Enhancing learners' awareness traditions through a proposed task-based syllabus

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Abstract

English classes at a not-profit foster home in Engativa were not sequential nor structured and it was affecting the grades of the students. Moreover, participants expressed their lack of interest in the English classes because they considered them boring. After doing a needs analysis of the needs of this foster home, I decided to design a task-based syllabus proposal that will help students to improve their English level through a familiar context and environment such as the traditions and customs of the participants.

This research project is the description of the design of the task-based syllabus proposal to improve the English classes in a not-profit foster home, enhancing learners' awareness traditions with the purpose to give students a familiar context and contribute in their Cultural identity formation.

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Introduction

When teaching a new language, the traditions and customs of the learners are hardly ever taken into account, besides the fact that in a questionnaire performed to the participants (see appendix one), it shows that they think classes are boring or non-essential in their life process, under these circumstances it is important to take into account how the topic can be contextualized. Considering that, to Shan, Y. (2011) "contextualized teaching is a concept of relating subject matter content to meaningful situations that are relevant to students' lives" (p. 1). For that reason the purpose of this project is to include the own traditions and customs of the participants into their language learning process through design of a task-based syllabus in order to help them to understand the learning topics whose impact might increase their motivation and engage them to learn, as well pay attention in class.

Chapter one sets out a description of the research problem and it reflects how the design of a task-based syllabus proposal based on traditions and customs might be a possible solution, likewise the research question and its corresponding general and specific objectives

Chapter two presents firstly the description of different studies, where exploring the use of cultural context based on the traditions and customs of the students to teach them a new language; In addition to this, it shows research projects how a task-based syllabus proposal can be designed Furthermore, it will describe the necessary constructs to design a task-based syllabus proposal, which are firstly syllabus design, secondly task-based

syllabus and thirdly it explains the importance of the learners' awareness their traditions and customs.

Chapter three deals with the research approach, additionally the type of study that will be used in order to design the task-based proposal; moreover the setting, which is a non-profit foster house and the teenagers or students of this institution who are the participants of the project.

Chapter four is the syllabus design, where the task-based syllabus proposal is explained and developed taking into account the traditional awareness and the coopetition of every unit and session, where every one of them has a sequence based on the task-based phases.

Finally, chapter five includes the conclusions based of the experience in the design of the task-based syllabus proposal that foster learners' traditions awareness from a not-profit foster home, it also includes the pedagogical implications of this research study, limitations and a further study.

Justification

Participants live in a non-profit foster home in Engativa, there they have an academic reinforcement in their different subjects including English, but their courses are non-structural which means that in the classes they do not have any kind of guidelines therefore, they are not able to advance in their learning process as I could see the first time I went there as volunteer. Therefore, it is necessary to create a structural syllabus to make their English study group more useful, giving them a path to follow their leaning process. According to a questionnaire, (see appendix two) performed to the person in charge of

English course, she expressed that having a structural syllabus might be a good idea, because it can help them to know the topics they will work on. And in that way monitor and control their process, even more she expressed her worries about participants' bad grades in English and the need to improve their level and their grades as well. Furthermore, the teacher expressed the necessity of students to improve their English

In terms of the traditions and customs As Kana'iaupuni, S. Ledward, B. Jensen, U. (2010) say traditions and customs into education would have direct effects on student socio-emotional factors such as self-worth, cultural identity and it is an important part of what they are and how their traditions and customs give to them a perfect context to work and cope as future adults they need to be aware of the context they live and the traditions and customs of their country and their city in order to create a cultural identity (p.3). Thus, the objective of this study is to develop a task-based syllabus, which is focused on the students learning through interaction with the environment, real context and living experiences of the students in order to put them into a familiar context to learn.

This project will contribute first and foremost to a non-profit foster home; because it will provide them with a task-based syllabus which can be applied with their students in order to help them to improve their English level and the grades as well. Even more it will help academic community given another perspective about how English can be taught, and how important the traditions and the context of the students to influence their leaning process, because it is usually thought that foreign teaching language uses only the tradition of the target language, but this project will provide an alternative way to teach it.

Chapter 1

Research problem

The aim of the English course in a non-profit foster home in Engativa is to improve students language proficiency, unfortunately the course is not structured at all in terms of planning. Even, through the questionnaire (see Appendix 3) performed to the person in charge of the English course expressed her concern for students not being able to understand basic concepts and how it can be improved with more structural courses. As it was previously mentioned, it is relevant for the foster home because the low level of the participants have other implications; as it was said in a meeting with the people in charge, where it is expressed the fact that some participants have studied in public schools, but other study in private school those ones have scholarships that depend on their academic performance to keep them; taking into account in that moment participants were not having the necessary results or grades that were required specially in English, for that reason their scholarships were compromised.

Regarding this situation, the aim of this research study is to design a task-based syllabus based on traditions and costumes. Task-based syllabus was chosen as a way of tackling down the lack of a structure in the English course; it is due to the fact that it divides the lessons in three specific stages: pre-task, while and post-task. Therefore, it will give into the lessons a sequence in the class topic and lately to the course itself. Besides that providing students the opportunity to work with their context, traditions and customs, which may in turn help students progress in their learning process.

Second, this task-based syllabus will be based on traditions and customs because when students are involved in a familiar environment it is easier to engage them, and motivate them to achieve the goals expected for the class as well as generate a positive behavior towards the topics.

As stated above the enhance learners' awareness of traditions and customs might be an important tool to help them to improve their English level and even more, to make participants aware about the importance of their context as future adults and citizens; by the same token, it might be take into account those traditions into a structural syllabus as task-based syllabus can provide a worth shot to try as a coherent proposal.

Research question
How might a teacher-designed task-based syllabus provide basis for the development of English classes at non-profit foster home to enhance learners' awareness of traditions?

Objectives
General objective
- To generate a teacher-designed task-based syllabus proposal based on traditions and customs that supports the English sessions at a non-profit foster home.

Specific objectives
- To analyze students' language needs at a non-profit foster home to design a proposal of a task-based syllabus.

- To encourage the study of traditions and customs when designing a task based syllabuses.

- To provide a task-based syllabus proposal for a non-profit foster home's sessions.

Chapter 2

Literature review

The literature review is a background and a review of different studies, which are related to this project in terms of firstly how tradition and customs see in a bigger picture as culture in itself, because traditions is part of the construction of a symbol, ideas and stories of the cultural values of a society or community; as Graburn, N. (2010) explains "tradition was both the means of making a living and the symbols, stories, and memories which gave one both identity and status. So we can say that even in situations where society stayed almost the same from generation to generation" (p. 2) in terms of how traditions can be used as medium to help and motivate them to learn a new language. Secondly, the design of a syllabus might give to the participants' foster home a more structural courses and finally a task-based syllabus is a good option to implement a kind of content like traditions into a structural syllabus.

Enhancing learners' awareness of traditions and customs

Traditions as a part of the culture is fundamental into the societies and communities, for that reason culture has become an important resource for education, because the education is a social process and that term is part of the construction of communities developing and values; so culture and education must be a term which work Borytko, N. (2005) defines education as pedagogical culture; he explains "The concept of culture has long been system-forming in social science. Pedagogy, however, has not been part of the general trend, characterized in the humanities by attaching the ever increasing importance to culture."(p.3) furthermore for Borytko, N. (2005) "Education is a social process, and

children are not 'products', but part of the continuum of society. With this in mind, let us have a look at works researching/examining types of pedagogical culture."(p.3). Education as a social process require the inclusion of the context of this society for that reason and especially in language learning this enhance learners' awareness of traditions can be considered as a medium to teach a second language, also ratify the important of the traditions in the education and the society.

According to Frank, J. (2014) "Whether or not we realize it, the culture we belong to affects how we think, interact, communicate, and transmit knowledge from one generation to another. The ability to ask and answer questions based on our own culture facilitates the process of making connections across cultures. English teachers can help students activate their "cultural antennas" by making them aware of important elements of their own culture and helping them understand how their culture has shaped them" (p.1-2)

The culture as the common beliefs such as symbolic, mental, behavioral aspects and patterns that define the individuals into a society is fundamental in the formation of the students, so teachers can encourage their students to think about how people in their own culture think things every day in every aspects and situations. When students think about their own culture and make connections while studying English to create a notion of their culture in the classrooms, then they can incorporate those new English concepts into the similar pattern of their own cultural beliefs.

Even, the cultural context is seen as the interaction between the individuals, but when this communication between them is deteriorated, because of their different backgrounds, they do not share similar cultural contexts , it is there when the most relevant finding of is his research was analyzing, understanding and expressing the difference between cultures and how does each culture interact itself and how those differences in interaction between people of particular culture and others difficult the communication and understanding. According to Frank, J. (2014) Hall's theory of high- and low-context cultures helps to understand how characteristics of a given culture, affect communication; High-context cultures are described as people who pay more attention in interpersonal relationships taking into account the harmony inside the groups more than individual goals, when the speaker's intent is the important stuff, there is no need to explain everything because meanings tend to be implicit. (p. 4-5) In education the theory of high- and low-context is relevant in the moment to teach a second language, because the parameters of the languages of those cultures are different, As a result Frank, J. (2014) describes the low-context cultures as people who pay more attention of the individualism, so it is expected to be straightforward and concise. So, in high-context cultures tent to be ambiguous because there are not focus on language precision. (p.5) So when those cultures interact there are maybe a communicative problem because the member of low-context cultures can be perceived like very blunt when they talk and high-context cultures member can be perceived like they are unforthcoming when they talk.

As result we can find the in the of definition of Frank, J. (2014) about the Hall's theory when most native English-speaking countries are typically classified as low-context cultures, on the contrary cultures whose language is Spanish are classified as high-context

cultures.(p 4-5) In order to use cultural context or traditions and customs to teach English in the Colombian context it is necessary to adequate this individualistic and very blunt way to talk from English speakers to interpersonal, harmony and consensus way to talk to adequate learning language into a understandable and familiar context to Spanish speakers

The result of this study is a demonstration of what kind of culture English speakers have and what kind Colombian or Spanish speakers have, even more knowing the different parameters that identify and make a culture unique which must be taking into account in the moment to inherence enhance learners' awareness of traditions into a learning process and how teaching a new language is necessary to ken language in terms of the culture level as a high or low-context culture.

