcher was aware of the best part of the class as well as the bad parts of the class, in other words the researcher was able to identify what were the most significant parts of the class, or in what stages the students were more engaged, and in what stages of the class the students were not engaged.

Field notes

Burns (2003) claims that “notes or filed notes are descriptions and accounts of events in the research context, and that data are often presented in a relatively factual and objective style (p. 87). As the author says, field notes generally include reports of non-verbal information, such as conversation and interaction among the participants. In addition, Burns (2003) states that “filed notes often answer questions like who, what, where, when, how and when” (p. 87).

Thus, the use of filed notes along the process of investigation, was a useful way in which the researcher gathered information that were presented in a specific moment during the development of the class, and that were not so evident at the moment of observing. Moreover, the researcher used this instrument in order to collect any single detail that were relevant to accomplish the objective.

In order to collect as much information as possible the researcher used the field notes at the end of each session, so that all the important aspects identified by him along the

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class was registered on the field notes. Each filed note had a format developed by the researcher (see appendix 02)

Questionnaires

Johnson and Christensen (2012) argued that “questionnaires are a collection instrument that is filled out by the participants. This instrument was used in order to obtain information such as thoughts, feelings, beliefs, values, perceptions, personality, and behavioral intentions of research participants” (p. 197). Therefore, this instrument was used to collect data that is indeed the participants, and that data were only obtained using the questionnaires due to the information was about the way in which the participants thought.

Gathering the previous ideas, is important to mention that this instrument was used in order to identify the Colombian cultural aspects relevant for the participants, using this instrument the researcher could figure out the right aspect to develop along the implementation; this was the first instrument used to gather information from the participants. The researcher developed one questionnaire (see appendix 03), this one was used before starting the implementation of the board games, as it was mentioned before the objective of this document was to figure out which Colombian cultural aspects were better to be applied along the six sessions.

Ethics.

Along the development of this project, it was necessary to gather information from students and from the institution. That is why in order to protect the identity of the participants, the author used a consent form in order to ask and inform the institution and parents about the objective of the research as well as the procedure to be followed. In that

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document, the parents were able to decide if they wanted to sign or not. (see appendix 04, 05). Furthermore, it was necessary to inform the students about the process of the investigation, therefore a different consent form was used in order to get the permission from the students at the time of developing the research project (see appendix 06).

As the main intention of this project was to understand the way in which the students might be aware of Colombian cultural aspects inside the EFL classroom, and not to identify which students were able to do it and which ones were not, all the information collected was presented only with the objective of answering the question, and information such as the name of the students was changed in order to protect their identity.

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CHAPTER 4

Along the development of the following chapter, the author shows the different version of language, learning and classroom, as well as the instructional design. Here the games used to the implementation of the whole project will be described, so that the reader would have an opportunity of having an overview about the way each game was developed. After that, the head of the project shows the time table used to accomplish the application of the project.

Vision of language

The vision of language establish to the development of the instructional design is language as a self-expression. Tudor (2001) claims that the language is used to build personal relationships, express own emotions and aspirations, the language is also seen as the means of exploring interests. (p.65). Along the development of this research study, the students had to use English to accomplish a communicative goal. That is to say that they were recognizing their own culture using English.

The author mentions that language is not only a way to accomplish professional or academic tasks, so the author is pointing out how the language helps people to express and communicate what they feel. When observing the way in which the students participated in the development of this project, it was evident that they had to express their ideas and their emotions, since they were recognizing a big part of their own culture inside each task they had to do. In different words, more than developing a task or accomplish one objective, the main objective of this research project was to make the students to communicate using their

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own culture. Therefore, they had to interact among each other in order to express their own ideas.

The students were able to use English to follow the game dynamic, however they were using their own emotions and their own information to develop that objective. Along the instructional design it is evident the way in which the board games and the activities done help them to use English as a self-expression and to just as a way to accomplish an academic task. That is the reason why in this project, language is perceived as self-expression.

Vision of learning

Taken into account what was previously mentioned, and understanding that the vision of language here is the one of self-expression, then it is possible to say that the vision of learning inside this project is experiential learning, Tudor (2001) mentions that there is not only one way of learning a language; so that a lot of students might learn the language without a big instruction of how to do that, but they have learnt it in order to follow one communicative purpose. The author takes as an example the way in which the students learnt their mother tongue, they do that by constantly interacting inside several contexts.

Through the development of the project, the main idea was not to make the students acquire only English grammar and no more. Instead, students were following one particularly communicative objective, they were experimenting their own culture, and they were interacting and learning more things about their own context. The means to accomplish the previous objective was English, what means that students were using

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English only as the way to achieve the communicative goal. That does not mean the lack of English input along the process, however the main focus was not English.

In different words, the participants were interested in understanding more about their culture and less about English. That is to say that despite of being inside an English class, they were not following the common process of acquiring grammar tools or grammar items, they were following one dynamic in order to go beyond English itself. Students had the opportunity to use English just as one tool to accomplish the main objective of the development of the project.

Vision of classroom

The vision of classroom used to the development of the project was the communicative classroom, Tudor (2011) says that the classroom is a place of communications, in which a significant role is attributed to communicative language use as a means of learning. (p.111). In this project, the students were following a communicative objective, they were conducted through the common grammar learning. So that the classroom was a place where they were able to communicate using the tools given by the teacher.

So that the classroom gave an environment suitable to facilitate the communication process among the students. in different words, the students were comfortable when developing the different activities. It is possible to say that along the development of the study, the students had the opportunity to perceive the classroom like a place where they were able to communicate, express their ideas and emotions. The difference between a communicative classroom and a traditional one is that inside the communicative classroom,

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the students are not restricted of speaking so that they are able to express what they feel in a freeway.

Now that the different visions have been exposed it is possible to continue and show the way in which the games were adapted. Therefore, in order to advance with the explanation, the author shall describe the different games and the way in which each game was adapted in order to foster culture and to make the students get involved inside an English class.

Instructional design.

Along this chapter, the reader will find the implementation which was developed using board games in order to make the participants interact with Colombian culture inside the EFL classroom. The pedagogical intervention was composed by six sessions, each session was sixty minutes long. In each class the author used one different board game and one specific cultural aspect. In order to make the classes as good as possible each session was divided into two parts; in the first part of the class the teacher gave an introduction to the topic which was one specific cultural aspect, moreover he gave an explanation of how to play the board game; furthermore, with the objective of making the participants to promote their cultural awareness, the instructor used small workshops to clarify the cultural aspect. After that the participants were able of being aware of their own culture by playing board games inside the EFL class.

During the pedagogical intervention the following board games were used: Pictionary, Domino, Snakes and ladders, Cranium, Who I am, and Monopoly; those games were adapted from their originals in order to allow them to promote one specific cultural

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aspect, which means that linked to each board game, there was one cultural aspect to be promoted, the cultural aspects worked were: Touristic places in Colombia, Celebrations in Colombia, Colombian myths and legends, Colombian traditions, historical Colombian characters, and Colombian nature respectively.

