

# **“UNIVERSITY OF CUENCA”**



## **SCHOOL OF PHILOSOPHY**

### **MASTER'S PROGRAM IN APPLIED LINGUISTICS AND ENGLISH LITERATURE**

The Creation of a Content-Based Instruction course booklet in order to incorporate culture based on American holidays as a subject in the EFL class

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**Prior to obtaining the degree of**

#### **MASTER IN ENGLISH LANGUAGE AND APPLIED LINGUISTICS**

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## Abstract

This project was carried out in order to create a Content-Based Instruction course booklet incorporating culture based on American holidays as a subject in the EFL class. It contains two stages. The first one is dedicated to the creation of the material that includes the students' booklet and the teacher's guide, and the second stage is dedicated to the use of the booklet with a group of students of the Abraham Lincoln Binational Center to evaluate the usefulness of the teaching material.

To carry out this Project, the researcher worked with a quantitative research method due to the fact that statistical data analysis was required to interpret certain information obtained from the results.

The results obtained after using the designed material show a positive outcome. The efficiency of Content-Based Instruction in the EFL class as well as the usefulness of the teaching material have been demonstrated in this Project.

**Key words:** Content-Based Instruction, Culture, American Holidays



## Resumen

El presente proyecto se llevó a cabo con la finalidad de crear un folleto aplicando la metodología de Instrucción Basada en Contenidos sobre las festividades Norteamericanas en la clase de inglés como lengua extranjera. El mismo consistió en dos etapas. La primera estuvo dedicada a la creación del material que incluye el libro del estudiante y la guía del profesor y la segunda estuvo dedicada al uso del folleto con un grupo de estudiantes del Centro Binacional Abraham Lincoln para evaluar la utilidad del material diseñado.

Para llevar a cabo el proyecto, el investigador utilizó el método de investigación cuantitativo debido al análisis estadístico que fue requerido para interpretar la información obtenida.

Los resultados de la investigación fueron positivos y tanto la eficiencia de la Instrucción Basada en Contenidos en la enseñanza de inglés como lengua extranjera así como la utilidad del material fueron demostradas en este proyecto.

### Palabras Claves

Content-Based Instruction

Cultura

Festividades Norteamericanas



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To my husband, Paúl, who has given me his unconditional support throughout. To my parents to whom I owe who I am today. To Alex, Jefferson, Fabián, and my friends who were there to support me.



## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 TOPIC**

The creation of a Content-Based Instruction course booklet in order to incorporate culture based on American holidays as a subject in the EFL class.

#### **1.2 BACKGROUND OF THE PROBLEM**

The Abraham Lincoln Binational Center is an English institute that has been dedicated to education since 1957. This center offers English and Spanish courses to the community in general. In 2011, a new English program sponsored by the United States Government was implemented.

The problem, as presented in this thesis project, was related to the lack of material that incorporates culture as a subject in this new English language program. Due to the requirements, it was mandatory to incorporate culture in the English language classes. Several topics were considered cultural components. These were U.S. Presidents, Geography, History, and Holidays. The creation of this booklet should be considered the starting point for a series of booklets based on the aforementioned topics.

During the first months of the program, the students received lectures about certain cultural topics such as national symbols, slavery, and Thanksgiving. However, I noticed a certain kind of boredom and tiredness in the students when some topics related to culture were covered. Some students did not pay attention, and this was revealed in their exams, in which they had to answer some questions related to the Culture classes, and they did not perform satisfactorily. This is the reason why I began to look for an appropriate approach in order to have the students involved in what they needed to learn.



### **1.3 STATEMENT OF THE RESEARCH PROBLEM**

Since ACCESS, the program sponsored by the U. S. Government, was a new program at Abraham Lincoln, no materials were provided for Culture classes and Content-Based Instruction (CBI). Therefore, the purpose of this project was to create Content-Based Instruction materials that would fit the needs of students learning about American Culture. Teachers who participated in this program were concerned that teaching this course required techniques and approaches different from those used for teaching English as a foreign language; therefore, this project was meant to provide materials and an approach to the techniques of CBI as related to the teaching of cultural content. It would also provide teachers with a guide to the materials and to the techniques of Content-Based Instruction.

### **1.4 JUSTIFICATION**

There were two important reasons that motivated me to carry out this project. The first one was related to the fact that the Abraham Lincoln Institute in Cuenca required a course based on U.S. Culture as a subject. The aim was to help students understand and appreciate some essential aspects of that culture. The second reason involved the creation of materials to teach the aforementioned course, using the suggested approach. An explanation of these two reasons follows.

Three years ago, Abraham Lincoln started ACCESS. This was an English language and culture program sponsored by the United States Government in which the best students from public and private schools in Cuenca received a scholarship in order to start learning about American Culture. One of the requirements for these students to graduate was to approve ten levels of general English and some other courses. One of these courses was about American Culture. The content of the American Culture class was specified in the statutes of the program. Among these components were U.S. Holidays, U.S. Presidents, U.S. Geography and Regional Characteristics of the Population, the Arts, Sports, and socially relevant issues in today's society.



This research can be considered the starting point for the creation of new courses that can be conducted at other levels and based on other cultural topics. It is important to mention that this was not intended to be a definitive representation, but only examples of what was possible. The focus of this project was the creation of material to demonstrate a month-to-month representation of the most important holidays of the United States. Within the research there are many opportunities to expand on this work.