There are other studies about traditions and cultural awareness. As an example of this there is a study performed by an author named Ramirez which is about adapting the content of some books to give them a cultural focus, he worked with the Centro Cultural Colombo Americano in Cali, in words of Ramirez, L. (2009) "Such proposal arose from the need to adapt the contents of the textbook 'English Time 3' into a series of culturally focused tasks based on the model by Willis (1996) in order to increase knowledge and awareness of the home and target cultures in courses for children"(p, 8)

The study was divided, in three stages: observation, planning and implementation; because it was used action research as type of study, where the importance of it is the intercultural competences in children at Colombo Americano in Cali, also the adaptation of textbooks in order to develop a curriculum for intercultural language learning. It is used the intercultural language learning as a medium to learners reflect about their own culture into

a intercultural learning process. It will give them a space and identity, where students can develop knowledge though recognizing, valuing, and responding to linguistic and cultural variability through processes of inferring, comparing, interpreting, discussing, and negotiating meaning in a non-judgmental manner.

Even more, Ramirez used task-based learning to the development of his curriculum for intercultural language learning, because it is important in the intercultural process to take into account communicative skills, and task-based learning gives to Ramirez's project the necessary structure to develop communicative skills. For that reason he defined the task based learning in pre-task, where the most important is to explore and to highlight the main topics in the class, and give the necessary vocabulary, next Ramirez focused in the task cycle. It is divide in three phases; in a task when students work in pair or groups meanwhile they are monitored, then planning where students prepare to an oral report according the previous task and then students express what they did and the exchange reports. Finally, in the final phase in the language focus students analyze, examine and discuss different text or recording, so teacher conducts a practice about new vocabulary and the phases during or after the students' analysis.

As a result, Ramirez, L. (2009) explains the level of awareness that they were able to reach was more the one of tourist that still perceives the other as exotic or bizarre, yet though contrasting ideas or facts rather than superficial stereotyping. (p.32) Even not all the topic in the unit were suitable to work on cultural awareness, those seem to be good for the students, because they were familiar for the students and it showed that teachers can adapt content or methodologies to work on cultural awareness.

Ramirez's study helps to this project in two ways. First the adaptation of material using cultural awareness into English classes, it did not work well, but it showed the important of the intercultural learning in the student learning process. Second the use of task-based learning as medium to improve communicative skill, and more important in the task-based syllabus of this project the important of the task-based structure to teach using intercultural issues or tradition and customs

The necessity to keep and strengthen the own cultural identity, taking into account how it can help us to interact and communicate with others and helps others to learn something new as a language without leaving behind their cultural background, even the teaching of a new language can be adapted in a cultural pattern.

Syllabus design

On the other hand, the necessity to create a syllabus when there is not a structural course will help participants to improve the order of the topics that they must learn, giving them the objectives, the goal and the assessment to follow and reach. For Rojas, R. (2015) syllabus refers on how the program is really developed in class, and how teachers and students are involved in the teaching-learning process. (p. 20) Syllabus is based on records of what actually is lived at the classroom, revealing how teachers and students apply a curriculum in the real context.

Rojas worked in a syllabus design based on the use of video game as a tool to improve communicative skill of the students fourth, fifth and sixth grade in a school in a

rural area near to Bogota and he implemented his syllabus with no more than fifteen students.

To gather information about the students, Rojas used three fundamental instruments: field notes, questionnaires and artifacts. The field notes according to Rojas, R. (2015) describe what happened in the class with the students and teacher, but also with the reflective field notes, it was showed incoming thoughts that the researcher had during the observation. Even more he could collect data about the context of the participants and their perspectives (p. 49) it is important since it was possible to analyze if there are differences or similitudes on the type of videogames they play. And the artifacts were used to know the process of the students into the syllabus that he designed.

The result of this project was that students could follow the step given on the syllabus design and help them to improve their communicative skills. As Rojas, R. (2015) explained, learners were able to achieve the activities presented in the syllabus design since the activities presented were catching and challenging for them. Taking advantage of the motivation and engagement coming from learners, three levels of task were presented (p. 22) as a part of the results syllabus design helped teacher to find an easier way to develop and apply some activities engaging learners with their own learning process.

Similarly, Sarmiento, L. (2016) created a skill-based syllabus proposal for elderly adults in her social responsibility practicum, her proposal was designed in order to help tutor, and the CED (Centro de Educación para el desarrollo) programs and their basis English classes in Uniminuto with elderly adults providing them a better organization and planning. But the main purpose is the awareness or social awareness into Basic English

classes, so Sarmiento designed the proposal taking into account English skills and the social awareness. Sarmineto (2016,) designed the syllabus as proposal, because the Basic English classes for elderly adults were canceled and the proposal was developed in case the Basic English Classes will open again. (p. 52)

In terms of syllabus design Sarmiento, L. (2016) explains the purpose of the syllabus design describing the topics selected for the course, the methodology is how those topics will be practiced and will be taught to the students. (p 25) Syllabus must show all the content that will be used, but it does not have to affect the personal style of every tutor, who takes the courses, participants can choose the activities as long as it does not interfere the order and the basic topic, but especially the social awareness.

According to Sarmiento, L. (2016) "the skill-based syllabus proposal was designed based on the previous experience… which allowed to identify and recognize some of the needs of the course and the participants, it possibly may help to offer a more organized course in which adult participants can have a meaningful learning." (p.53). The proposal presents a skill-based syllabus with 12 units where the important purpose in the social awareness and the entire topics are related to it. Every class has a length of 3 hours; the importance of this syllabus is the adaptation of an English level in an important context, which is the social awareness.

As Sarmiento, L. (2016) expresses "the syllabus may offer a support for the Basic English course for adults of the CED at Uniminuto in the way that topics are described in detail in the syllabus design in order to provide tutors with a guide about what learners need to learn per session" (p.26). Sarmineto did not implement the syllabus, so she did not

gather data, so her results were based on her experience to design the skill-based syllabus, and her expectation about how useful her syllabus will be in the future if the Basic English classes are reopened again. She finally expresses the limitation of her project, where she emphasizes in the cancellation of the course and how that limited her to implement the syllabus.

Sarmiento's study helps to this current project, due one of the purpose of this task-based syllabus is to provide a structural syllabus, which will be more organized and planning in order to help in a not-profit foster home's English workshop. Even more the contribution Sarmiento's study was a fact of how designing a syllabus in a context that it is not have as similar with the task-based syllabus of this project can be possible.

Task-based syllabus

The task-based syllabus is a type of syllabus whose objective is learning by doing or through different tasks, but those tasks have a sequence bearing in mind the order of the class' topics, it is called task-based phases. The coming studies will show how task-based can be implemented, taking into account that task-based syllabus uses communication as a fundamental part of it, as result task-based syllabus can be use side by side with cultural awareness.

About task-based syllabus Reimann, A. (2009) created Task-based syllabus, where the important of the task-based into cultural awareness is considered to provide an environment for the communication of the language where learners improve their intercultural language tasks. It must reflect the development of the communicative skills in order to understand

and navigate the new unfamiliar context from the target language. According to Reimann, A. (2009) "real world language use and how meaning can be created or negotiated through a common target language between people of totally different backgrounds and communication styles in unfamiliar contexts" (p. 132), all what he mentions allow to accomplish the intercultural communicative skills, so it is necessary stake out the objective and goal of the communicative competences through task activities

On the other hand, the tasks activities has firstly a perception and analysis, Reimann, A. (2009) uses in task 1 visual illustration and abstract pictures to explain the topic, students have to write a description about what they can see and interpret. After that task 2 which is a self-group awareness, where students have to identify communicative and social influence through questionnaires and a communicative task to explore their own background […] and the influence of the culture in their lives and the community where they live; task 3 is about short stories to interpret a character that students have to choose, then students provide reasons for their choices and make a list of each character's strengths and weaknesses. Those tasks have as purpose to identify their culture about the identification of some image or story's character and how those are reflected into their own perception, ideas and culture

As results, Reimann, A. (2009) explains that learners can turn their reflections and explore different perceptions with their classmates, meanwhile they communicate each other in a social circle. Also Reimann through observation, interview or survey could see the surface of the differences and diversity of the perception from the students in their own culture. The previous study help in this project as a model about how can be done the task-

based activities to optimize the structure, also a social circle help in the communication necessary into a task-based syllabus based on tradition and customs in several of the activities though the session and units.

On the other hand is Rooney, K. (1998) designed an ESL program for Tyndale-St. George's Community Centre in Canada to create a functional/structural set of material based on task-based, because he considered the current program for that moment had a lack of linguistic theory or teaching approaches. Also the population of his study was especially immigrants, and some were refugees; as Rooney, K. (1998) explains "The students range in age from early twenties to their fifties. The classes usually range in size from ten to twenty students" (p.13). The fact of most of them were refugees represent that the group was a vulnerable group, who arrived to a country without an idea of the language, so they were A1 participants and Rooney chose and create material, which was not based on grammatical structures or functions.

As stated above the base of the material was not grammatical structure or functions, for Rooney, K. (1998) "the purposes of this framework, task is defined as "activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p. 55) Therefore, task is the fundamental part to develop task-based material, because it has to be a material that attracts the participants' interest.