Pictionary: this game is played by teams; the purpose of the game is to get as much points as possible, the task to be developed by the players is the drawing, so that each member of the team has to draw one specific concept; for the purpose of this study, the players had to draw concepts related to touristic places in Colombia. (appendix 07)

Domino: This game is played by teams, however there is only one winner. The players have to organize the pieces of the domino in order to use all the pieces they have. In the original game the pieces have numbers, but in this case the pieces have Colombian places and the celebrations in each place. (appendix 08)

Snakes and ladders: This game is played by teams, and there is only one winner, the players have tokens and a dice, they have to roll the dice in order to advance in the board. The board of this game is full of snakes and ladders. The snakes make the player returns to a specific place and the ladders make the player advance to a specific place. In this case the game was design to work on Colombian myths and legends. (appendix 09)

Cranium: This game is played by teams, and there is also only one winner. In this game the players have to develop three task such as drawing, sculpting, and acting. In this game the participants work on Colombian traditions. (appendix 10)

Who am I ? : This game is played by couples, the purpose of this game is to guess who is the character chosen by the other player. The payers have to use yes no questions on

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order to guess. This game was designed taking into account Historical Colombian characters. (appendix 11)

Monopoly: This game is played by teams, the objective of the game is to buy as much properties as possible, this game was adapted to work on Colombian nature. (appendix 12)

The board games and the sessions were set up, taking into count the culture based education, or culture based approach. According to Kana'iaupuni and Kawai'ae'a (as cited in Kahumok III N.D) "culture based education is the grounding of instruction and students learning in the values, norms, knowledge, beliefs, practices and language that are the foundation of a culture" (p.5). In other words, culture based educations is the mixing of the students' input and the group of elements proper form their specific culture, in order to build knowledge, or it also possible to say that this is an approach where students learn based on their culture.

Based on what was previously mentioned, all the activities developed along the process of this investigation were designed using the practices proper from Colombian culture. That is to say that inside the content of the material used there was the gathering of cultural knowledge of the participants. Furthermore, since the main objective of the study was to foster knowledge inside the participants and along with that fostering their own culture, then the culture based approach principle was applied along the whole instructional design.

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| Session and date | Learning objective | Topic | Activities Game used | Data to be collected |
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| Session # 1 18 – 10 - 16 | To identify the most important touristic places in Colombia, through Pictionary game. | Touristic places in Colombia | <p>Pictionary</p> <p>T started the session, by showing the participants some of the touristic places in Colombia, as well as some activities appropriate to be developed in those places. After that, using a matching exercise (see appendix), the participants will link the activities with the tourist places. Then, the participants are going to play Pictionary, using this game they will identify which are the most representative places in Colombia as well as some of the most important activities to be done there.</p> <p>In order to play Pictionary, the students were organized into two teams; that is to say that in one group there were eleven students and in the other one there were twelve.</p> <p>This game is an adaptation of the real Pictionary, in this game the players had to throw the dice and advance the number gotten, then one player of the team has to take the card and draw what the card says, meanwhile the team has to guess what the player is drawing in two minutes; if the team says the right word, then they obtain</p> | <p>The way in which the participants react, when finding the new Colombian aspect inside the English class.</p> <p>The attitudes of the students when receiving the English input throw their own culture.</p> |

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| | | | <p>one point. After that it is the turn of the other team. In the game there are spaces such as:</p> <ul style="list-style-type: none">✓ Star space: in this space the tokens of the teams are located in order to start with the game.✓ San Andres: This space is in blue, and it indicates that the player has to take one blue card or one card from San Andres and draw what the card says; those cards might have the next content to draw:<ul style="list-style-type: none">○ In san Andres you can swim underwater. (draw swim under water).○ In San Andres you can practice snorkeling (draw snorkeling)○ In San Andres you can visit the “Hoyo soplador” (draw the “hoyo soplador”)✓ Amazonas Space: This space is in yellow, and it indicated that the player has to take one yellow card and draw activities done in Amazonas as well as | |
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| | | | <p>possible places to be visited in Amazonas; the yellow cards have information such as:</p> <ul style="list-style-type: none"> ○ In Amazonas you can visit the “yahuarcacas lake” (draw the yahuarcacas lake) ○ In Amazonas you should walk in the jungle (draw a walk in the jungle) ○ In Amazonas you can climb the tries (draw “climb the tries) <p>✓ Cali space: This space is in red, and it indicates that the player has to take one red card or one card from Cali and draw what the card says; those cards might have the next content to draw:</p> <ul style="list-style-type: none"> ○ In Cali you should visit the Cali Zoo ○ In Cali you visit the Air museum <p>✓ Medellin space: This space is in green, and it indicates that the player has to take one green card or one card from Medellin and draw</p> | |
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| | | | <p>what the card says; those cards might have the next content to draw:</p> <ul style="list-style-type: none"> ○ In Medellin you should walk in “pueblito paisa” ○ In Medellin you can go by “subway” <p>✓ Bogota space: This space is in pink, and it indicates that the player has to take one pink card or one card from Bogota and draw what the card says; those cards might have the next content to draw:</p> <ul style="list-style-type: none"> ○ In Bogota you can enjoy the “bike way” ○ In Bogota you can visit “Monserrate hill” <p>✓ Go back three spaces: this indicates that the player has to return three spaces from this one.</p> <p>✓ Advance four spaces: This indicates that the player has to go forward four spaces from this one.</p> <p>✓ You win one point: This indicates that the player just wins one extra point.</p> | |
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| | | | <ul style="list-style-type: none"> ✓ Go back to the star space: This indicates that the player has to return to the beginning of the game. ✓ End: This indicates that the player has ended the game. | |
| <p>Session #2</p> <p>24 – 10 - 16</p> | <p>To recognize the most representative celebrations in Colombia, using the domino game.</p> | <p>Celebrations in Colombia</p> | <p>Domino</p> <p>T. showed the students the different Colombian celebrations using videos. After that T. will use a crossword in order to make the students identify the celebrations as well as the place where they are celebrated.</p> <p>Learners will play Domino, Using this board game, learners will recognize the Colombian celebrations and the places where they are celebrated.</p> <p>This domino is an adaptation from the original one, and in order to</p> | <p>Perception, opinions of the students at the moment of playing the board game and being aware of the Colombian cultural aspect Celebrations in Colombia.</p> |

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| | | | <p>play it, T will organize the 5 groups of five people and one group of three, each group will receive one domino; this domino is composed by nineteen parts and the idea is that the students play it in the same way that the original one the difference is that in the original game the tokens content different numbers, and in this game the tokens content one place and one celebration. So that the students organize the place with celebration. (see annexes)</p> | |
| <p>Session # 3 25 – 10 - 16</p> | <p>To identify the most representative myths and legends from Colombia, through the game snakes and ladders.</p> | <p>Colombian myths and legends</p> | <p>Snakes and ladders. In the first part of the class T will make a presentation of the myths in Colombia, after that the students will have to write the name of the myths after reading the description of each one. To do this the students will have a workshop developed by the teacher (see annexes) Then learners will play snakes and ladders in order to identify the features of each myth.</p> | <p>Reactions, perceptions and opinions of the students when learning about myths and legends.</p> |