Previously, the material and the techniques have not been the appropriate for teaching this subject. Through this research, it will be shown how Content-Based Instruction can benefit and enhance students' understanding of cultural topics.

Beyond the requirements of the ACCESS program, it is essential to incorporate Culture as a subject since learning a language cannot be separated from the idea of learning about a new culture. It is important to raise awareness and create interest about the people who speak the target language, their customs, traditions, lifestyle, history, and geography. By accomplishing this, the teacher can put the language in a real context and the students will learn to understand the new culture without having to rely on preconceived ideas.

## **1.5 RESEARCH QUESTION**

To what degree does the use of content-based material on American Holidays improve students' appreciation of Anglo-Saxon culture?

## **1.6 OBJECTIVES**

### **1.6.1 General Objective**

- ❖ To design a course booklet in order to incorporate culture based on American holidays as a subject in the EFL class using the Content-Based Instruction Approach.



### **1.6.2 Specific Objectives**

- ❖ To create a course booklet using CBI techniques in order to incorporate culture as a subject.
- ❖ To design a teacher's guide in order to show how to use the booklet properly, namely, in accordance with the CBI approach.
- ❖ To use the designed lessons with a group of students, who are part of the ACCESS program, in order to evaluate the usefulness of the teaching material.

### **1.7 ASSUMPTIONS**

According to different studies (Shang, Mejía, Striker and Leaver) and the thinking on which CBI is based, it is believed that the use of this method and its techniques, will help students to better understand the subject material, as well as improve their language skills, including the fifth skill, cultural awareness. The topics chosen for the booklet do not only include holidays as such, but also the different aspects embedded in them such as history, foods, traditions, etc. All of this helps students to gain a basic understanding of the target language they are learning and the culture of the United States.

### **1.8 IMPACT OF THE PROJECT**

As a result of the incorporation of content-based materials related to American Holidays into the course content, the students will have access to information that will enable them to acquire and internalize new knowledge in a meaningful way, and the teachers will benefit from the pedagogically designed material to accomplish the goals of the course. Ultimately, the Abraham Lincoln Institute will benefit by having supporting material that will help in the creation of new content-based courses for additional and future students who will be part of this program.





## CHAPTER II

### LITERATURE REVIEW

This chapter will present a review of two important topics that were the foundations for the development of this project. These topics will be explained in detail in order to provide a deeper understanding of culture in the EFL classroom, and Content-Based Instruction.

According to many authors (Brown, Mitchell and Myles, Sapir and Whorf), learning a language involves learning the culture of that language, and these two aspects cannot exist without each other. So as to have a clear idea of what these aspects mean and how they are related, it is necessary to start by defining them.

#### 2.1 CULTURE

This word and what it implies is very difficult to define since it is a construct that carries a lot of significant elements, beginning with artistic aspects to daily utterances and gestures used by people of a certain society.

To better understand how culture might be perceived, it is important to consider some definitions given below.

- “Culture might be defined as the ideas, customs, skills, arts, and tools which characterize a given people in a given period of time” (Brown, qtd. in CARLA par. 4)
- “Culture is a system of shared beliefs, values, customs, behaviors, and artifacts that the members of a society use to cope with their world and with one another, and that are transmitted from generation to generation through learning” (Bates and Plog qtd. in CARLA par.6).
- Culture is “that complex whole which includes knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society” (Tylor qtd. in Kipuri 52).
- “Culture is a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyle of the people who



make up a cultural group, as well as the artifacts they produce and the institutions they create” (Liddicoat, Papademetre, Scarino and Kohler qtd. in Thang 64).

All these definitions share common features such as art, ideas, beliefs, customs, etc.; but what is remarkable is the fact that all of them are common features of a society, or of a group of people. This is the reason why learning a language cannot be limited to acquiring vocabulary or mastering grammar structures, but requires knowing what lies behind the linguistic representation.

### **2.1.1 Big C and small c culture**

Culture is an essential component of language acquisition, and according to the authors Clandfield and Bilash, it can be divided into two different categories, big C and small c culture.

Based on the information published Bilash, a professor at the University of Alberta, big C culture “refers to that culture which is most visible. Some visible forms of culture include holidays, art, popular culture, literature, and food.” Dr. Bilash also explains that small c culture refers to:

“... the more invisible type of culture associated with a region, group of people, language, etc. Some examples of little c culture include communication styles, verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave, myths and legends, etc.” (Bilash)

## **2.2 LANGUAGE**

In order to understand the relationship that exists between culture and language, it is important to understand what language itself is, and the features describing it. Here are definitions that some authors use to describe language:

- Francis holds that “language is an arbitrary system of articulated sounds made use of by a group of humans as a means of carrying out the affairs of their society.” (qtd. in Jiang par.1)



- “Language is a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.” (Finocchiaro, qtd. in Jiang par.2)
- “Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.” (Encyclopedia Britannica)
- “Any one of the systems of human language that are used and understood by a particular group of people.” (Merriam-Webster Incorporated)

### **2.3 RELATIONSHIP BETWEEN CULTURE AND LANGUAGE**

At this point, it is important to review the relationship between culture and language and its relevance for language learning.

People working in the field of education, especially in language teaching, are aware that language and culture are interrelated and one cannot exist without the other. As Douglas Brown states: "A language is part of a culture and culture is part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (qtd. in Zemkova 4). Mitchell and Myles support this opinion. They argue that “language and culture are not separated, but are acquired together, with each providing support for the development of the other” (qtd. in Kiet and Thang 64). Benett and Allen have a stronger opinion about this relationship and they claim that “The person who learns a language without learning culture risks becoming a fluent fool” (qtd. in Kiet 64).