Even more for Rooney, K. (1998) Considers of three phases in the design of the material, which are pre-task, task cycle, and language focus (p. 51). in the first phase the pre-task has two purposes, start the topic creating interest in the participant and teach vocabulary that will be used by the students in the class to accomplish the coming tasks;

Rooney (1998) says "possible activities that can be done at this stage include brainstorming, word-maps, matching words or phrases to pictures, or even predicting the content and language of texts to be listened to or read" (p. 51) Secondly the task cycle is the group working, so students to boost their communicative skills, but it needs monitoring on how students do the tasks in order to avoid that students gain fluency at the expense of accuracy. Finally the language focus phases Rooney, K. (1998) explains that is a phase where in a natural way during the task specific features of the language occurred, can be identified and analyzed. Those feature will be into the tasks as syntax, words or parts of words, categories of meaning or use, and phonological ones. (p 52)

As finding Rooney, K. (1998) expresses how the material was used for the participants and how the task-based material were not designed with grammatical structure or functions more as a learning by doing experience to the participants, even more how traditional material, which is design to accomplish accuracy rather than fluency can be adapted to turn to tasks; as Rooney (1998) explains "These activities often required only the addition of a goal or outcome in order to make them conform to the definition of task adopted for this project. Then, with the further addition of planning and reporting stages could be created" (p, 116 – 117)

This study benefits the task-based syllabus of this project in terms of the importance design material that can be attractive the participant, giving them vocabulary to work and learn in the task of the class, even more with those tasks that allow participants boost their communicative skills, but taking into account a balance between fluency and accuracy. Furthermore, the importance of tasks as a way to interact with the topic and how

participants rather than having an activity with grammatical structures or a specific functions

Theoretical Framework

This chapter describes the constructs which will support the development and designed of the task-based syllabus of this project, the first construct to explore is syllabus design, where is showed the importance of the sequential steps in the development or design of a structural syllabus. The second construct is task-based syllabus, where describes the phases of tasks into the classes, which are pre, while and post-task. Finally the third construct is traditions and customs, which are oriented towards what is a tradition and custom, also what is the importance of learning traditional awareness in terms of the education and society itself

Syllabus design.

In order to give students better lessons, it is necessary to create a structural course; for that reason a syllabus must be created, because it is going to be the guide that help them to keep clear the topics to be taught. This part of the chapter will explain how to design a syllabus, taking into account goals and objectives.

According to Boye, A. (2010) there are several steps to create syllabus depending on the specific needs of the course, students, and field. (p. 2) Nevertheless, there are some elements that must be included in most syllabus, such as title, number, section, credit hours, meeting times, location and generic course description of the course. A syllabus includes a list of the activities or texts for the course, based on the topics to learn, clearly

distinguishing between those that are required and those that are recommended, as well as information regarding the activities for the students. A course schedule must be created, so student will have a clarity about when the classes will be performed, in order to make students plan how they are going to manage their time, also the important dates like the main project or evaluation sections must be emphasized too.

Next, Boye, A. (2010) says there is a necessity to allow participants to know the expected learning outcome statements, which refer to specific knowledge, practical skills, and areas of professional development, attitudes, and higher-order thinking skills that participants are expected to develop, learn or master during a course. (p. 2) it will provide teacher and participants with an important sense of what the course is about and where it is routed

Afterwards, assessment methods must be established, marking out the forms of tasks or activities that are planned, in terms of formal essays, exams or group projects. Furthermore, those methods must be linked with the learning outcomes established before. Those can be shown in a chart or lists with a proper date. Proving how much will each assessment be worth in relation to the other assessments, and how will they work together to determine the participants' grade for the course. In the task-based syllabus proposal of this project for terms of time assessment will be part of the post-task in every session.

On the other hand, Woolcock, M. (2006) expressed the important of establishing clear aims and objectives as the foundation stone on which syllabus is designed. Aims are broad statements identifying the general educational outcomes while objectives are the

concrete measures by which these will be done, and are usually expressed as relationships between specific concepts.

After, the objectives of the course are understood participants should learn things through at least three of our five senses, one of which is usually dominant. We learn by hearing, as in lectures, seminars and discussion sections; we learn by seeing, as in reading and observing; and we learn by doing as in performance, practical, and laboratory work. In this project the type of syllabus will be task-based syllabus, but establishing aims taking into account students' needs are important, because it is the way to ensure a better understanding and implementation of the topics.

Task-based syllabus

Task-based syllabus might complete different tasks in order to explain and practice a determined topic into the classes, as Ismail, M. (N. D) explains the tasks can be defined as the group of activities designed for many purposes including the purpose of language learning and application in real life situations into a task-based syllabus. (p.15).Those situations in this project will be the student's tradition and customs as a context or topic into the classes and activities designed for them.

One of the most important advantages of task-based syllabus is the opportunity to use authentic material to expose the different topics that can be connected with student's traditions, so they have the opportunity to have an optimal learning. Townsend-Cartwright, L. (2014) says "the recognition of real-world language use is further exemplified in the support of needs analysis. So students can highlight differences between the target language

and their real situations furthermore their traditions in those real situations, several texts, audios or even news can give them a real context that in the long run reflect their traditions and customs." (p. 3) On other hand as Townsend-Cartwright, L. (2014) explains that tasks facilitate increased fluency and natural acquisition, because those tasks help to develop the interaction of the students and their motivation in the moment to fulfill them. (p. 5) while frequent practice and experimentation with language forms will lead to the ability to deploy existing knowledge more efficiently in conversation, writing texts or the interaction of the students , even more if they have to do it in cooperation with other students.

Other advantage of task-based syllabus is that it is no systematic, so it is versatile and flexible and can be adapted to different situations and the use of language, Townsend-Cartwright, L. (2014) says that task-based approaches can be adapted to a wide variety of teaching contexts, such as English for specific purposes, teaching young learners, beginners, as well as helping experienced learners improve fluency and accuracy. (p.7)

Task-based syllabus is characterized to follow a specific order into the classes, it can be flexible in the moment to achieve the tasks. Firstly, classes must start with a pre-task phase where teacher will show the topic and explain it, Ismail, M. (N. D) says that teachers have to present the topic in terms of suggestions, while the students are motivated to use only what they are well suited with for them to complete the task. (p. 8) Teacher can also give the learners a task model that they can do by themselves or presenting them.

The second phase is the while task when students have to perform a specific task, which can be in groups depending of the activity, in this phase the role of the teacher must be as observer and counselor, whose role is observe and help students with any doubt,

Ismail, M. (N. D) explains teacher's role as remain much passive and may only take questions or otherwise just monitors the students. (p.10). the third phase is the report presentation, where class allows the teacher to give appropriate feedback in writing or orally, and the rest of the observing students can do the same. After students performed the task they should create oral or writing reports about the task.

With those steps the task-based syllabus in this project can be designed using the opportunity that this kind of syllabus use of real material which works with the tradition and customs of the students in the classes even more the structure pre, while and post-task, that will give the main structure, because the real material as a reflect of real context into a community, which is marked with traditions, so to accomplish tasks into the phases participant will need their traditional and customs knowledge and of this in a sequence that can be followed by the participants.

Traditions and customs

The purpose of this project is to give students the possibility to experiment a learning process of a second language without letting behind their own cultural context reflected in traditions and customs, as well as enhancing the awareness of those traditions and how it can be relevant in educational terms and in their personal growing as future citizens

According to Kana'iaupuni, S. Ledward, and B. Jensen, U. (2010) education is both an individual and a collective experience, where engagement and success can be enhanced and enriched via strengths-based approaches which integrate the traditions in a

community of learners. (p.3) those innovative schools implement projects based on teaching to children, integrating traditions community and the natural environment.

Cultural relevance in the schooling enhances self-esteem, supports healthy identity formation, and fosters political activity and community participation. These studies prove that there are weak links between traditions, customs and student achievement outcomes. Furthermore,

Kana'iaupuni, S. Ledward, B. Jensen, U. (2010) explained that traditions and costumes are relevant in education and it would have direct effects on student socio-emotional factors such as self-worth, cultural identity, even more community and family relationships, as well as direct and indirect effects on educational outcomes such as student engagement, achievement, and behavior. (p. 5)

Similarly, Diame, M. (2011)explains "tradition in education occupies an important place in the social organization, as it includes aspects such as initiation, endurance, individual and social responsibility, performed through songs, story-telling, ceremonies, rituals and family life".(p.4) Because it is linked and interrelated between education and s traditions, consider cultural diversity and pluralism of knowledge to promote welfare, civic and social advancement, taking full part in the development of their society while keeping alive essential values.

On the other hand, Katola, M. (2014) explains education as a process by which society deliberately transmits its accumulated knowledge, skills and attitude and values from one generation to another. Those attitudes and values acquired through education are the results of learning process. Because even the traditions are not born in the school, but

the traditional and custom context develops the interaction with other members of the society, so those traditions might be foster into the educations as part of the formation of the students and even more as future citizens

Tradition and customs are one of the purposes of this project because of the impact that it can have into the students, in terms of interaction, motivation and self-esteem. Even more it will help students in their future as part of the society, taking responsibility about their cultural identity and their traditions that come with it, for those reasons it is important.

To sum up, all those constructs will contribute to design the task-based syllabus as a guide of all the necessaries steps to make a syllabus that helps participants to foster their English levels and the tradition and customs, also it will be the medium to connect the tasks of the syllabus with a familiar context to the part pants, besides enhance learners' awareness of traditions

CHAPTER 3

Research design

In this chapter it will be described the research design characteristics of this project such as the research paradigm and research approach in order to design a task-based syllabus proposal. Also it will describe the participants in terms of they are students in a foster home, even more describing their age, academic level and the quantity of participants. Moreover the setting in which it will be described as a non-profit foster home where the participants lives and have their English courses.

Research approach

This study is based on the qualitative research, because it needs an observation and exploration of the participants to describe and understand their educational problems. Furthermore, the idea is to recognize the participants´ behavior. And how to interact with them in order to know their troubles. So at that point try to find out possible solutions. Hancock, B. Ockleford, E. Windridge, K (2009) explain that the qualitative research is focused on the development of explanations of social phenomena, which aim to help to understand the social world where we live and its social aspects seeking to answer questions about them. (p. 6) Qualitative research searches why the participants behave in the way they do, the opinion they have and how the culture and their daily practices influence them.