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| | | | <p>In order to play this game the students are going to be organized in groups of four, so that there will be five groups of four people and one group of three people, after that, each group will receive one board game.</p> <p>The game is composed by 25 spaces those are:</p> <ul style="list-style-type: none">✓ Start✓ 1 Act like the llorona.✓ 2 free space.✓ 3 who is the ghost who punishes the unfaithful men?✓ 4 jump like pata sola✓ 5 free space✓ 6 star again✓ 7 go to 19 space.✓ 8 you have been trapped by Madre monte, loose two turns✓ 9 say the name of the woman who cries for her babies.✓ 10 go back to the first square.✓ 11 scream like the Mohan. | |
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| | | | <ul style="list-style-type: none">✓ 12 say the name of the ghost who used to love her children✓ 13 the Candileja scared you, wait one turn.✓ 14 Llorona is looking at you, be careful.✓ 15 the Mohan? Say two things he can do.✓ 16 the Mohan has scared you, return five spaces.✓ 17 Tell your partners the story of the dragon king.✓ 18 Sombreron is behind you advance two spaces.✓ 19 Who am I? I wear a black big hat, sometimes I scare people at nights.✓ 20 go back to the eleven space.✓ 21 Free space✓ 22 who was the unfaithful woman, say her name and what she is able to do.✓ 23 you see your friends ask them for help.✓ Goal you win. | |
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| <p>Session # 4 01 – 11 -16</p> | <p>To recognize the most important traditions in Colombia, using the board game cranium.</p> | <p>Colombian Traditions</p> | <p>Cranium At the beginning of the class, the teacher is going to present the students pictures of the Colombian traditions, as well as their description. After that, the students will have to read the description of a tradition, and draw it correctly. To do that the students are going to use a special format developed by the teacher (see annexes) Then students will play cranium, using that game the students will recognize the different Colombian traditions by drawing, acting or sculpting. In order to play this game, the teacher will organize the students in three groups of six and one group of five students. after that each group will receive one board game; the game has 20 spaces as follows:</p> <ul style="list-style-type: none"> ✓ Start ✓ Lose your turn: if one player falls in this space, then he or she has to wait one turn. | <p>Reactions, opinions. Comments of the students as well as attitudes and the manner in which they might be aware of the Colombian cultural aspect “traditions” using the board game cranium.</p> |
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| | | | <ul style="list-style-type: none"> ✓ Win one point: The player will receive one extra point. ✓ Advance two spaces: The player has to go forward two spaces. ✓ Start again: The player has to return to the start space. ✓ Finish: The players has finished with the game. ✓ Draw: This space indicates that the player has to take one card from the group of the cards to draw, then the player has to draw what the card says; those cards are green and the information that they have might be: <ul style="list-style-type: none"> ○ Play aguinaldos (draw play aguinaldos) ○ Go swimming to the river (draw go swimming to the river) ○ To buy a souvenir from the trip | |
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| | | | <ul style="list-style-type: none"> ○ Make an “asado” or BBQ <p>✓ Sculpt: This space indicates that the player has to take one card from the group of the cards to sculpt, then the player has to sculpt what the card says; those cards are red and the information that they have might be:</p> <ul style="list-style-type: none"> ○ Pray the rosary ○ Wear the “ruana” ○ Drink Aguardiente ○ Make the may cross <p>✓ Act: This space indicates that the player has to take one card from the group of the cards to act, then the player has to act what the card says; those cards are blue and the information that they have might be:</p> <ul style="list-style-type: none"> ○ Pray the Novena ○ Eat Arepa ○ Celebrate everything with a party | |
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| <p>Session # 5 04 – 11 - 16</p> | <p>To identify the most important characters in Colombian History, using the game Who I am.</p> | <p>Historical Colombian characters</p> | <p>In the first part of the class, T, will expose the different characters using posters and the most important works or characteristics of the historical characters.</p> <p>After that, Students will develop a matching exercise in order to relate the historical characters with the corresponding description. To do this, T developed a special workshop (see annexes)</p> <p>Then students will play Guess who I am, in order to recognize the most important characteristic of the historical characters and the reason why they were important to Colombia.</p> <p>In order to play this game, T will organize the students by couples, so that inside the classroom there will be 10 couples and one group of three, after that, T will give each couple the board game the one is composed by twelve spaces as follows:</p> <ul style="list-style-type: none"> ✓ 1 Simon Bolivar ✓ 2 Manuela Beltran ✓ 3 Jorge Eliecer Gaitan ✓ 4 Luis Carlos Galan | <p>Perceptions of the students at the time of developing the game and learning about the history of their country.</p> |
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| | | | <ul style="list-style-type: none"> ✓ 5 Laura Montoya ✓ 6 Manuelita Saenz ✓ 7 Rafael Nuñez ✓ 8 Maria Cano ✓ 9 Gabriel Garcia Marquez ✓ 10 Álvaro Mutis ✓ 11 Policarpa Salavarrieta ✓ 12 Rafael Pombo | |
| Session # 6 08 – 11 - 16 | To identify the most representative natural places in Colombia through Monopoly game. | Colombian nature | <p>Monopoly</p> <p>In the first part of the class, teacher presents the students the most representative natural places in Colombia. The presentation showed the features of the places as well as the location of each one; in order to do that, T uses posters and pictures of each natural location. After that, students will make a crossword (see appendix) in order to have a bigger overview of each location.</p> | <p>Actions, words, and exclamation from the students and the way in which they might be aware of the Colombian cultural aspect “natural regions” by using the board game Monopoly.</p> |

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| | | | <p>In order to develop the Monopoly, the students are divided into four teams, so that there are 6 players per each Monopoly board. The board game is an adaptation of the real Monopoly. In this game the students buy each location but they did not use money. And instead of collecting money when a player falls in one of the properties, the owner of the location has to tell the visitor information about the place; the information of the place is in the property cards of the game. (see appendix).</p> <p>Within the Monopoly board there are spaces such as:</p> <ul style="list-style-type: none"> • Guatavita lagoon. • Start again. • Advance three spaces. • Lose your turn. • Return to Salamanca Island. • Go to the jail. • You are in the jail but only as a visitor. <p>1. Guatavita lagoon: when the player falls in a space like this, he or she is able</p> | |
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| | | | <p>to buy the property and take one of the property cards, in that way, the player can know the information about the place.</p> <p>2. Advance three spaces: If the player falls in this space, then he has to advance three spaces without rolling the dice again.</p> <p>3. Lose your turn: This space indicates that the player is unable to throw the dice in the next turn.</p> <p>4. Return to Salamanca Island: This space indicates that the player has to return to the space mentioned and the turn ends.</p> <p>5. Go to the jail: The player has to go to the jail and wait there for three turns.</p> <p>6. In the jail as a visitor: The player is in the jail but is only a visitor, so he or she do not have to wait there for three turns.</p> | |
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| | | | 7. Free space: The player do not have to do anything. | |
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CHAPTER 5

Data analysis and findings

Along this chapter the reader will find the data analysis and findings emerged after the development of this research study. In the first part, the author will describe the procedures done to analyze the data collected. After that, the findings and the explanation of each one of them will be described. In the same way, in this chapter the reader will be able to find the different categories taken out in order to give an answer to the research question.

Data analysis approach

Since the data analyzed was collected from the participants of the project, and the information collected emerged from a group of perceptions, opinions, and points of view from the participants, the approach adopted in this study was grounded theory or grounded approach; Crabtree (2006) mentions that this approach involves constant comparative analysis, the author says that in order to study the data, it is necessary to interact constantly between the researcher and the data. Based on what the researcher is able to figure out then he or she is able to answer the research question.

Based on what was previously mentioned, researcher followed a series of steps in order to find useful information among the data. According to Johnson and Christensen (2012) the steps are segmenting, coding and developing category systems.

Segmenting: in this step, the researcher has to divide the data collected into meaningful analytical units. (Johnson and Christensen, 2012, p.520). Along this step the investigator, reviewed all the data and started to identify pieces of useful information in

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order to be used in a further step. The objective in this part is to isolate useful information from the one which might not contribute to the development of the project. Hence, in the present study, the author observed the journals, field notes, and video recordings and looked for information suitable to answer the research question.