In addition, interesting theories and hypotheses about the relationship between culture and language have been developed. One of the most important of these theories is the one presented by the anthropologist Edward Sapir and



his student Benjamin Whorf. Their hypothesis called Linguistic Relativity and Linguistic Determinism in which they state that language affects the way people think. Their hypothesis has two versions: the strong version that says that “language determines thought and that linguistic categories limit and determine cognitive categories” (Princeton.edu), and the weak version that states that “linguistic categories and usage influence thought and certain kind of non-linguistic behavior” (Princeton.edu).

According to these hypotheses, speakers of different languages will tend to think and behave differently depending on the language they use. Their behavior, customs, traditions, and every day acts are influenced by the language they learn and all the aspects that are rooted in it. Rita Mae Brown has summarized this relationship in a quote that states: “Language is the road map of a culture. It tells you where its people come from and where they are going” (AFS Intercultural Programs).

There is a special branch of linguistics, namely, cultural linguistics that is related to the study of the relationship between culture and language. According to Farzad Sharafian, “cultural linguistics attempts to understand language as a subsystem of culture and examines how various language features reflect and embody culture” (7). Thus, in order to understand a language, it is necessary to understand the culture of the people who speak it.

Chastain agrees with the idea of teaching culture in class and explains one of the advantages of including it in the classroom. He says that “Teaching culture helps to see the native speakers of L2 as real people. This can help the learners to associate abstract sounds and forms of a language with real people and entities” (qtd. in Abdollahi 2).

According to Tomalin, culture is the fifth skill that must be taught. He claims that “there are two important reasons to consider culture as the fifth skill. The first one is the international role of the English language, and the second one is globalization” (qtd. in Farnia 243). Therefore, incorporating culture in the classroom can help students to eliminate preconceived ideas and prejudices toward the people who speak the target language, and teachers have an



important role to help our students to acquire this fifth skill. As Gao stresses, “the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is culture teaching” (qtd. in Farnia 243).

## **2.4 FINDINGS ABOUT CULTURE IN THE EFL CLASSROOM**

Incorporating culture in the EFL classroom has shown to have positive results in aspects such as developing language skills, raising cultural awareness, changing attitudes toward target societies, and facilitating both language and social skills. The studies presented below provide comprehensive information about these assertions.

An important study was carried out at the University of Cukurova in Turkey by Bada, in which the main objective was to prove the benefits of including culture in the EFL class and compare the students’ opinions about the advantages of incorporating culture as part of the language course. Some of the results obtained from the study showed the following: “The findings of the study suggest that a culture class is significantly beneficial in terms of language skills, raising cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching profession” (Bada 81). The study also demonstrated that “the need for cultural literacy in English Language Teaching arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers” (Bada 81).

The benefits of incorporating culture in the EFL classroom are not only related to raising cultural awareness in the students, or changing their attitude to the target culture. Integrating culture in the classroom has been shown to improve students’ language proficiency as it is explained in the study accomplished by Tavakkoli and Moradishad in Soha and Bahar, Language Institutes in Iran. (Tavakkoli y Mohosen) This study was carried out with a population of 98 students who were divided into two groups, a control and an experimental group. The control group was exposed to the linguistic components of the target language without incorporating its cultural values



while the experimental group received exposure to the linguistic and cultural components of the target language. This exposure was arranged through watching selected movies, attending lectures, and taking part in discussions.

In order to determine the students' proficiency level, the researcher administered a placement test to the students in order to assess their language proficiency according to the Common European Framework. Based on the results, the students were identified as elementary language learners. To determine the students' language proficiency at the end of the study, a revised version of the Oxford Placement Test was re-administered to the students, but this time the test was different from the first one in terms of the order of the questions.

According to Tavakkoli and Moradishad, "The results of the current study showed a significant change in the language proficiency of the learners in the experimental groups in comparison with that of their counterparts in the control groups" (9). Incorporating cultural components in the EFL classroom, therefore, may be considered a successful strategy in language teaching.

A study that aimed to investigate the attitude of students toward using culture-based activities and the impact of these activities in foreign language teaching and learning performance was carried out at the Suleyman Demirel University in Kazakhstan by Doganay, Ashirimbetova, and Davids. This study took place in 2012 and lasted two months. It included two experimental groups of 18 and 22 students ranging from 17 to 21 years, and two control groups of 20 students ranging from 18 to 22 years.

As part of the treatment, the four groups used the same General English book. This book included a few activities about culture; however, the students who were part of the experimental groups worked with additional activities, such as role plays, dialogues, video clips, discussions, and comparisons of local and target cultures.

After applying the treatment to the experimental groups, the study showed that the groups which were engaged in a range of culture-based activities and tasks performed 6.45% better than the control groups. Based on



the outcomes of the study, and according to the researcher “the results of the study confirmed the idea that the usage of culture in foreign language teaching or teaching through culture facilitates and empowers language education and acquisition (Doganay, et al. 5).

Based on the aforementioned studies, and on Dai’s opinions, it seems advisable to include culture-techniques and activities that are successful in culture classes. Oxford (1994) uses the term “cultural texture” to mention some aspects that incorporate activities that teachers must consider to achieve this “texture” in the classroom, and they are: information sources, activity types, and the so-called “selling points” as described below.