Type of study

The idea of this project came when I was a volunteer in a non-profit foster home in 2016, and I could observe the lack of structure in the workshops. This project will study this case and propose a task-based syllabus as an alternative to give to the workshop a structure, organization and sequence, but it mandatory remark that it will not be implemented, so the purpose of this one is to observe and provide details, for that reason case study is the type of study to a non-implement proposal as the task-based syllabus of this project

As Yin, R. (2003) defines, case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context. (p.4)

According to this definition case study works well to this project, because the task-based syllabus of this project looks for enhance learners' awareness of traditions and customs. Case study can be worked with a variety of cases and depending the purpose of the study, Baxter & Jack (2008) define 7 type exploratory, descriptive, studies, intrinsic, instrumental and collective type; but this study will be focused in the description type, as Baxter & Jack (2008) define it, this type is used to describe an intervention or phenomenon and the real-life context in which it occurs; this definition is close relate to Yin definition about case study and in terms of the task-based syllabus works, due it explores real situation, even more how can tradition and customs be boosted; even task-based syllabus proposal will not be implemented it can be used in the future for a not-profit foster home in their English workshops.

Settings

The "Club Michin" in Engativa is one of the foster homes from the foundation with the same name, which is certificated and supported by the ICBF; they are focusing on the protection of vulnerable children giving them psychosocial care, food, education, housing and everything required for the restoration of their rights.

Their main objective is to prevent the number of violated children grow up, for more than two decades ago they created the community with this preventing program. This program operates from locations where children live in the alternate paying attention to his school day and making a strong work with families. As a part of the program they receive guide in their academic process and one of those assistance is the reinforcement in English.

Participants

Participants are teenagers in a state of vulnerability from the foster home of Club Michin in Engativa, who are in an adoption process, but meanwhile they live in this place, the participants are 11 to 17 years old. The study groups are composed for an average of 10 participants between a similar number of women and men, the group was given by Club Michin because they are the participants that require more help in term of English reinforce classes and some of them have scholarships to keep. Their English level is less than A1. The group of participants study either in a public schools or in a private ones, but the ones who study in a private school have scholarships that they have to keep it

Chapter 4

Syllabus design

This chapter I describe, firstly the vision of language, learning and classroom. Secondly, I explain the task-based syllabus proposal design in terms of the number of the units and the quantity of classes per unit, as well as the task-based phases and how it is used into the classes in the proposal itself. In order to develop the task-based syllabus for the English classes into the foundation, the proposal shows how students will work on the topic based on Colombian traditions, also the objectives that they achieve to enhance students´ awareness based on traditions.

Vision of language

To enhance the traditions of the students the language cannot be conceived only as a linguist system, it must express as a way to communicate cultural values and ideologies

taking into account the view of the world and the own context of the students; as Tudor, I. (2001) explains, language is seen as a way to express a speech in a community that needs a set of cultural values. (p.75) Therefore, the purpose of the task-based syllabus proposal based on the traditions is to boost the awareness of the traditions. More than how language is used in function to express certain situations, language as cultural and ideology attends to use the language to express the cultural values of the students, as well as their perceptions and ideas into their own environment.

As it is remarked by Tudor, I. (2001) "a sanitised and decultural presentation of the language. For example, it can make it appear so lifeless that learners may experience difficulty in relating to it as a living medium of communication, even perhaps within the framework of practice activities" (p. 72) Therefore, without a cultural background learners might lose interest in the language; so a task-based syllabus whose objective is the tradition's awareness will give to the learners a cultural presentation of the language in their classes.

Vision of learning

Indeed, regarding the activities of the task-based syllabus, one of the aims is learning by doing; meanwhile it is boosting their traditions in their process, with coherent and structured classes. For Tudor, I. (2001) " language uses can serve as significant role in promoting learning, and the other is the acknowledgement that use of the language needs to be structured in a coherent and pedagogically management way" (p. 79). Language might be learned in a process of doing activities systematically in a sequential order, because it helps students to internalize the topics or concepts that they are practicing.

The order in which students will learn the topics will give them systematically the tools to interact with the language and the activities themselves as task-based phases where every phase has a specific purpose when allowing students learning by doing.

Vision of classroom

Bearing in mind that task-based syllabus is a type of syllabus, which uses communicative skills the best option in terms of visions of classroom is a communicative classroom; it is because into the phases of the syllabus it is needed in several activities the interaction between the students. But furthermore the necessity to express their own cultural values, notions and opinions will require use communication as a tool in the development of the syllabus´ activities

As Tudor, I. (2001) points out, communication in the classroom is a place, which is, attributed a significant role to the use of the language as a mean of learning (p.111). For that reason the classroom in a task-based syllabus has to be a place where students have more than the opportunity, they feel free to express ideas, emotions, notions, doubts and their cultural values

Syllabus design

This task-based syllabus will have 8 units every unit is divided in 2 sessions; the objective is to practice the topics based on traditions and customs where students will boost their understanding about their tradition and customs. Following the task-based syllabus and the need of elaborated English classes at the foundation every class will go through different stages such as Pre, while and post-tasks phases.

During the pre-task learners will learn the vocabulary, expressions and the topic itself, in the while-task phase students will practice the vocabulary related to Colombian traditions; finally, in the post-task phase students will demonstrate their understanding of the topic worked in the class. The syllabus presented in this chapter has the section, the topic, how the task-based phases will be developed and the material used in every section, by terms of time because the sessions are just one hour the post-task will be consider as assessment too.

The chart of the task-based syllabus is divided in five spaces

- firstly it is the topic which will be developed in the corresponding session,

- Secondly, it is the language focus.

- Thirdly, the objectives to be accomplished in the session.

- Fourthly, there is a description of the task-based phase and the activities to develop into the session as well.

- Finally, it has a traditions awareness objectives about what it expects students enhances' awareness about tradition during the sessions

Syllabus objectives

- To enhance participants' awareness about Colombian traditions and customs.

- To boost participant's tradition awareness.

- To improve the English level of the students

Task-based syllabus proposal

Unit 1: Colombian traditional food

Description: In this unit, students will develop different tasks related to explore the traditional food that Colombia has. Students are expected to express the important of those Colombian dishes in the society and in their lives.

Objectives:

- Students will be able to identify, express and compare different types of Colombian dishes.

- Students will express their opinions about Colombian traditional food.

Vocabulary: Colombian traditional food (Ajiaco, Arepa, Bandeja Paisa) adjective to describe food (bitter, acidic, burnt, creamy)

Class 1: Class length: 1 hour

Topic: Unit 1, class 1: Colombian Traditional food	Language focus: Present simple, like and dislikes and adjectives

Objectives:

- Students will practice vocabulary about Colombian Traditional food, identify or describe which dishes they like more than others

- Students will complete a card, where they will talk about traditional food that represent what they are and their roots

Task-based phases:

Pre-task: Participants will fill a crossword with vocabulary based on Colombian traditional food supported with a short description of the dish. Before starting to fill the crossword they have look for words that they do not understand; after that students will start to fill the crossword and students will categorize the dishes with some adjectives for food

While-task: : Students will do an activity called "What do you like?" in order to accomplish this, the teacher will give to the students a worksheet (see appendix #3) with some Colombian traditional dishes, students will ask each other what they like or not and choose and why

Example: "what do you like Ajiaco or Bandeja paisa? And why Answer: "I like Bandeja paisa, because it is delicious"

Post-task: To finish the class, students will reflect about which kind of Colombian traditional food represents them and they will complete a card with this information

Tradition awareness: Students will be aware of the importance of the Colombian traditional food in terms of dishes that represent them into a society or society

Topic: Unit 1, class 2 Colombian Traditional breakfast	Language focus: Verb to be in present

Objectives:

- Students will practice vocabulary about Colombian Traditional breakfasts and describe them

- Students will do a simple Colombian bake house menu to offer Colombian traditional breakfasts

Task-based phases:

Pre-task: Students will match some words related to Traditional breakfasts in Colombia with representative images (see appendix 5), Then, students will play a Bingo with the same vocabulary.

While-task: Students will read a Colombian's bake house menu, after reading it; students will complete the missing words by inferring them through the images Then teacher will check students' answers

Post-task: in groups students will write their own Colombian bake house menu with the dishes they consider better or more representative to the Colombian culture and reflect how important those dishes are in their lives

Traditions, then they will offer to other group their breakfast dishes

Tradition awareness: Students will be aware of the important of the Colombian traditional food and breakfast in terms of how these variety of dishes represent them into a society.

Unit 2: Influential Colombians characters

Description: In this unit, students will develop different tasks related to the most influential Colombian people in the history. Students are expected to understand the importance of those characters in the construction of the Colombian culture, history and traditions, furthermore students will reflect upon the impact of that character has had in the country

Objectives:

- To recognize the importance of some characters in Colombian history and their part in the construction of the country

- To reflect about the role of those characters in Colombian traditions and customs

Vocabulary: Colombian important people, adjectives

Topic: Unit 2, class 1 Influential Colombians characters	**Language focus:** Verb to be / adjectives
Objectives: • Students will practice vocabulary related Colombian writers and scientifics and their importance into the Colombian history • Students will do a short poem to recognize her/his most important character in Colombian history	

Task-based phases:

Pre-task: Teacher will give to the students a worksheet with adjectives to describe the importance of people and then students have to unscramble the words

While-task: In groups teacher will give students short biographies of some important Colombian characters, so they have to read them and describe them.

After that they will share their description with the rest of the class, it is important that students point out the importance of those people into the Colombia

context.