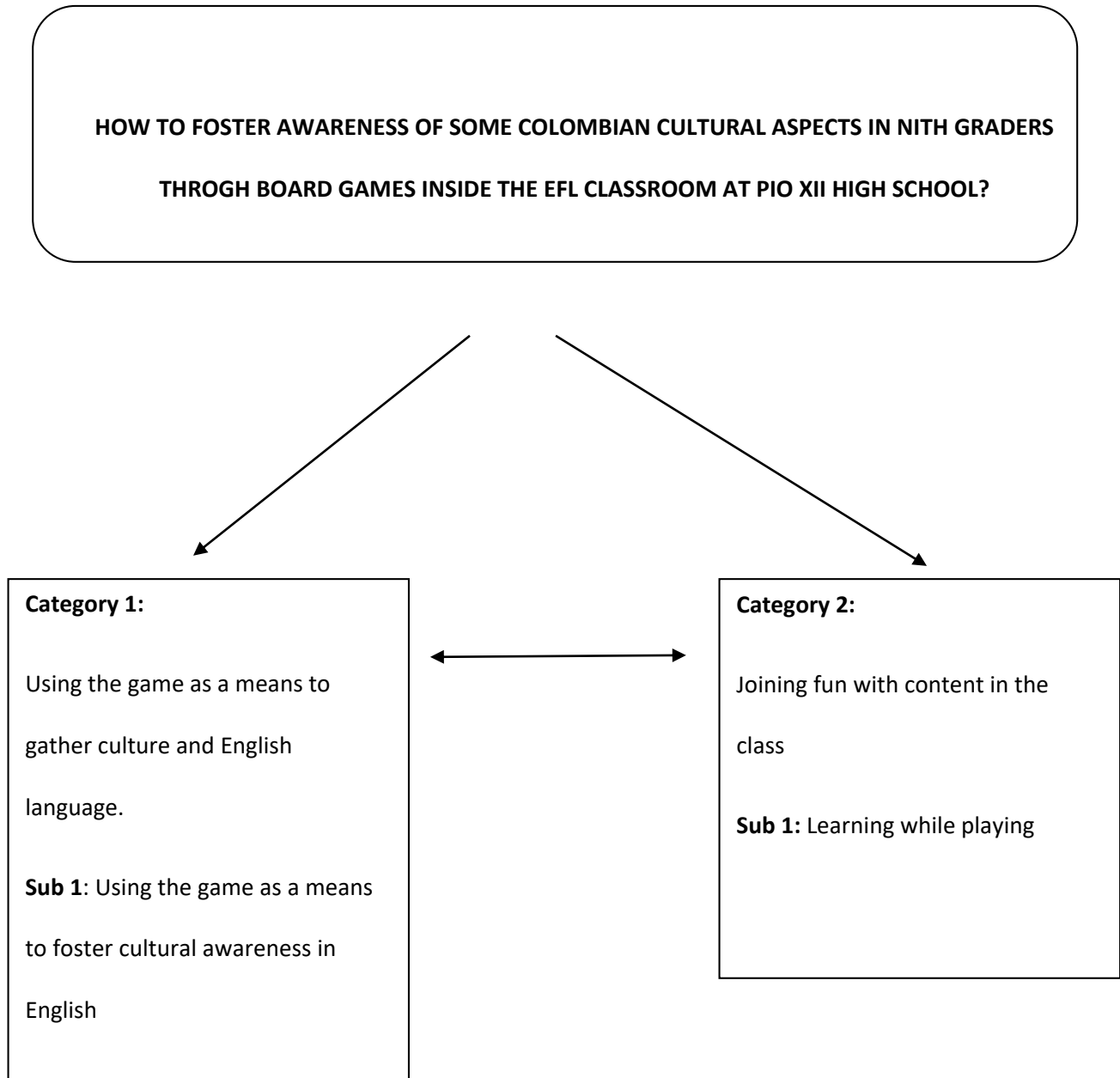
Coding: according to Johnson and Christensen (2012) in this step, the researcher makes segments of data with symbols, descriptive words, or category names (page 520). In other words, the author started to look for patterns and common findings among the different instruments. In this particular case the researcher used colors in order to highlight the common patterns inside the field notes and the journals from the students. As inside the data collected there were visual data as well, the author of the project had to make a transcription of the visual data and find the common patterns inside them. After that it was necessary to name each of the patterns, this step is called developing category systems. (Johnson and Christensen, 2012, p.221)

All the categories found among the data are related to each other, based on the categories discovered along the process it was possible to make a triangulation with the information, and it was also possible to understand the way in which the instruments were useful with the aim to give an answer to the question. Once the categories were named, the author was able to support the findings with the theoretical framework presented in chapter two. After the process of segmenting, coding and developing category systems, it was possible to come up with two different categories and one subcategory for each one so that the categories are: using the game as a means to gather culture and English language, with

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the subcategory using the game a means to foster cultural awareness in English. The second category joining fun with content in the class with the subcategory learning while playing.

Table 2: Diagram 1 categories and subcategories



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Categories

Category 1: using the game as a means to gather culture and English language

Based on the analysis done to the data collected from the students, and observing the different opinions and expressions of the several journals, videos and field notes. This category arose. Here, the students were able to use the game and practice English. Since all the activities and all the dynamics were designed bearing in mind the English as foreign language. Furthermore, students were in touch with the Colombian culture and the cultural content. Which means that each game was a source of knowledge both cultural and linguistic.

In other words, through the use of the game the researcher was joining both Colombian culture and English as a foreign language in the class. So that, the students had to experiment the way in which the teacher was presenting the cultural content using English to make them recognize the main point. Therefore, along this category, it was possible to understand the way in which the games were a means to mix both cultural content and English in a single class.

Using the game as means to foster cultural awareness in English

At the moment of playing the game the students were involved in a new environment as it was explained in the first category, however it was possible to identify also that the students were experimenting two sources of knowledge inside the EFL classroom. This category shows the way in which the students were aware of Colombian Cultural aspects while using English to play. So that the students were learning English

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with Colombian content by the use of board games. Different instruments were analyzed in order to provide examples as follows:

They are able to build a relation between English and Colombian culture using the game, students easily get used to play the game in English

(Field note number 5/ Guess who- Colombian important characters. S5. November 11th 2016)

Es una forma bastante Buena de aprender cultura en Ingles

(Journal number 2/ Domino- celebrations in Colombia. S2. October 10th 2016)

Todo fue hecho en ingles, las actividades en ingles, iso aprender nuevo vocabulario sobre la cultura

(Journal number 1/ Pictionary tourism. S1. October 18th 2016)

Los juegos tenían sus aspectos de cultura en Ingles

(Journal number 1/ Pictionary tourism. S4. October 18th 2016)

Que aprendemos diferentes lugares en Ingles

(Journal number 1/ Pictionary tourism. S6. October 18th 2016)

In the previous examples taken from the different instruments, it is possible to see how the participants are expressing that they were aware of Colombian culture using English language inside the games. Moreover, it is possible to identify that in fact the participants were aware of Colombian cultural aspects and they were able to produce words or phrases using English in order to follow the dynamic of the game as the next examples show:

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“eso es pray the rosary” (video recording numer 5 – minute 42:11 cranium, colombian traditions

November 1st, 2016)

“es drink tinto, drink coffee” (video recording numer 5 – minute 36:46 cranium, colombian traditions

November 1st, 2016)

According to Quappe and Cantarote (2007), the ability to understand, and to perceive the cultural aspects in other people, as well as the capability to comprehend the reason why the things are made in a specific manner is cultural awareness. So that, when a person is able to recognize the cultural aspects from a perspective different to the own one, then this person is culturally aware. In this case, the participants were using the game to recognize traditions proper form their country due to the game development. Moreover, the participants were doing that using English. Which means that along the implementation of the present research the students were aware of their own culture using English thanks to the game.