Information sources include videos, photographs, songs, surveys, stories, interviews, etc.; all of these are useful when presenting the target culture from different angles. This variety of sources also addresses different learning styles.

Activity types include prediction, research, games, role-play, reading, listening, and writing activities. These activities promote the transmission of information, which is a vital component.

Selling points refer to portraying different aspects of the target culture, for instance, similarities and differences, facts and behavior, phenomena that are shocking or attractive, etc. These aspects will help students to understand a culture from several points of view so that they learn other than just the agreeable aspects of the target culture.

## **2.5 CONTENT-BASED INSTRUCTION**

The booklet in this project is based on the principles and techniques of Content-Based Instruction (CBI), which is - among others - an approach for incorporating culture as a subject in the EFL classroom. Throughout this chapter, the definition of CBI, the theory of language acquisition underlying this approach, the models, and the different studies carried out will be presented in detail as follows:



### 2.5.1 Defining Content-Based Instruction

In the history of foreign language education, many methods and approaches have been implemented in order to improve the teaching-learning process of English. Among them are the Translation Method, the Direct Method, the Audio-Lingual Method, Total Physical Response (TPR), to name just a few. All of these have aimed at helping learners to acquire a new language using principles and techniques that, in their time, were considered appropriate to attain this goal.

In the 1980s, the idea of integrating language and content, which in this context is referred to as the subject matter, appeared in a work by Bernard Mohan, *Language and Content*. There were other two authors, Harvey and Cranda who helped to promote the idea stated by Mohan which stated that “learning language and subject matter ... [can] be accomplished” (qtd. in Brinton 202)

A concise and clear idea of what CBI is has been developed by Brinton, Snow, and Wesche, who define this approach as “the integration of particular content with language-teaching aims” (2). According to the authors, this approach seeks to eliminate the separation between language learning and subject matter instruction. They consider that “the focus for students is on acquiring information via the second language and, in the process, developing their language skills” (Brinton, Snow and Wesche 2).

### 2.5.2 Foundations of CBI

There are several important theories that are worth mentioning with regard to the foundations of CBI. The first one refers to second language acquisition by Krashen, and the Natural Approach that supports CBI. The second one is related to the two types of language proficiency students must achieve and is related to the work of Cummins. The third is the principle suggested by Richards and Rodgers that states “people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end itself” (qtd. in Shang 78).





In 1977, Krashen published his first hypothesis known as the Input Hypothesis. This was the first of a group of five hypotheses now known as the Monitor Model. The input hypothesis refers to the language input the learner receives. According to Krashen, the input has to be comprehensible and just beyond the learner's language competence. He called it "i+1" where "i" represents the language input and +1 the new knowledge the learner is ready to acquire. Thus, language acquisition takes place when the input is comprehensible and meaningful. Content across the curriculum provides opportunities for meaningful input and language acquisition since the content to be taught can be chosen by the teacher taking into consideration the topics that are motivating and interesting for the students and takes into account the student's readiness to acquire new skills.

Based on Krashen's theories of second language acquisition, he and Tracy Terrel developed the Natural Approach which supports CBI. According to Curtain and Met, "Natural language acquisition occurs in context; natural language is never learned divorced from meaning, and content-based instruction provides a context for meaningful communication to occur" (qtd. in CARLA). They also consider that "second language acquisition increases with content-based language instruction because students learn language best when there is an emphasis on relevant, meaningful content rather than on the language itself" (qtd. in CARLA).

Another theory presented by J. Cummins, a leading authority on bilingual education and second language acquisition, points out that language learners need to develop two types of language proficiency. The first one refers to Basic Interpersonal Communication Skills (BICS), which are "surface" skills. These are used in order to converse and to express needs. They can be developed in two to three years. The second type of language proficiency refers to Cognitive Academic Language Proficiency (CALP). This type of proficiency takes more time to develop, namely, between five to seven years. It requires the ability to cope with academic demands such as analyzing, exploring, understanding, and interacting with multidisciplinary complex contexts. It is not through every day conversations that this type of proficiency can be developed.



This theory explains the usefulness of incorporating CBI in the classroom. The wide variety of topics from different subjects gives the teacher the opportunity to choose the most appropriate content to help students acquire Cognitive Academic Language Proficiency skills.

### **2.5.3 CBI Models**

Content-Based Instruction is an approach that proposes three models of instruction that can be implemented in the classroom. These are as follows: Theme-Based Language Instruction, Sheltered Model, and Adjunct Instruction. According to Snow, Brinton and Wesche, the models differ in the following principles: “1) the type of population and setting they serve; 2) the respective degree of focus on language or content; 3) the selection of content; and 4) the degree of coordination with subject matter courses and instructors” (14). Based on these principles, it is necessary to choose the model that best suits the objectives we want to achieve. For this project, Theme-Based Language Instruction was the model that was chosen in accordance with the students’ needs, and the ACCESS program’s requirements.

#### **2.5.3.1 Theme-Based Language Instruction**

Theme-Based Language Instruction is based on topics or themes. Theme-Based is the most common model implemented in the EFL classroom due to its simplicity since it does not require instructors specialized in the topic. The materials used with this model are usually generated by the teacher or adapted from other sources. The topics in this model are not used to contextualize language or to fulfill a single activity such as reading or listening. Depending on the different activities, they do not only give the students the opportunity to develop the four skills (listening, speaking, reading, and writing), acquire vocabulary, or focus on certain language patterns, but they also expose the students to different types of texts and tasks that help them to move to higher levels of language competence such as analyzing, processing, interpreting, etc. The Theme-Based model has been successfully implemented in many parts of the world and at different levels of education.