Post-task: With the previous presentation students will choose who was the most influential person and then they will create a poem reflecting upon

achievements and contributions of that person to Colombian culture

Tradition awareness: Students will be aware of some Colombian characters and what was/were their achievement in the contribution of the construction of Colombian culture, history and traditions

Topic: unit 2, class 2 Influential Colombians characters	**Language focus:** Verb to be / adjectives

Objectives:

- Students will practice vocabulary related to Colombian sportsmen and sportswomen and their importance into the Colombian culture

- Students will do a report recognizing her/his most important Colombian sportsmen and sportswomen

Task-based phases:

Pre-task: Pre-task: Students will complete a word search about Colombian sportsmen and sportswomen, then students will have different adjectives to describe the Colombian sportsmen and sportswomen and they have to choose which adjectives are better for every sportsmen and sportswomen

While-task: Teacher will give students a chart with the name of some sportsmen and sportswomen, plus some adjectives; so students have to mark with a tick if they consider the adjectives describe them.

Post-task: Students will do a report describing his/her favorite sportsmen or sportswomen showing his/her archive and contribution to the construction of Colombian culture

Tradition awareness: Students will be aware of some Colombian sportsmen and sportswomen and their achievement and contribution to the construction of Colombian culture, history and traditions

Unit 3: Colombian popular omens

Description: In this unit, students will do different tasks about Colombian popular omens; even more how those omens are important and take into account in a living day of a Colombian

Objectives:

- To recognize how is the luck is conceive into Colombian traditions and custom as popular omens

- To reflect about popular omens in the diary routines of the Colombian person

Vocabulary: Good luck, bad lucky omens (Monserrate, black Butterflies, Money)

Topic: Unit 3, class 1 Colombian popular omens	**Language focus:** first conditional
Objectives: • Students will be able talk and discuss about the different Colombian popular omens and their importance to a Colombian person • Students will be able to make a short story about Colombian popular omens	
Task-based phases: Pre-task: The group will discuss different Colombian omens that students may know, teacher will ask them if those omens are true or not, then students will complete a word search about Colombian popular omens, then students will categorize the omens in the lucky ones and the unlucky ones While-task: Students will complete a reading about Colombian popular omens, then they will discuss if some of those omens gave or give luck or bad luck to them Post-task: Finally in group student will create a short story about how some Colombian popular omens can be true or not, they can use personal experiences to create the story	
Tradition awareness: Students will reflect about the notion of luck or bag luck into Colombian traditions and how those are reflected in popular omens	

Topic: unit 3, class 2 Colombian popular omens	Language focus: Verb to be / adjectives

Objectives:

- Students will be able talk and discuss about the different Colombian popular omens and their importance to a Colombian person

- Students will make a journal to reflect about Colombian popular omens

Task-based phases:

Pre-task: Students will play a board game about Colombian popular omens, with dice and pieces, depending the number they will advance and describe the omens saying if good luck or bad one

While-task: students will watch a video about Colombian popular omens and the will fill a worksheet based on the video

Post-task: Students will make a journal where they write about 3 most interesting omens that they discus in the class and 3 that they don't interest explain why

Tradition awareness: Students will reflect about the notion of luck or bag luck into Colombian traditions and how those are reflect in popular omens

Unit 4: Traditional places in Colombia

Description: In this unit, students will develop different tasks related to historical and traditional places in Colombia. Students are expected to use vocabulary about those places, also express why there are importance and how they influence Colombian culture and traditions

Objective:

- Students will be able to use vocabulary about Traditional places in Colombia and their importance into Colombian context

- Understand the importance of those traditional places as part of the Colombian cultural heritage

Vocabulary: Traditional places (Historic Centre of Santa Cruz de Mompox, San Agustín Archaeological Park, Cartagena)

Class 1: Class length: 1 hour

Topic: Unit 4, class 1 Traditional Colombian places	**Language focus:** Past simple
Objectives: • Students will practice vocabulary related to traditional Colombian places Students will be able to do a brochure about traditional Colombian places	

Task-based phases:

Pre-task: Students will complete a brochure when they have to see the pictures and complete the words with the missing letters, after students have to do a list of activities that they want to do in those traditional places

While-task: With the previous list of activities to do, teacher will give to students a calendar where they have to book which traditional places that they would like to visit ,also students have to answer some questions

- Where do you want to go?

- Why do you like it?

- Do you recommend this place?

Post-task: Then, teacher will give students a sketch of a brochure when they advise or do publicity about traditional Colombian places that they consider better or more important in Colombian culture and traditions

Tradition awareness: Students will reflect about the important to visit and conserve traditional Colombian places

Class 2: Class length: 1 hour

Topic: Unit 4, class 2 Traditional Colombian places	Language focus: Past simple

Objectives:

- Students will practice vocabulary related to traditional Colombian places

- Students will be able to do a scrapbook about traditional Colombian places

Task-based phases:

Pre-task: Teacher will give a worksheet when there are some popular Traditional Colombian places and some activates that can be done in those places, so students have to match the best activities for every Colombian traditional places

While-task: teacher will show a video about top 10 places to visit in Colombia. Then students will share their opinions about those places answering the following questions

- How people call Popayan? Why?

- How many monolith and statues are in San Agustín?

- Where is locate the Tairona park?

- Mention 5 places to visit in Cartagena

Post-task: Finally with the vocabulary about Colombian places and activities teacher will give students magazines or images of some touristic Colombian places and they have to do a scrapbook

Tradition awareness: Students will reflect about the importance to visit and conserve traditional Colombian places

Unit 5: Colombian Independence Day

Description: In this unit, students will do tasks based on Colombian Independence Day and the Founding Fathers in order to recognize their role in the construction of the nation and their influence in the Columbian culture and traditions

Objective:

- Students will be able to use vocabulary to celebrate the Colombian Independence Day.

- Students will reflect about the importance of the Colombian Independence Day and those who achieved it.

Vocabulary: Colombian Independence Day (battle of Boyacá, freedom, independent), Founding Fathers (Simon Bolivar, Nariño, Santander)

Topic: Unit 5, class 1 Founding Fathers and independence day	**Language focus: Past simple**
Objectives: • Students will practice vocabulary related to the founding fathers and independence day and recognize the importance and influence of the independence in the construction in term of the nation, culture and traditions • Students will be able to do a Colombian independence day pinwheel	

Task-based phases:

Pre-task: Students will complete a crossword about independence day character and answer the following question why these character are so fundamental to Colombian culture and traditions?

While-task: Students will watch a video about Colombian independence day, they will watch it twice, so they have to complete a workshop; then share with their classmates.

Post-task: Finally, the teacher will show students how to make a Colombian independence day pinwheel, teacher will give to the students the materials and a guide sheet with the instruction, teacher and students will read first to guide students and it will do steps by step. After that the whole group will reflect and discuss about how importance was the independence for Colombian people

Tradition awareness: Students will be reflect about the importance and the impact of the Colombian independence

Topic: Unit 5, class 2 Founding Fathers and independence day	Language focus: Past modal verbs

Objectives:

- Students will practice vocabulary related to the founding fathers and independence day and recognize the important and influence of the

  independence in the construction in terms of nation, culture and traditions

- Students will be able to do text about Colombian independence

Task-based phases:

Pre-task: Teacher will read a word or concept about Colombian independence , so after reading it students have to think what word would be related to it ,

after that they will have a list of words in order to create a collective brainstorm, then the group will categorize the words in order to recognize traditional

bonds.

While-task: Teacher will give students a reading about Colombian independence with missing words, so first students have to match words with pictures, and

then students have to complete the reading.

Post-task: Students will do reflecting text about what would happen if the Colombian independence would have not succeeded

Tradition awareness: Students will be reflect about the important and the impact of the Colombian independence

Unit 6: Barranquilla's carnivals & black and white's carnivals

Description: In this unit students will do tasks based on how celebrate Colombian ethical origins and the importance of ethnical variety of our country, also how it contributes to the Colombian traditions

Objective:

- Students will be able to use vocabulary about Barranquilla and black and white's carnivals, even more their ethnical roots

- Understand the important of how those carnivals represent our ethnical diversity

Vocabulary: Barranquilla and black and white's carnivals vocabulary (costumes, "blacos y negros", "marimondas" "Joselito's funeral")

Class 1: Class length: 1 hour

Topic: Unit 6, class 1 Barranquilla's carnivals and black and white's carnivals	Language focus: Present simple
Objectives: • Students will practice vocabulary about Barranquilla's carnivals & black and white's carnivals and recognize the important and influence of our ethnic variety into the Colombian traditions • Students will be able to do a typical Carnival mask	

Task-based phases:

Pre-task: Teacher will give to students a worksheet where there are images about Barranquilla's carnival, but they will be in disorder, so students have to first name the images and then organize the events, it will be a group activity

While-task: Teacher will show students a video about the importance of the Barranquilla's carnival as representation and part of our ethnic variety and discuss the following questions

- Which are the ethnical varieties that are represented in Barranquilla's carnival?
- Which are the current ways to represent ethnic variation in the Barranquilla's carnival?
- What is/are the contribution/s of Barranquilla's carnival to the Colombian traditions?

Post-task: Teacher will guide material to the students in order to create representative Barranquilla's carnival masks

Tradition awareness: Students will reflect about the importance of ethnic variety represented by the carnivals

Topic: Unit 6, class 2 Barranquilla's carnivals & black and white's carnivals	Language focus:
Objectives:	

Objectives:

- Students will practice vocabulary related to Barranquilla's carnivals & black and white's carnivals and recognize the important and influence of our ethnic variety into the Colombian traditions
- Students will be able to do a typical Carnival mask

Task-based phases:

Pre-task: Students have to match some images with the corresponding words about the different ethnic groups in Colombia

While-task: then teacher will show videos about Colombian's Black and White Carnival

and answer the questions:

- Where does the Black and White Carnival take place?

- What is the origin of Black and White Carnival?

- What is the aim of the Black and White Carnival?

Post-task: Students will write and draw on a sheet or piece of paper the answer to the following question

• Why is it important our ethnical variety?