Quappe and Cantarote (2007) affirm that the recognition of the culture has an important role when interacting with others, because in that way it is possible to be aware of the differences between one culture and another. In this case, the students were able to recognize their own culture, but also they were able to understand that culture plays an important role in their community. In the previous examples, the participants understood that several behaviors, several attitudes are part of the culture. They were aware of their culture, and they had the possibility to do so due to the board game, and it is worth to see that the process of recognition of the cultural aspects took place inside the EFL classroom,

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which might mean that they were learning English being aware of their own culture. So that the board game was a means to foster cultural awareness inside the EFL classroom.

Category 2: joining fun with cultural content

In order to come up with this category, the author of the project took a look at the way in which participants were experimenting the board games inside the EFL classroom. As Bell (2011) affirms, EFL classroom is a place where the native language of the students is not English, and the teacher might be the only person whose native language is English. Thus the students do not have a lot of opportunities to use English outside the classroom.

In this case the participants were experimenting a new source of the language, since they were not only learning English but at the same time they were experimenting their own culture. But the most important thing was that they were able to do so due to the use of a board game. And one of the ways in which the students were inside that process was by joining fun and the culture at the same time. In other words, the use of the games inside the classroom guaranteed that the participants were involved inside a funny environment but since the games were designed bearing in mind the culture and the English language, then they were receiving a completely input.

As it was mention before, one of the manners in which the students were aware of their own culture inside the EFL classroom was by using the funny environment produced by the games and being conducted to the cultural input added by the author of the research.

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Learning while playing

This category was taken out from the data collected by the researcher, in the first part the researcher read all the formats that the participants filled out with their perceptions and opinion of the class, after that the researcher observed the visual data or the visual support of each lesson. Finally, the researcher read the field notes taken from each class in order to identify useful information. Taking into account the research question, the goal of this research is to figure out the way in which the board games can promote cultural awareness inside the EFL classroom.

Therefore, this category explains one way in which board games do so. Here the students were involved in the process of playing and developing the game with the cultural aspect worked in the class. In fact, it is possible to say that they were in touch with the Colombian culture using the board game, since this one was adapted with a specific topic. The students felt fun at the time of playing the game, they were really interested in the game, and they were involved in the way of playing the game. At the same time, they were using the culture to develop the game.

Now, it is important to give examples of the things that the students wrote, which show that one way in which ninth graders might be aware of some Colombian cultural aspects when using board games inside the EFL classroom is by joining fun with the cultural content inside the class as follows:

La clase fue divertida uno aprende jugando.

(journal number 1/ Pictionary touristic places in Colombia. S1. October 18th 2016)

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Por medio de un juego en forma didáctica y divertida

(journal number 1/ Pictionary touristic places in Colombia. S4. October 18th 2016)

The students get surprised when I presented Colombian tourism. They look really interested some of them might have questions.

(Field note 1/ Pictionary touristic places in Colombia. October 18th 2016)

“ read in English, jajaja, dance salsa, ;pero eso es estilo egipcio! Jajajajajaja” (video recording number 1 – minute 43:00 Pictionary, Tourism. October 18th 2016)

Students were able to feel fun and motivation while using the games as a way of learning, they were inside a friendly environment at the moment of the class. Sugar & Sugar (2002) mention that games bring the joy of learning into the classroom, the authors mention that games involve learners in a cognitive engagement between them and the topic. The previous ideas mean that using board games to teach inside the EFL classroom approach the students to the topic in a better environment. According to Sugar & Sugar (2002) learning games engaged the students and then motivate them to interact with the topic. As it was explained in chapter two, the use of board games guarantees a significant learning process. In this case the students were engaged with the Colombian cultural aspect by experimenting it inside a friendly environment given by the board games.

Students were aware of the Colombian cultural aspect inside the EFL classroom, because they were interacting with it in a different way, they were not forced to do it. The use of board games allowed them to enjoy the process and it gave them an opportunity to learn by their own, the board games provide them with a new environment and erase the

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

obligation of learning a topic, in other words, since it was a new way of teaching the students experimented the idea of learning something new just for fun and not to accomplish a responsibility they have. Using this new tool they were interacting with English and Colombian culture inside a friendly and new way to learn with joy inside the EFL classroom Sugar and Sugar (2002).

El juego es un buen utensilio porque nos divertimos mientras aprenderemos

(journal number 2/ Domino Celebrations in Colombia. S3. October 24th 2016)

Se relaciona en forma didáctica, divertida y natural

(journal number 2/ Domino Celebrations in Colombia. S4. October 24th 2016)

“ Drink tinto, drink coffee, ¡drink coffee! ¡Very good!” (they shake their hands) (video recording number 4 – minute 35:40 Cranium, Colombian traditions November 1st, 2016)

The previous examples show how the students were learning about Colombian cultural aspects while playing. Which means that when using board games inside the EFL classroom, the participants were aware of their own culture using English. Some of the reactions, and expressions discovered inside the video recordings, field notes, and journals of the students are evidence of the way in which playing was a good means to help the students get in touch with their own culture using a foreign language.

CHAPTER 6

Conclusions, implications and limitations

This chapter presents the conclusions, implications and limitation taken out after the development of the research project. Along this final chapter, the author exposes the concluding ideas and some additional points that might be worth of analysis in order to develop a future research. Here, the reader will find the answer to the question stated in chapter number one. Moreover, in the following chapter the outcome of the implementation of the different strategies and procedures done along the complete research process will be exposed.

Conclusions

The objective of this research project was to understand the way in which ninth graders might be aware of some Colombian cultural aspects when using board games inside the EFL classroom. In order to come up with an answer, there were six different sessions; in each session, the author of the project implemented different board games designed with different Colombian cultural aspects. That is to say, that the participants of the project were conducted through the development of each one of them, and they were experimenting learning EFL having their own culture as the main context.

Relevant findings

After having observed and analyzed the different findings, it was possible to identify the way in which all the procedures answer the question; in the first place, the students were having contact with their own culture while playing the board game, each board game had a specific cultural aspect. In different words, when the participants were

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able to follow the game dynamic then they were automatically facing their own cultural information. It is important to mention that what the researcher used to foster culture in ninth graders were board games. so that, this tool allowed students to easily get involved in the process.

In order to continue, the students found in the game the mixing of their culture and the English input, so they were using the game as means to discover more about their own culture, and here it is necessary to point out that while they were doing this they were learning English at the same time. Among the different findings it was evident that the students were recognizing the way in which Colombian people act and behave, and they were recognizing that all the traditions and manners are proper from their own culture, in short, while they were playing they were culturally aware.

Another important fact was that taking into account what Sugar and Sugar (2002) mention, “the games bring the joy of learning into the classroom”, it was evident that through the use of the board games as a tool to encourage the students inside a new process of learning, they were enjoying it. So they were motivated to learn. And since this was a totally different process of learning the students were not stocked or afraid of the English class. Moreover, board games modified the class environment so participants were among a funny and educative atmosphere which guaranteed the comfortableness of the students inside the EFL classroom.