### **2.5.3.2 Sheltered Content Instruction**

This model is implemented more often in middle schools, high schools, and colleges (as it was the case, for example, at the University of Ottawa in Canada). In this model, a group of second language learners are instructed by a content area specialist who adapts his / her classes in order to help students understand the content material. As Snow, Brinton, and Wesch say, “second language learners are separated or “sheltered” from native-speaking students... to benefit from the adjustments and simplifications made by native speakers in communication with the second language learners” (16). The students who are part of this model benefit from the adjustments made by the native speaker in order to communicate, and the fact that all the students are at the same linguistic level lowers their anxiety. (Snow et. al 16)

### **2.5.3.3 Adjunct Model**

In the Adjunct Model, students have to enroll in a pair or “adjunct” course where the content subject and a language course are taught concurrently. The teachers of both courses have to work as a team; however, their teaching aims are different. The language teacher has to use the content of the subject matter course to adapt it to language development purposes.

### **2.5.4 Content and Language Integrated Learning and Content-Based Instruction**

CLIL stands for Content and Language Integrated Learning. This is a term that has been used in EFL methodology, especially in Europe, in which subjects such as Geography, Science, and History are taught through the second language with both content and language aims. The use of this approach stems from the necessity to promote language learning, develop proficiency, and to help children become bilingual. These two terms are used to define the approach that includes content and language learning. However, CBI is the term mostly used in the U.S., and CLIL is the acronym used in Europe.



Therefore, CLIL and CBI might be used interchangeably, and we will refer to them (as such) with this understanding in mind when describing the research in this field.

## **2.6 FINDINGS THAT SUPPORT CONTENT-BASED INSTRUCTION**

To prove that an EFL program works, it is necessary to demonstrate that it has been rigorously tested. Many studies regarding Content-Based Instruction or Content and Language Integrated Learning have provided evidence as to the effectiveness of this approach in improving productive and receptive language skills (Shang, Mejía, Corrales and Maloof). Other studies have shown the change in the students' attitude and motivation to learn a language, and some others have demonstrated that students have a better understanding of the content compared to students that have not been taught through this approach.

In the research accomplished at I-Shou University in Taiwan, Hui-Fang Shang conducted a study with a group of 101 sophomores majoring in English. The purpose of this study was to investigate the impact of CBI in reading through the implementation of a literature curriculum. This study was carried out in order to demonstrate the improvement in general reading comprehension skills and academic reading comprehension skills, as well as the improvement in reading comprehension in the case of students with different levels of English, and the attitude toward the approach used to teach literature.

The outcomes of this research showed that reading comprehension was enhanced as a result of the different techniques that were used during the course. The results of the pre- and post-test administered to the students demonstrated the positive effects of CBI in increasing students' general English comprehension.

Furthermore, the attitude toward this approach was positive because it lowered the students' anxiety, and gave them more confidence to carry out different activities. In the interviews that were conducted by the researcher, the majority of the students said that the approach used in the class helped them to



understand the subject better, because they learned how to comprehend a text without the need to understand every single word, and without focusing too much on grammar and sentence structure.

Another study conducted by Mejía with a group of thirty students whose native tongue was Spanish and were enrolled in Global Studies in a public school in New York City, aimed at measuring the development of English literacy proficiency, academic English literacy, and content literacy when using the CBI approach. The results obtained from this study demonstrated the value of CBI because the students were able to increase their reading and writing levels of proficiency, their knowledge about Global Studies, and their academic English literacy. These results were possible due to the CBI approach and the strategies that were used during the eight weeks that the classes lasted.

Apart from linguistic benefits when using CLIL or CBI, studies have concluded that incorporating themes, or subjects, as a means of second language instruction is an important factor when the aim is motivation and a change in the students' attitude toward language learning. In the studies conducted by Masgoret and Gardner that involved more than 10,000 participants, the hypothesis that there is a clear correlation between motivation and language achievement was confirmed. Chambers, Williams, Burden, and Lanvers have also conducted studies that demonstrated that “ a decrease in motivation is related to psychological, and educational factors. ” (qtd. in Lasagabaster 4)

Davies and Brember conducted a survey of 800 elementary students to verify their hypothesis. They noticed that, after a period of time, students who were studying a subject lost their initial interest. In their study, they administered a survey to students from second and sixth grade using a Smiley-face and the Likert scale, and found that “... both males and females harboured significantly less positive attitudes in the highest grade, and concluded that the more years students spend studying a subject, the more disenchanted with it they become” (Davies and Brember qtd. in Lasagabaster 4).



This conclusion leads us to wonder “whether the use of a Content and Language Integrated Learning (CLIL) approach may help to avoid or at least diminish the effect of these psychological and educational factors” (Davies et al. 4).

Based on their studies, Chambers, Williams, Burden, and Lanvers claim that “motivation wanes in formal school settings over sustained periods” (qtd. in Lasagabaster 4) and they have concluded that CLIL is seen as the appropriate approach to increase students’ motivation in the EFL classroom.