Then all the answers and drawings will be on the board in order to add questions or opinions about it

Tradition awareness: Students will reflect about the importance of ethnic variety represented by the carnivals

Unit 7: Colombian myths and legends

Description: In this unit students will develop tasks, based on the celebration of Colombian myths and legends to explore how Colombian oral stories become into myths or legends, also who are the frequent victims in those legends and myths and their roots

- To explore how Colombian people reflect their fears or some inexplicable situations into Colombian myths and legends

- To Recognize the important of the Colombian myths and legends into the Colombian beliefs

Vocabulary: Colombian myth and legends (The Man in the Hat, The Mohan, One-Legged Woman, Wailer)

Topic: Unit 7, class 1 Colombian myths and legends	**Language focus:** Past simple
Objectives:	
- Students will practice vocabulary about Colombian myths and legends and recognize how those myths and legends are part of our believes as Colombian people - Students will make a postcard about a Colombian mythological character	

Task-based phases:

Pre-task: Teacher will give to the students a worksheet where there are some short descriptions of some myths and legends, so students have to match the descriptions with the images

While-task: Students will complete a survey about what is the most terrifying Colombian myth and legend, then they will ask others about it and rank the myths

Post-task: Students will make a postcard where they will choose a Colombian mythological character, and they will describe what it is and what is its origin

Tradition awareness: Students will talk about Colombian myths and legends as part of what we would believe as Colombians

Topic: Unit 7, class 2 Colombian myths and legends	**Language focus:** Past simple

Objectives:

- Students will practice vocabulary about Colombian myths and legends and recognize how those myths and legends are part of our believes as Colombian people

- Students will make a Colombian myths and legends map

Task-based phases:

Pre-task: Students will a read a text about the origin of some Colombian myths and legends and answer the questions

While-task: Students will match images of the frequent victims of the Colombian mystical character and then create a symbol to represent every kind of

Colombian mystical character's victims

Post-task: Students will make a Colombian myths and legends map, where they will put in a Colombian map a draw or image of the myths corresponding to

the zone or region of the myth and legends, also they will mark in the map the symbol of the frequent victims of the Colombian mystical characters

Tradition awareness: Students will talk about Colombian myths and legends as part of what we would believe as Colombians

Unit 8: Traditional and most representative music

Description: In this unit, students will do tasks, based on traditional Colombian music; also the most representative rhythms. The unit

shows the importance of those types of music as representation of the traditions and ethnical variety of the country and regions;

moreover it will show some important singers or musicians that have represented Colombian music

Objective:

- Students will be able to use vocabulary about Traditional Colombian music

- To understand the important of Traditional Colombian music as an expression of what we are and where we come from

Vocabulary: Traditional Colombian music (Vallenato, Salsa, Porro, Jacopo, cumbia) Musical instruments (percussion musical instruments, bass, guitars, accordion)

Topic: Unit 8, class 1 Colombian Traditional and most representative music	**Language focus:** like and dislike
Objectives: • Students will practice vocabulary related to Colombian traditional and most representative music to understand how music is the representation of the traditions and ethics of the different people around Colombia. • Students will compose a short song about Traditional music in Colombia	

Task-based phases:

Pre-task: Teacher will give to the students a map and they have to match the places with different types of traditional Colombian music, after that Students will fulfil a word search about a traditional musical instrument

While-task: Teacher will give students a worksheet about the influence of the traditional music as a mirror of our traditions, and they will answer some questions

Post-task: Teacher will give students a set of verbs, adjectives and some nouns and they have to create a song , the purpose is to reflect the importance of the traditional music in the Colombian culture, then they will share it with the group

Tradition awareness: Students will reflect about the importance of traditional and the most representative music

Chapter 5

Conclusions

This chapter describes the conclusions of the task-based syllabus proposal design for students in a foster home foundation with two clear objectives, firstly to provide an organized and sequential syllabus to their English classes, and secondly to enhance learners' awareness of traditions. In addition, this chapter describes the limitations of the project in terms of the design of the proposal; even more the pedagogical implications, which means how could it contribute this task-based syllabus to the English language teaching and in the education itself; moreover, a description of the further research.

Through the process of designing a task-based syllabus that might help such vulnerable population, I consider it as a great experience that can lay the bases of what kind of teacher I would be in the future. Even more the role of the traditions and customs as part of the culture and how it is reflected into the education and the English language teaching field, if we consider that education is a fundamental part in the reflection of the society.

The task-based syllabus proposal was designed with the purpose to provide a sequential course to the participants, giving them a possibility to have an organized English learning process into their classes at the foundation, to have an idea of what they will learn and practice. However, more than that the further purpose was awaken of the traditions of their own country and in a way or another, they face in their classes and every moment of their lives.

Limitations

The limitation of this task-based syllabus is itself the foundation, because participants have just one class of one hour per week, this issue will limit the syllabus in the quantity of the sessions and the time that can be used in every class. Vaguely per session, participants will have time to develop three activities at best, so the quantity of possible traditional content will be committed to accomplish the classes in the given time, so it demands a very tight organization and management of the topics each session

In addition as limitation, I would say although all the projects and studies that I could read and researched, I consider my lack of experience and knowledge in the moment to design the task-based syllabus and I am conscious that the task-based syllabus have more opportunities to be improved

Pedagogical implication

Starting from the fact that education is needed as the development of the societies or communities and as part of the distribution of the knowledge, we might infer that education is a representation of the society in itself. The design of a task-based syllabus proposal based on traditions may be considered a way to foster the bond of the learner with their own cultural roots.

According to the aforementioned, it is important to be aware about the learners´ traditions that make them part of the nation; recognizing where they come from and how the ethnic variety contributes in their formation as Colombian citizens. Because if learners do not have a notion of their own traditions, how they could expect to have esteem to new

cultures. Even it would happen that learners underestimate their own culture, traditions or customs believing that foreign cultures are better. For that reason, it is considered as a topic or idea to reflect and put into practice in our classrooms.

In terms of methodology, it can be said the task-based syllabus proposal can be considered as a new tool to motivate and have an identity formation for students and teachers that open new possibilities in the study of how the traditions, customs and culture of the studies can be more important in the foreign language teaching and the education in itself.

Further research

As further research, it is considered a good idea, the implementation of this task-based syllabus proposal, even more to expand on it according to the context and the possibilities of; when or how it can be implemented, perhaps it is not mandatory to implement it exclusively to a specific population. Task-based syllabus can be implemented for example with students in public or private school, but especially in public schools, since most of the English classes do not have material or structure, so it would be a good opportunity to see what the task-based syllabus can do to help students in those kind of schools. The purpose of a future implementation would be to observe if the structuring of a task-based syllabus, indeed help students to improve their English level and enhance awareness tradition and custom.

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Appendices

Appendix one: "Students think classes are boring or non-essential in their life process"

Needs analysis questionnaire

Question	Student	Excerpt	Concept	Category
2. ¿Qué es lo que menos le agrada de las clases de inglés?	A	"Lo que menos me agrada de la clase de inglés es tener tanto trabajo"	Too much work	Classes are boring
	B	"La forma de explicar, algunos son aburridas por su dinámica, el tema de ponto no encaja"	Boredom	
	C	"La organización gramatical, pues las clases se ingles son un poco aburridas, porque los profesores explican muy rápido y a veces no se entiende"	Boredom	
	D	"Nada, porque no entiendo las clases, pues porque no me agrada el inglés"	Boredom	

- ¿Qué es lo que menos le agrada de las clases de inglés?

  RT/ lo que menos me agrada de la clase de ingles
  es tener tanto trabajo

- ¿Qué es lo que menos le agrada de las clases de inglés?

  la organizacion gramatical
  pues las clases de ingles son un poco
  aburridas porque las profesoras explican
  muy rapido y aveces uno noentiende

Appendix two: Person in charge's opinion

- ¿Cómo cree que la implementación de un plan de estudios más detallado, estructurado y organizado podría contribuir en el aprendizaje de los estudiantes?

Cuando se tiene un plan de trabajo estructurado es más funcional porque se tiene conocimiento de lo que se esta trabajondo.

Appendix three: Person in charge's questionnaire

MD UNIMINUTO
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Licenciatura en Idioma Extranjero – Inglés

Encuesta Club Michin, need analysis, tutor

- ¿Por qué cree que lo estudiantes requieren asesoría en inglés?

  Por las dificultades y uccior concep-
  tuales que tienen en el área

- ¿Cree que las notas de los estudiantes reflejan la necesidad de mejorar, las sesiones de reforzamiento en inglés?

  Si, porque estas siempre son
  bajos y no reflejan los dificultades

- ¿Considera que el reconocimiento y el uso de las costumbres y tradiciones, pueden ser un buen vehículo para enseñarle ingles a los estudiantes?

  De acuerdo a los planteamientos
  que se tengan para la enseñanza

- ¿Cómo cree que la implementación de un plan de estudios más detallado, estructurado y organizado podría contribuir en el aprendizaje de los estudiantes?

  Cuando se tiene un plan de trabajo
  estructurado es más funcional
  porque se tiene conocimiento
  delo que se esta trabajando.

Appendix four: Participants' questionnaire and need analysis

UNIMINUTO
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Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés

Encuesta Club Michin, need analysis, students

- ¿Cómo considera que son las clases de inglés que ve en el colegio actualmente?

  RT/ Algo complejas y con un vocabulario complicado de pronunciar

- ¿Qué es lo que menos le agrada de las clases de inglés?

  RT/ lo que menos me agrada de la clase de ingles es tener tanto trabajo

- ¿Han sido las clases de reforzamiento en ingles organizadas y entendibles?

  RT/ no he podido tener la clase ya que cuando el profe viene yo no tengo ingles y pues se me olvida o tengo otras cosas y no puedo traerlo al refuerzo

- ¿Cómo cree que debería ser una clase de inglés?

  RT/ Algo dinamica pero disciplinada

- ¿Cómo cree que las clases de reforzamiento en ingles serian si en estas se enseñara ingles usando conceptos familiares para usted?