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Question answer

in order to answer the question, it is possible to say that there two different ways in which the students might be aware of some Colombian cultural aspects when using board games in the EFL classroom; those are: in the first place the students were able to use the game in order to gather culture and English, so that while they were playing they were exposed to both, cultural aspect and English. The second way is joining fun with cultural content; so that since board games allowed students to enjoy each session, they were having fun when playing and having as the main context the Colombian cultural aspect in English.

Implications

In this section, the implications of the development of the research project are presented; in the first place, the participants of the project were culturally aware, so this project contributed by making the students appreciate their own culture. If the students are able to do so then they might develop a personal interest of learning more and also to preserve and understand the different behaviors proper from their own culture. While developing the different sessions, the students were fully engaged in the class, they were really interested and motivated to learn.

So one possible implication of this research to the ELT community is that when using didactic tools such as board games for example, then it is possible to get all the students motivated to learn. In different words, by the use of new and innovative tools to teach, then it would be possible to build a significant learning. So that learners will develop an intrinsic motivation and they will learn easily. Furthermore, taking into account the development of this project, teachers might change the EFL classroom by becoming it from

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

the traditional space where grammar is exposed into a space where students experiment new sources of knowledge using English as the means to achieve only one communicative goal.

One implication for me as researcher is that I discovered that I enjoy creating and helping the students to learn using innovative tools. Moreover, it was possible to figure out that for me it is enjoyable to develop didactic manners of teaching. I found that there are different manners of achieving one goal of English learning and teaching, I realized that English teaching is experimented by some students like something repetitive and boring; so for me as a teacher this study implied a self-assessment process in order to improve my teaching performance in the future.

Limitations

Some challenges that I faced along the development of my project, were: first in my opinion the time used to carry out one session was too short, therefore sometimes the activities done were not fully completed by the students. In the same way a lot of activities designed by the researcher were not done totally due to the same factor.

Another limitation was the lack of sources, since this project was developed using a lot of material, sometimes the lack of money did not allow to have the best material, in other words in the classes the researcher was working with images and visual content, however sometimes the amount of color and quality in terms of beauty was not the best; this was a limitation, because the objective of the study was to show the students their own culture using board games, and if we think about what was said, then it is expected to accomplish that objective in the best way, so having the best resources.

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Further research

This project provided a complete view of the way in which ninth graders were aware of Colombian cultural aspects through the use of board games in the EFL classroom, however it might be a good idea to observe the way in which the students might understand how their own culture is different from a different one, that is to say that in one further research the researcher may focus his/her attention on the way the students might understand and make a clear difference on the aspects that make their own culture different from the others. Furthermore, at the same time it may be a subject of study, to analyze how the Colombian culture and American culture can interact inside the EFL classroom in order to build knowledge, this may help the students to go beyond the objective of acquiring just a new way of expressing their ideas, and understand how a new language works, and how this one is related or different from their mother tongue.

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APPENDIX

Appendix one: Journals from the students

| | | |
|--|--------------|--------------|
| Research question: How might ninth graders be aware of some Colombian cultural aspects when using board games inside the EFL classroom? | | |
| Journal number: | Date: | Name: |
| Name: | | |
| De acuerdo a lo que experimentaste en esta clase responde lo siguiente: | | |
| Describe the way in which you identify the cultural aspect? | | |
| Describe what you learnt in the class? | | |
| What was the relation between the board game, and the culture inside the English class? | | |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Teaching inside EFL classroom from Colombian cultural aspects

Research question: How do ninth graders might be aware of Colombian cultural aspects when using board games inside the EFL classroom?

2

53

Journal format:

Journal number: 2 Date: 24/10/16 Name: Laura Angel

Name: Laura Angel

De acuerdo a lo que experimentaste en esta clase responde lo siguiente:

Describe the way in which you identify the cultural aspect?

Describimos diferentes tipos de cultura, que tiene gran variedad en tradiciones.

Describe what you learnt in the class?

Que Colombia cuenta con gran variedad en riqueza cultural y en que lugares se realizan las ferias y festivales mas importantes en Colombia.

What was the relation between the board game, and the culture inside the English class?

El juego es un buen estudio porque nos divertimos mientras aprendemos.

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix two: Field notes

Research question: How might ninth graders be aware of some Colombian cultural aspects when using board games inside the EFL classroom?

Field notes format:

| Note number: | Date: |
|------------------|----------|
| Aspects observed | Comments |
| | |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Teaching inside EFL classroom from Colombian cultural aspects

Research question: How might ninth graders be aware of some Colombian cultural aspects when using board games inside the EFL classroom?

Field notes format:

| Note number: 01 | Date: 18-10-16 |
|---|---|
| Aspects observed | Comments |
| <p>The students get surprised when the I show Colombian tourism and they seem interested, some of them seem to have questions.</p> <p>students were able to express the cultural aspect using English.</p> <p>They still make mistakes</p> | <p>when the students were in contact with those new aspects, they were really interested as they did not know what they were learning.</p> <p>when they playing pictonary the students were able to say the activity using English.</p> |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix three: Questionnaires

Teaching in the EFL classroom from Colombian cultural aspects

Research question: How might ninth graders be aware of some Colombian cultural aspects when using board games inside the EFL classroom?

Colombia es mi país, y mi cuento.

Name: _____

Hola, ¿cómo estás?

Por medio de esta encuesta quiero que me dejes ver cuáles aspectos de la cultura colombiana te interesan más, y por lo tanto cuál de estos aspectos te gustaría experimentar a lo largo de una clase de inglés.

Diligencia el siguiente cuadro marcando con una X el aspecto cultural a desarrollar, siendo 1 (No estoy interesado) y 4 (Estoy muy interesado)

| | Aspecto cultural | 1 | 2 | 3 | 4 |
|----|-------------------------|---------------------|------------------------|------------|----------------|
| | | No estoy interesado | Ligeramente interesado | Interesado | Muy interesado |
| 1 | Comida típica | | | X | |
| 2 | Música típica | | | X | |
| 3 | Mitos y leyendas | | X | | |
| 4 | Trajes típicos | | X | | |
| 5 | Deportes típicos | | | | X |
| 6 | Fiestas típicas | | X | | |
| 7 | Reinados Típicos | | | X | |
| 8 | Regiones Naturales | | | X | |
| 9 | Turismo Colombiano | | X | | |
| 10 | Arte Colombiano | | X | | |
| 11 | Historia Colombiana | | X | | |
| 12 | Tradiciones Colombianas | | | X | |
| 13 | Arquitectura Colombiana | | | X | |
| 14 | Economía Colombina | | X | | |
| 15 | Religión en Colombia | | X | | |
| 16 | ¿Otro? ¿Cuál? | | | | |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix four: school permission

De igual manera en el caso de que usted (s) autoricen este proceso, los padres de familia o acudientes y a su vez los estudiantes serán informados de este paso, y tendrán la oportunidad de elegir si quieren participar o no.

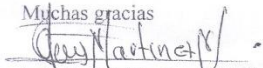
A lo largo de la implementación, y con el fin de recolectar los datos para mi estudio se planea utilizar los siguientes instrumentos:

- Diarios de Campo.
- Cuestionarios.
- Pre test – post test.
- Fotografías.

Es importante hacerles saber que en el caso de que den visto bueno para el desarrollo de mi investigación estarán en la libertad de cambiar de opinión en cualquier momento sin ningún tipo de problema.