A study that was conducted by Lasagabaster in the Basque Country of Spain involving 191 English learners with the aim of verifying if CLIL leads to more positive motivational outcomes, was successful. Motivation was evaluated through a questionnaire based on three factors. The first one was related to interest, the second one to language enjoyment, and the third one to effort. These three factors were taken into consideration to reach the conclusion “that the two cohorts of students were highly motivated to learn English, but the students enjoying a CLIL experience were significantly more enthusiastic than those in traditional EFL classrooms. It can therefore be concluded that there is a strong relationship between the CLIL approach and motivation” (qtd. in Lasagabaster 13).

According to Corrales and Maloof, “one of the most significant aspects related to why this approach has been so successful can be found in the affective area of the students involved in CBI programs. Learner motivation in most of the literature of CBI programs has been shown to increase” (43). The best way to motivate students is focusing on their needs, and interests; as Stryker states “Students express higher motivation when “real issues” become the center of study instead of the “contextual vacuum and boredom” (qtd. in Corrales et al. 43).

Attitude is another important factor and is just as important as motivation in the EFL classroom. Some students show a negative attitude toward English because they consider it a difficult language to learn, or they do not see the



purpose of learning a foreign language since they are surrounded by countries where their mother tongue, Spanish, is spoken. That is the challenge for English teachers, namely, to look for appropriate techniques or methods to create a positive classroom environment and a positive attitude towards the subject.

Marsh states that “CLIL programs can nurture a feel good attitude” (7) and there are some studies that support this idea. One was carried out by Lasagabaster and Sierra with the purpose of analyzing the effects of CLIL on students’ attitude toward English. This study was conducted in the Basque Country of Spain with a group of 287 students from four different schools. One of the hypotheses proposed that the CLIL students would have a more positive attitude than the students enrolled in an ordinary EFL program. The second hypothesis presumed that the CLIL students would show more positive attitude toward the other two languages, Basque and Spanish, learned in the Basque Country than would the EFL students. The instrument used by the researchers was a questionnaire that consisted of seven-point semantic differential questions. The questions were based on antonyms; for example, necessary – unnecessary, easy – difficult, etc. The results of the study were positive as summarized below.

As for the first hypothesis, the data showed that the CLIL students did have a more positive attitude than the EFL students. Their scores were higher when using the adjectives “necessary”, “important”, and “useful” to describe the language. The authors concluded that the results obtained after using content to teach a foreign language had a big impact on the students’ attitude.

The second hypothesis was also confirmed. It showed that the CLIL students’ attitude was positive in relation to the other two languages that were taught at school.

The impact of CBI has not shown only to have a positive impact in the linguistic part of acquiring a language, or in the students’ motivation and attitudes toward learning, it has also demonstrated to be considered an effective method to teach content as the studies below seem to demonstrate.





An example of the effectiveness of CBI in mastering content could be the study conducted by Winter. In this study ESL students, and native-English speaking students were part of a content-link psychology course. This course was not adapted for ESL students; on the contrary, the students who registered in this course were part of a conventional college course. “The theory behind content-based instruction is that the ESL student will benefit from the ecological validity of English language usage in the academic course. The focus is thus taken away from an ESL “basic skills” model and is directed to functional academic literacy and the goal of actual progress in a credit-bearing program of study” (Winter 76). The results of this study showed that ESL students performed better in the final psychology exam than the other group. According to the author it was demonstrated that “... ESL program students cannot only succeed in a mainstream psychology course, but perform on a level that is superior to students from the general population” (79).

Jungyue and Yang’s study also throws positive light on the success of incorporating CBI to acquire knowledge in the EFL classroom. The study they conducted in order to gauge the effects of Content-Based Instruction for English majors in the Chinese context demonstrated that “the students’ content area knowledge was notably enriched, their range of knowledge broadened, and their English language skills distinctively improved...” (Junyue and Yang 36). According to the authors, this study was relevant because “It indicated that CBI brings better outcomes than Skills-Oriented Instruction (SOI) in developing language knowledge, language skills, and disciplinary knowledge, achieving the general objectives of the national curriculum more effectively than the conventional SOI” (Junyue and Yang 25) The SOI methodology, which focused on the practice of the four language skills taught at the Dalian University, had a positive impact on the students’ language skills; however, it was not that useful to help students acquire knowledge related to different disciplines.

As Grabe and Stoller stress, “A CBI approach should provide ideal conditions for students to not only learn and use the target language, but also for them to gain knowledge related to the content” (qtd. in O’Connell). This





statement appears to have been borne out by the study conducted by O'Connell in 2012 at the University of Nazan. This university implemented the International Course Category for their fourth year students who, after completing some credits, were able to obtain a certificate to show that they have gained international skills. The courses aimed to enhance students' cultural intelligence, and the researcher was of the opinion that "one approach to increasing students' cultural understanding is through content-based instruction" (O'Connell 2). The researcher taught two subjects using CBI and, at the end of the semester, the students who participated in the study demonstrated that they acquired the knowledge that was required to successfully pass the course. The researcher realized the students acquired the knowledge that was taught because in the evaluation of the course the students pointed to clear content-based concepts and used their knowledge in the responses using key words such as "intercultural business", "adapting to the host culture", "cultural intelligence", and "communication style" to describe what they were learning. (O'Connell 6)

Well-designed CBI courses satisfy the criteria set by Peachey, namely, they include the following elements: "1) increasing students' interests in content, 2) usefulness when teaching ESP (English for Specific Purposes), and 3) facilitating critical thinking by encouraging students to obtain information from multiple sources" (Peachey)



## CHAPTER III

### PROJECT DESIGN

The main objective of this project thesis was to design a course booklet in order to incorporate culture based on United States holidays as a subject in the EFL class using an adaptation of Content-Based Instruction approach. The reason for creating this booklet was the necessity to teach culture as a subject in a new English program (ACCESS) at the Abraham Lincoln Binational Center.