  RT/ seria mas facil entender los temas ya que los conceptos los conozco y los puedo familiarizar mejor

  • En ocasiones las clases se vuelven aburridas

UNIMINUTO
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Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés

Encuesta Club Michin, need analysis, students

- ¿Cómo considera que son las clases de inglés que ve en el colegio actualmente?

  pues son faciles   noson tan obias

- ¿Qué es lo que menos le agrada de las clases de inglés?

  la organizacion gramatical
  pues las clases de ingles son un poco
  aburridas porque las profesoras explican
  muy rapido y aveces uno noentiende

- ¿Han sido las clases de reforzamiento en ingles organizadas y entendibles?

  pues nose porque todabia no
  he estado en ninguna clase

- ¿Cómo cree que debería ser una clase de inglés?

  que nos refuersen en loque estamos
  fallando de una buena manera

- ¿Cómo cree que las clases de reforzamiento en ingles serian si en estas se enseñara ingles usando conceptos familiares para usted?

  seria mas facil porque lla los
  conosco

Appendix five: Participants' questionnaire and need analysis chart

Question	Student
1. ¿Cómo considera que son las clases de inglés que ve en el colegio actualmente?	A B C D
2. ¿Qué es lo que menos le agrada de las clases de inglés?	A B C D
3. ¿Han sido las clases de reforzamiento en ingles organizadas y entendibles?	A B C D
4. ¿Cómo cree que debería ser una clase de inglés?	A B C D
5. ¿Cómo cree que las clases de reforzamiento en ingles serian si en estas se enseñara ingles usando conceptos familiares para usted?	A B C D

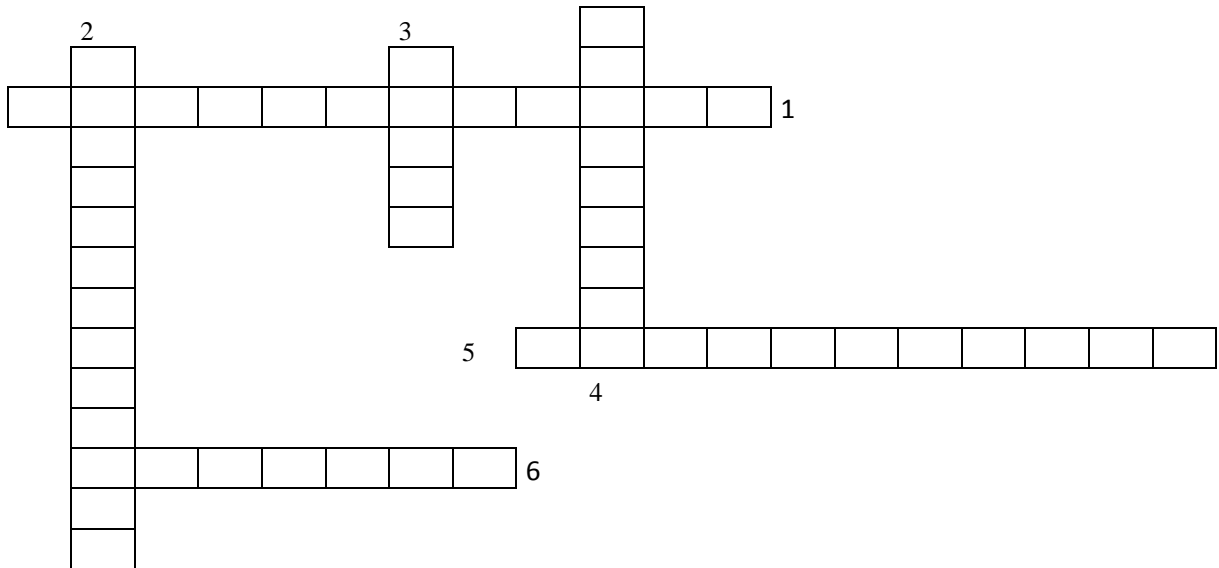| Student	Excerpt	Concept	Category
A	"Algo complejas y con un vocabulario complicado de pornunciar"	Complexity in the topics	classes are too simp
B	"Son temporalmete aprendidos en mi caso estoy viendo futuro continuo, futuro simple y perfecto simple"	Do not transcend to long-term memory	
C	"Pues son faciles, no son tand duras"	No complexity	
D	"Bien, porque son temas, nada mas es poner actividades"	No complexity	
A	"Lo que menos me agrada de la clase de ingles es tener tanto trabajo"	Too much work	classes are boring
B	"La forma de explicar, algunos son aburridas por su dinamica, el tema de ponto no encaja"	Boredom	
C	"La organización gramatical, pues las clases se ingles son un poco aburridas, porque los profesores explican muy rapid	Boredom	
D	"Nada, porque no entiendo las clases, pues porque no me agrada el ingles"	Boredom	
A	"No he podido tener la clase, ya que cuando el profe viene, yo no tengo ingles y pues se me olvida o tengo otras cosas c	No attend	attended / classes are not well organized
B	"En ocaciones o si no intento buscar otros medios"	Do not know	
C	"Pues no se porque todavia no he estado en nunguna clase"	No attend	
D	" no se"	Do not know	
A	"Algo dinamicam pero disciplinada"	Dynamic	Need dynamic class
B	"Agradable de forma en que entendandamos y que sea dinamica"	Dynamic	
C	"Que nos refuerze en lo que estamos fallando de una buena manera"	Reinforce	
D	"Pues no se, espero que de un buen ambiente"	Dynamic	
A	"Seria mas facil entender los temas ya que los conceptos los conosco y los puedo familirizar mejor"	More understandable	more understandable if teachers used familiar topics.
B	"En conceptos de otros modos"	Do not know	
C	"Seria mas facil , porque ya los conosco"	More understandable	
D	" no se"	Do not know	

Appendix sex: Task-based syllabus material

Colombian   TraditioAnd Customs

Unit 1, Class 1: Colombian Traditional food

Traditional food crossword: Complete the crossword using the image as a guide

1.

2.

3.

4.

5.

6

Categorize the traditional Colombian food with some of those adjective for food

Adjective	Traditional Colombian food
Bitter	
Juicy	
Crunchy	
Spicy	

Images retrieved from https://www.mycolombianrecipes.com/

Appendix 6.2: Task-based syllabus material unit 1

Colombia   TradiCustoms

Unit 1, Class 1: Colombian Traditional food

What do you like? Ask other partner" what do they like or prefer? "According to the options, ask why too.

1.
Do you like of prefer this? OR…

2.
Do you like of prefer this? OR…

3.
Do you like of prefer this? OR…

Colombian

Appendix 6.3: Task-based syllabus material unit 1

And Customs
Tradition

Unit 1, Class 1: Colombian Traditional food

Traditional breakfast: Match the Colombian breakfast with their images

A.

1. "Arepa with Cheese"

B.

2. "Huevos Pericos"

C.

3. "Caldo of Costilla"

D.

4. "Changua"

E.

5. "Arepa de Huevo"

F.

6. "Tamales"

H.

7. "Calentado"

Images retrieved from https://www.mycolombianrecipes.com/

Appendix 6.4: Task-based syllabus material unit 1, class 2

Colombian   TradiciCustoms

Unit 1, Class 2: Colombian Traditional food

Traditional breakfast: Complete the traditional menu.

Traditional Colombian breakfast

- It is a traditional Colombian breakfast born in the Andean region of the country, it has beans and rice and is _____
- In addition, we have a typical breakfast soup with eggs and milk we call it _____.
- However, if you like other type of soup there is _____ __ _____ it is a Beef Soup is usually served for breakfast and is good for the "guayabo" or hang over.
- Or maybe you prefer a _____ which comes into a banana leaves
- _____ __ ____ it comes from the Caribbean region of Colombia where they are sold at street stalls.
- However, if you quick and easy egg we have _____ _____, it comes with cheese and hot chocolate.

Images retrieved from https://www.mycolombianrecipes.com/

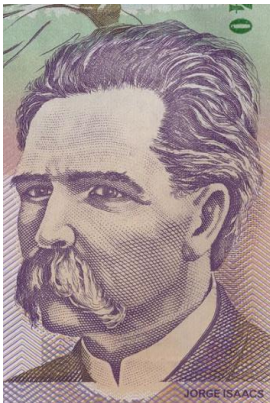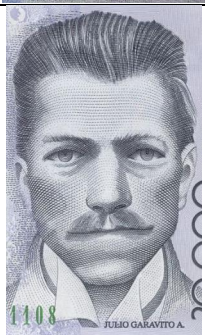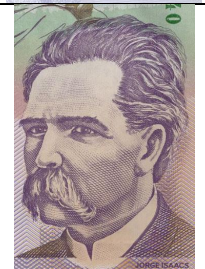**Appendix 6.5: Task-based syllabus material unit 2**

Colombian   Traditi Customs

Unit 2, Class 1: Influential Colombians characters

Colombian writers and Scientifics: unscramble some adjective to describe Colombian important people

evecelr _____	lentleneteiig _____
ebarve _____	ydrmae _____
arhdkowring _____	anltirbli _____
rcetievea _____	lobicoman _____
cescsufsl _____	nwkno _____

Appendix 6.5: Task-based syllabus material unit 2

Colombian   TradidiCustoms

Unit 2, Class 1: Influential Colombians characters

Colombian writers and Scientifics read and describe those Influential Colombians characters

		Gabriel Garcia Marquez was a Colombian novelist, as known as Gabo, his best novels was One Hundred Years of Solitude. He was dreamy and clever; he used magical elements and events to explain the reality, it is called magic realism, he won a notable awards for literature.
		Julio Garavito Armero was a Colombian astronomer, his most important study was about the influence of the moon in the earth, he was so intelligent and a hardworking man, a Colombian university has his name.
		Jorge Isaacs Ferrer was a Colombian novelist, his romantic novel "Maria" is a notable work, he was a brave and successful man who was a military and a politician too