De antemano les agradezco haber recibido mi petición y estaré muy atento a cualquier pregunta y respuesta de su parte.

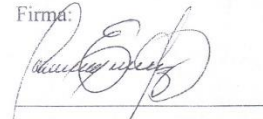
Muchas gracias



Luis Carlos Martínez Méndez
CC: 1071143418 de Guatavita

Yo Luis Evelio Guarín Flores rector de la institución educativa departamental Pio XII de Guatavita, autorizo la realización de las sesiones de implementación correspondientes a la investigación que lleva como título *“teaching in the EFL classroom from colombian cultural aspects”* conducida por el estudiante Luis Carlos Martínez Méndez de la Corporación universitaria minuto de Dios, quien me ha brindado la información requerida sobre dicho proceso.

Firma:



Luis Evelio Guarín Flores
Rector IED Pio XII

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix five: Parents' permission

En el caso de que permitan la participación de su hijo (a) en el estudio, por favor diligenciar el siguiente formato con su aprobación.

Yo [Firma] autorizo que mi hijo
(a) [Firma] del Grado 902 en la Institución
Educativa Departamental Pio XII de Guatavita, haga parte del proyecto de investigación
conducido por Luis Carlos Martínez Mendez, y al mismo autorizo que sus actividades,
puntos de vista y opiniones sean utilizadas como soporte para dicho estudio.

Firma:

[Firma]

[Firma]
Padres/acudientes

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix six: Students' permission

Teaching in the EFL classroom from Colombian cultural aspects

Institución Educativa departamental Pio XII Guatavita

Solicitud de permiso

Durante cierto tiempo estaré desarrollando una investigación con el fin de incorporar la cultura colombiana dentro del aula de Inglés. Además, estaré brindándoles conocimientos no solo de inglés sino también acerca de la cultura de nuestro hermoso país Colombia.

¿Qué tendré que hacer durante la clase?
Durante las clases, podrás interactuar y jugar juegos de mesa, para practicar Inglés rodeado de componentes culturales.

¿Cuál es el objetivo de esta investigación?
Mi estudio pretende enseñarles Inglés, partiendo desde nuestra cultura por medio de juegos de mesa. Lo cual quiere decir que aprenderán inglés, pero desde un contexto Colombiano

¿Qué tendré que hacer después de la clase?
Después de la clase, se te pedirá tu opinión acerca de lo que paso durante el desarrollo de la lección, es probable que tengas que escribir lo que piensas

¿Si participamos nuestra nota mejorará y todos sabrán quiénes somos?
No, su participación es totalmente voluntaria, y no tendrá ninguna repercusión en la nota de la clase. Además, sus identidades serán protegidas así que no tienen de que preocuparse

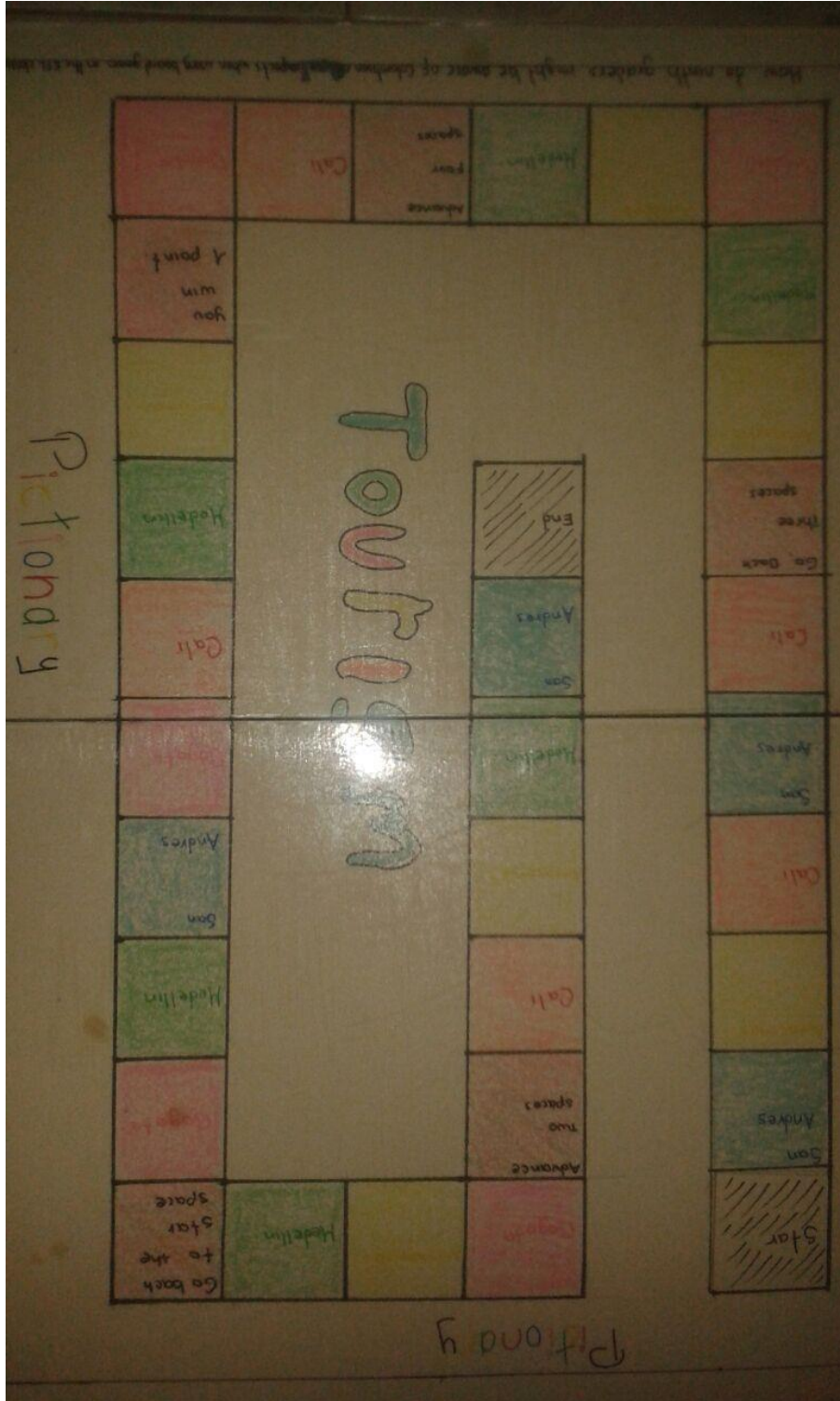
Los invito a que formen parte de mi investigación. Estaré dispuesto a responder cualquier pregunta que tengan.
Att: Luis Carlos Martinez

Yo _____ del Grado 902, he entendido como se hará el proceso de investigación. Y acepto formar parte de este estudio. Al mismo tiempo acepto que mis actividades y opiniones sean utilizadas como soporte para el desarrollo del mismo.