One of the requirements for the students of this program was to take classes related to Culture and Civilization. Among the components of culture, topics like U.S. holidays, U.S. Presidents, Geography, History, etc. were suggested for incorporation in the Culture and Civilization classes.

Since this program was new, there existed no guide provided by the sponsors of the program. At the beginning, the students of the program received lectures about some of the suggested cultural components. However, when they attended the lectures they looked bored, and the results in the subsequent evaluations reflected that what they had heard in the lectures was not retained.

Based on the aforementioned antecedents and after discussing this situation with the coordinator of the Abraham Lincoln Binational Center, the decision to create appropriate teaching materials was made. There was a process that had to be followed in order to carry out this project. This process consisted of different stages that started with a meeting with Alicia Boroto, the coordinator of the Center. Secondly, a needs analysis was carried out in order to obtain information about the students and their learning needs. Next, it was necessary to select an approach to be used in teaching the subject in a foreign language. Then, using the techniques of the selected approach the lessons and the teacher's guide were created. Finally, using this newly created booklet and teaching guide, the topics were introduced to the students.



### **3.1 The Process**

#### **3.1.1 The Meeting**

The first stage of the thesis project was to talk to the coordinator of the Center about the idea of creating the material for the culture class for the ACCESS program. The coordinator found the idea interesting since the Center did not have a structure to teach this new course. Alicia Boroto, the coordinator, showed me a document that was sent by the State Department specifying the components of the culture class that had to be taught to the students who were part of the program.

After analyzing the topics that had not been taught before, we agreed that Holidays were an appropriate topic in teaching culture due to the multiplicity of areas that it covers. These areas include history, food, traditions, and vocabulary related to the topic.

#### **3.1.2 Needs analysis**

A needs analysis was an important stage in the creation of the lessons because it provided useful information about the students and their level of familiarity with the English language. Needs analysis is defined by Paradowski as “a set of techniques and procedures used for obtaining information about the learners, situations, and purposes for which they want to learn the language” (1). Information like age, background, first language, and reasons for learning the second language was part of the needs analysis.

A valuable instrument for doing a needs analysis was designed by John Munby in 1978. This instrument is called the Communication Needs Processor (CNP). According to Hutchinson and Waters, it consists of “a range of questions about key communication variables (topic, participants, medium, etc.) which can be used to identify the target language needs of any group of learners” (54). In order to accomplish the needs analysis, it was necessary to understand what was meant by needs. Hutchinson and Waters refer to needs as “the ability to



comprehend and/or produce the linguistic features of the target situation” (54). An example of needs will be the ability to understand the Present Perfect.

After defining needs, it was essential to make a distinction between target needs and learning needs. The former term refers to “what the learner needs to do in the target situation” (Hutchinson and Waters 54) while the latter term refers to “what the learner needs to do in order to learn” (Hutchinson and Waters 54).

To carry out the target needs analysis, three terms are relevant: necessities, lacks, and wants.

Hutchinson and Waters state that *necessities* refer to “what the learner has to know in order to function effectively in the target situation” (55). These authors use the term *lack* to refer to the gap between the target proficiency and the existing proficiency; in other words, the breach between what the students need to know, and what the students already know. *Wants* are difficult to determine because they are subjective and depend on the learners. Wants can be explained as pieces of knowledge what the learners feel they need to learn depending on the individual’s intellect and their desires.

The chart below presents an analysis of the necessities, lacks, and wants as perceived by the teacher and the coordinator of the ACCESS program.

	<b>OBJECTIVE (as perceived by the designer)</b>	<b>SUBJECTIVE (as perceived by the learner)</b>
<b>NECESITIES</b>	ACCESS program requirement	To learn about American Culture
<b>LACKS</b>	Knowledge of cultural components such as: <ol style="list-style-type: none"> <li>1. U.S. Holidays</li> <li>2. U.S Presidents</li> <li>3. U. S Geography and Regional Characteristics of the Population</li> <li>4. The Arts and Sports</li> <li>5. Socially relevant issues in today’s society</li> </ol>	Students are already familiar with some of the cultural components due to the lectures they have received from some members of Abraham Lincoln Institute
<b>WANTS</b>	To help students understand and appreciate some essential aspects of U.S. culture	To complete the program and acquire knowledge



### 3.1.2.1 Target situation analysis

According to Richards, the needs analysis may be conducted by different users such as teachers, writers, employers, trainers, among others. In this case, the designer of the material was responsible for this process, and the coordinator of the institute was the person who established the guidelines of the course based on the regulations of the program.

Hutchinson and Waters explain that “The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes toward that situation of the various participants in the learning process” (59).

There are multiple techniques that may be used in order to gather information and carry out the analysis. These techniques include questionnaires, self-ratings, interviews, meetings, observation, gathering texts, informal consultations with sponsors, learners, and others. The target situation analysis in this project thesis was done using observations, gathering texts, and informal consultations with the coordinator of the institute.

During the first weeks of the ACCESS program, the coordinator was in charge of the culture classes. These classes were based on lectures about cultural topics such as the U.S. Presidents, Geography, and symbols related to this country. However, it was observed that when the students attended the lectures, they were not seriously involved in the classes. It was also observed that they did not take notes, they did not actively participate, some of them talked and laughed, and only a few paid attention. In order to evaluate the students' knowledge, they took a test that included questions related to the culture classes; however, the results were not satisfactory.