Retrieved from http://www.colombia.co/en/this-is-colombia/talent/figures/five-representative-colombian-writers/

Appendix 6.6: Task-based syllabus material unit 2, class 2

Colombian   TradiciCustoms

Unit 2, Class 2: Influential   Colombians characters

Find this important Colombian sportsmen, sportswomen or musicians in the world search

E	R	Y	T	A	S	H	A	K	I	R	A	E
P	F	T	G	A	W	G	F	K	R	Y	D	R
E	L	J	O	E	D	H	J	S	Z	G	S	D
S	H	A	L	Ñ	S	Ñ	D	F	R	W	V	I
E	T	M	I	Y	R	I	O	F	A	F	N	O
G	U	E	P	S	J	U	A	N	E	S	L	M
Q	R	S	E	C	G	H	T	S	U	K	O	E
G	F	J	Z	L	G	Q	D	W	B	V	X	D
T	O	T	O	H	P	F	A	L	C	A	O	E
M	M	N	B	S	W	I	W	U	I	R	M	S
D	F	H	W	Q	A	X	B	R	E	L	D	D
P	A	J	O	N	S	C	O	E	I	K	J	I
O	G	H	K	W	D	A	E	W	E	T	U	A
P	U	R	K	J	Q	F	E	J	N	T	Y	Z
I	B	A	R	G	U	E	N	N	V	D	W	P

Appendix 6.7: Task-based syllabus material unit 2, class 2

Colombian

A Traditisoms

Unit 2 Class 2: Influential Colombians characters

Use the adjectives to describe the Colombian sportsmen, sportswomen and musicians,

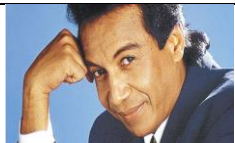Talented, smiling, enthusiastic, slim, tall, lovely, intelligent, cleaver, nice, beautiful, handsome, fantastic

Appendix 6.8: Task-based syllabus material unit 2, class 2

Colombian   TradidiCustoms

Unit 2 Class 2: Influential Colombians characters

Mark with a tick if one of the adjectives describe the Colombian sportsmen, sportswomen and musicians

Character	Adjective one	Adjective two	Adjective three
El Joe	Talented	Slim	Handsome
Juanes	Nice	Intelligent	Smiling
Mariana Pajón	Smiling	Talented	Beautiful
Diomedes Diaz	Handsome	Nice	Intelligent
Caterine Ibargüen	Smiling	Slim	Beautiful

Appendix 6.9: Task-based syllabus material unit 3

Colombian

TradiciCustoms

Unit 3, class 1 Colombian popular omens

Find some Colombian popular omens in the world search

S	P	I	L	L	E	D	S	A	L	D	A	D
G	F	T	G	A	W	G	F	K	R	Y	A	R
G	R	J	O	E	D	H	J	S	Z	R	S	D
S	R	A	L	Ñ	S	Ñ	D	F	K	W	V	I
E	T	A	P	Y	R	I	O	B	A	F	N	O
G	U	E	P	E	J	U	U	N	E	S	L	M
Q	R	S	E	C	S	T	T	S	U	K	O	E
G	F	J	Z	L	T	Q	D	W	B	V	X	D
T	O	T	O	E	P	F	A	L	C	A	O	E
M	M	N	R	S	W	I	W	U	I	R	M	S
D	F	F	W	Q	A	X	B	R	E	L	D	D
P	L	J	O	N	S	C	O	E	I	K	J	I
Y	G	H	K	W	D	A	E	W	E	T	U	A
P	U	R	K	J	L	E	N	T	I	L	S	Z
R	E	D	U	N	D	E	R	W	E	A	R	P

Spilled salt

Grapes

Dark butterfly

Lentils

Red underwear

Retrieved from http://www.colombia.co/en/this-is-colombia/culture/folklore/colombias-favorite-superstitions/

Appendix 6.10: Task-based syllabus material unit 3

Colombian

Tradicio Customs

Unit 3, class 1 Colombian popular omens

Complete the reading about good luck or bag luck using the vocabulary of the previous activity

Good luck

In Colombia there are several superstitions about good luck one of them is that you should eat twelve _____ at midnight at December 31st, each grape represent a wish or fill your pockets with _____ for abundant in the new year or if you are looking for love new year you may wear ___ _____

Bad luck

But there are some superstitions that give bag luck for example the ____ _____ at home indicate that someone close to the family will die soon or when you _____ ____ over the floor you will have bag luck at least this day, so you might be careful

Questions:

What should you do if you want to have abundance in the next year?

What might do not have bag luck?

What should you do if you wish to find love next year?

Appendix 6.11: Task-based syllabus material unit 4

Colombian   TradiciCustoms

Unit 4, Class 2 Traditional Colombian places

Match the place with the activity to do

The Coffee Region

Visit the walls

Tayrona National Natural Park

Travel to the river

Caño Cristales

Explore different ecosystems

Cartagena

Dig in thermal springs

San Gil

Do rafting or mountain biking

Retrieve from http://www.uncovercolombia.com/en/item/top-10-amazing-places-to-visit-in-colombia

Appendix 6.12: Task-based syllabus material unit 4

Colombian   TradidiCustoms

Unit 4, Class 2 Traditional Colombian places

Watch the video and answer the questions

- How people call Popayan? Why?

- How many monolith and statues are in San Agustín?

- Where is the Tairona Park located?

- Which are the 5 places to visit in Cartagena

Retrieved form https://www.youtube.com/watch?v=reCv1qKhhfI

Appendix 6.13: Task-based syllabus material unit 5

Colombian Tradiți̦o̦Customs

Unit 5, Class 1 Founding Fathers and Independence Day

Complete the crossword about founding fathers and answer the questions

1. He was an important general

2. He was born in Caracas

3.
He was really clever

4.
He was the man of the laws

5.
She was a brave woman

Answer the question:

Why these characters are so fundamental to Colombian culture and traditions?

Appendix 6.14: Task-based syllabus material unit 5

Colombian

TradidioCustoms

Unit 5, Class 1 Founding Fathers and Independence Day

What the video and complete fill the reading

In Europe _____ conquered the southern Spain in 1810; so tired to pay taxes and the abuse of the Spanish empire, the territories of Gran Colombian declared independence in _____, Bogota on _____ 20, then Simon Bolivar and _____ led a long independence straggle. They led an army over the Andes and finished the independence war in the battle of _____, but the independence was attained in _____, even Venezuela and _____ separated in 1830 and _____ in 1903

And in this way Colombia become the country that is nowadays

Retrieved from https://www.youtube.com/watch?v=qNinBK8p03c&t=95s

Appendix 6.15: Task-based syllabus material unit 6

Colombian   Traditi Customs

Unit 6, Class 1 Barranquilla's carnivals & black and white's carnivals

Watch the images, give them an order complete the name of the events

The Great _____Parade

The death of _____

The _____ parade

Battle of _____

Retrieved form https://www.uninorte.edu.co/web/spanish/have-fun/carnival

Appendix 6.16: Task-based syllabus material unit 6

Colombian   TradicioCustoms

Unit 6, Class 1 Barranquilla's carnivals & black and white's carnivals

Watch the about Colombia's Black and White Carnival and answer the questions

- Which are the ethnical groups represented in the Barranquilla's carnival?

- In which are the current ways to represent ethnic variety in the Barranquilla's carnival?

- What is/are the contribution/s of Barranquilla's carnival to the Colombian traditions?

Retrieved from https://www.youtube.com/watch?v=scR5DzCjZUI

Appendix 6.17: Task-based syllabus material unit 7

Colombian   Traditi Customs

Unit 7, Class 1 Colombian myths and legends

Read the description and match with the images

		She is a wandering woman who carries a child through the streets.
		She moves through the jungle on just one leg
		He is usually a huge creature, covered in hair with long, claw-like nails. He sometimes has red eyes and gold teeth
		She is an elegant woman who wears moss and leaves and a green hat that conceals her face.
		He dressed all in black and rode a black horse, well-dressed man who harmed no-one. But when he died his spirit became the terror of those who wander the streets at night

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Appendix 6.18: Task-based syllabus material unit 7

Colombian   Traditi Customs

Unit 7, Class 1 Colombian myths and legends

Ask your partner which is more scaring Colombian myths and legends and rank it,

Creatures	1: It's not scary at all	2: It's not scary	3: It's scary	4: It's very scary	5: God save me!!!
The Sombrerón (The Man in the Hat)					
The mohán					
The patasola (One-Legged Woman)					
The llorona (Wailer)					

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Appendix 6.19: Task-based syllabus material unit 8

Colombian   TradiCustoms

Unit 8, Class 1 Colombian Traditional and most representative music

Complete the word search about Colombian traditional and most representative music

```
B  A  M  B  U  C  O  A  K  I  R  A  E
P  F  T  G  A  W  G  F  K  R  Y  D  E  R
E  L  J  O  E  D  H  J  S  Z  G  S  D
S  H  A  L  Ñ  J  O  R  O  P  O  O  I
E  T  M  I  Y  R  I  O  F  A  F  N  O
G  U  E  P  S  O  F  A  N  E  S  L  M
Q  R  S  E  C  H  A  M  P  E  T  A  E
C  U  M  B  I  A  Q  D  W  B  V  X  D
T  O  T  O  C  A  R  R  R  A  N  G  A
M  M  N  B  S  W  I  W  U  I  R  M  A  S
D  F  H  W  Q  A  X  B  R  E  L  D  D
P  A  J  O  N  S  C  O  E  I  K  J  I
O  G  H  K  W  D  A  E  W  E  T  U  A
V  A  L  L  E  N  A  T  O  N  T  Y  Z
I  B  A  R  G  U  E  N  N  V  D  W  P
```


Cumbia

Vallenato

Joropo

Champeta

Bambuco	Caranga

Then points out in the map where traditional music is listen

Retrieved form https://colombiareports.com/10-genres-music-improved-upon-colombia/