Firma: _____

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix seven: Pictionary



Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix eight: Domino

| | | | |
|--------------------------|-----------------------|--------------------------|------------------|
| Sincelejo | Barranquilla carnival | Manizales Fair | Tumaco |
| Guatavita | Cali fair | Barranquilla | Dorado festival |
| Cali | Santander | Manizales | Corralejas Party |
| Flowers fair | Huila | Tiple & Guavina festival | Medellin |
| Corrido llanero festival | Vallenato legend | Bambuco Festival | Puerto carreño |
| White and black carnival | Wind festival | Valledupar | Pasto |
| Casanare | Panela Queen | Villa de Leiva | Rice queen |
| Fire carnival | Rio Sucio | Villeta | Jazz Festival |


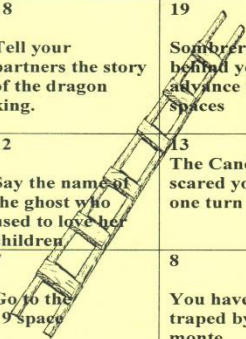

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix nine: Snakes and ladders

Teaching in the EFL classroom from Colombian cultural aspects

Snakes and ladders, Colombian myths and legends

| | | | | |
|--|--|--|--|---|
| 21 | 22 | 23 | 24 | Goal |
| Go back to 11 space | Free space | Who was the unfaithful woman, say her name and what she is able to do. | You see your friends ask them for help. | You win |
| 15 | 16 | 18 | 19 | 20 |
| The mohan? Say two things that he can do | The mohan has scared you, go back 3 spaces | Tell your partners the story of the dragon king. | Sombreron is behind you, advance two spaces | Who am I? I wear a black big hat, sometimes I scare people at nights. |
| 10 | 11 | 12 | 13 | 14 |
| Go back to the first square | Scream like the mohan | Say the name of the ghost who used to love her children | The Candileja scared you, wait one turn | Llorona is looking at you. Be careful. |
| 5 | 6 | 7 | 8 | 9 |
| Free space | Star again | Go to the 19 space | You have been trapped by Madre monte Loose two tours | Say the name of the legend who cries for her babies |
| Star | 1 | 2 | 3 | 4 |
| | Act like the LLorona | Free space | Who is the ghost who punishes the unfaithful men? | Jump like Patu sola |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix ten: cranium













| | | | | | | | |
|--|---|---------------|--------|---|--------|--------|----------------|
|  <p>Cranium Colombian traditions</p> | | | | | | | LOSE YOUR TURN |
| START | DRAW | ACT | SCULPT | DRAW | SCULPT | | |
| ACT | SCULPT | WIN ONE POINT | ACT | ACT | ACT | SCULPT | |
| ADVANCE TWO SPACES |  | | |  | | | |
| DRAW | START AGAIN | DRAW | ACT | SCULPT | FINISH | | |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix eleven: who am I?









Board Games to foster Colombian Cultural Aspects Inside the EFL Classroom

Guess who? Historical Colombian characters

| | | | | | |
|---|--|--|--|--|--|
|  <p>Simon Bolívar</p> |  <p>Jorge Eliecer Gaitán</p> |  <p>Laura Montoya</p> |  <p>Rafael Núñez</p> |  <p>Gabriel García Márquez</p> |  <p>Policarpa Salavarrieta</p> |
|  <p>Manuela Beltrán</p> |  <p>Luis Carlos Galán</p> |  <p>Manuela Sáenz</p> |  <p>María Cano</p> |  <p>Ávaro Mutis</p> |  <p>Rafael Pombo</p> |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Appendix twelve: Monopoly

| | | | | | | |
|---|---|---|--|--|---|---|
| <p>Start</p>  | <p>Natural park "Cueva de los Guácharos"</p>  | <p>Chicague park</p>  | <p>Visit the Farallones Natural park in Cali</p>  | <p>Start again</p>  | <p>Natural Park "Isla de Salamanca"</p>  | <p>You're in the jail, but only for a visit.</p> |
| <p>You just won!!!</p> | <p style="text-align: center;">MONOPOLY COLOMBIAN NATURE</p> <p style="text-align: center;">Board Games to Foster Colombian Cultural awareness inside the EFL classroom</p>     | | | | | <p>"Farallones" Natural park in Cali</p> |
| <p>Guatavita Lagoon</p>  | | | | | | <p>Natural Park Sierra Nevada de Santa Marta</p> |
| <p>Welcome to "Santa Isabel Snow Peak"</p> | <p>Return to "Doña Juana Natural park"</p> | <p>Visit "Santa Isabel Snow Peak"</p> | <p>Advance three spaces</p> | <p>Welcome to "La Sierpe" Waterfall</p> | <p>Return to Natural Park "Isla de Salamanca"</p> | <p>Free space</p> |
| <p>Go to the jail</p> | | | | | | |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Write the name of the legend

1. This ghost used to be a grandmother, she loves the children but she scares the people who do not allow them to study or to be happy. If you meet this ghost, you will suffer a huge impact and you will fell down.

2. This ghost is crying all the time because of her children, you can listen to her when you are sleeping. The legend says that she loses her sons and she catches the boys and girls about of their homes. Be careful:

3. This girl lives in forest, she lives alone with dangerous animals, she punishes the unfaithful husbands as well as the people who invade others' earth. When she swims in the rivers, those get dirty and they cause damage around them:

4. This girl cheated her husband with his boss, after that her husband cut her a leg, since then this ghost is running with only one leg and she catches young men and kill them all, be careful if you are alone in the forest:


5. This ghost used to be a man, he used to wear a huge black hat, nowadays he still appears in the lonely places, and he follows the lonely people and scares them a lot. He appears with his black horse and his black dogs:

6. This man is short all guy, he lives in big cave and he is all the time smoking a tobacco. He has a lot of gold and he is able to make the girls fall in love with him, however when he has girls, she never come back:

Colombian traditions

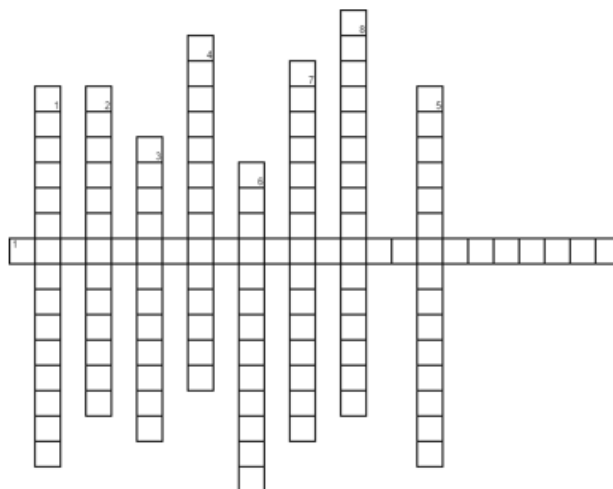
Here you will read the description of the Colombian traditions, after that you will draw what you understand.

Example:

| | |
|--|--|
| <p>0. This is the Colombian tradition of drinking a black drink all the time, this is usually hot and it is served in small cups.</p> |  |
| <p>1. This the tradition of traveling to a big place in vacation, in this trip you usually travel to a hot place with all your family.</p> | <p>1.</p> |
| <p>2. This is the tradition of make a big celebration because of any motive. In this celebration you usually drink beer and you dance a lot.</p> | <p>2.</p> |
| <p>3. This is the tradition of pray, you use a type necklace and you remember some mysteries.</p> | <p>3.</p> |

Board Games to Foster Colombian Cultural Awareness Inside the EFL Classroom

Colombian Nature



Across

1. Cradle of Tyronas. In this place you will see the tallest mountains in Colombia; those are Bolivar and Colombo mountain.

Down

1. It is located in Guatavita, and it is one of the most important natural places in Colombia.
2. It is the home of the Guacharo bird, this place is located in Pitalito. If you visit this place you will have a