Based on this observation and these results, it was shown that the method that was being used to teach culture was not appropriate since the students were not actively involved in the teaching-learning process. This information was useful for the target situation analysis summarized in the framework below suggested by Hutchinson and Waters.



The chart below outlines information that helped in designing the material that was to be implemented in the classes of United States culture.

<b>A TARGET SITUATION ANALYSIS FRAMEWORK</b>	
<b>1. Why is the language needed?</b>	
For study	yes
For work	maybe
For training	no
For a combination of these	yes
For some other purpose, e.g. status, examination, promotion	yes
<b>2. How will the language be used</b>	
Medium: speaking, writing, reading, listening	speaking, writing, listening, reading
Channel: e.g., telephone, face-to-face	face to face
Types of text or discourse: e.g. academic texts, lectures, informal, conversation, etc.	conversations, readings, informal
<b>3. What will the content areas be?</b>	
Subjects	Culture (holidays)
Level	A2
<b>4. Who will the learner use the language with?</b>	
Native speakers	yes
Non-native speakers	yes
Level of knowledge of the receiver	A2
Relationship	classmates, teacher
<b>5. Where will the language be used?</b>	
Physical setting	Abraham Lincoln Institute
Human context	classmates, teachers
Linguistic context	in the students' own country
<b>6. When will the language be used?</b>	frequently



### **3.1.2.2 Analyzing learning needs**

To design the lessons, it was important to analyze the learning needs. This analysis was based on the checklists suggested by Hutchinson and Waters (63).

**A FRAMEWORK FOR ANALYZING LEARNING NEEDS**

<b>1. Why are the learners taking the course?</b>	
<input type="checkbox"/> compulsory or optional	compulsory
<input type="checkbox"/> apparent need or not	requirement
<input type="checkbox"/> Are status, money, promotion involved?	no
<input type="checkbox"/> What do learners think they will achieve?	They think they will get a vast knowledge of the English language
<input type="checkbox"/> What is their attitude toward the course?	Positive, although they resent the time they have to spend on it
<b>2. How do learners learn?</b>	They learn through interactive techniques and games that help them to concentrate on what they do
<input type="checkbox"/> What is their language background?	They are the best students of their schools; they Have language awareness
<input type="checkbox"/> What methodology will appeal to them?	They like interactive techniques, games, and hands-on activities
<input type="checkbox"/> What sort of techniques are likely to bore them?	They get bored easily with lectures and activities in which they are not actively involved
<b>3. What resources are available?</b>	
<input type="checkbox"/> Number of professionally competent teachers	There are six teachers who are participating in the program
<input type="checkbox"/> Attitude of teachers to the program	Positive
<input type="checkbox"/> Teacher's knowledge of and attitude to subject content	Positive
<input type="checkbox"/> Materials	Activity book, computers, projector, Internet access, library
<input type="checkbox"/> Aids	Human resources ( native speaker teachers)
<input type="checkbox"/> Opportunities for out-of-class activities	Yes
<b>4. Who are the learners?</b>	
<input type="checkbox"/> Age / sex/ nationality	Eight male and nine female Ecuadorian students ranging from ages 15 to 17
<input type="checkbox"/> What do they know already about English?	A2 level according to the





	Common European Framework
<input type="checkbox"/> What subject knowledge do they have?	They have received some classes about cultural components
<input type="checkbox"/> What are their interests?	To complete the program and learn the target language and its culture
<input type="checkbox"/> What is their socio-cultural background?	Lower to lower-middle class
<input type="checkbox"/> What teaching styles are they used to?	Interactive techniques
<input type="checkbox"/> What is their attitude to English?	Positive
<b>5. Where will the course take place?</b>	
<input type="checkbox"/> Are the surroundings pleasant, dull, noisy, cold, etc.	The surroundings are pleasant (new classrooms, gardens, basketball court)
<b>6. When will the course take place?</b>	
<input type="checkbox"/> Time of day	Every Thursday from 15:00 to 17:00 pm for 14 weeks.
<input type="checkbox"/> Every day/ once a week	Every Thursday
<input type="checkbox"/> Full time/ part time	2 hours

### 3.2 THE APPROACH

After carrying out the needs analysis and based on its results, an adaptation of Content-Based Instruction was chosen since this is the approach that integrates content with language-teaching aims due to its focus on acquiring information and, as a result, developing language skills.

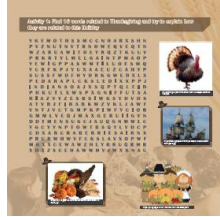
Some of the techniques that reflect the principles of CBI include topics according to the students' interests, activities that integrate multiple skills, authentic texts and tasks, and the active participation of the students during the teaching-learning process. These techniques are explained in detail below.



### 3.2.1 Content Based Instruction techniques

### 3.2.2 Pair and group work

This technique is a key element of the communicative approach and in Content-Based Instruction it is an important resource to promote the exchange of information and content among students.



### 3.2.3 Information Gap

This is a form of pair work. Each student receives some pieces of information that the other student needs. Both students must obtain the missing information without looking at the other student's text. They only have to ask questions from each other in order to complete the task. Here is an example.

Student A

Read the text and ask questions to complete the missing information.




The Industrial Revolution modernized the way people worked. People started looking for ..... but it compromised their rights since employees had to work long hours but receiving ..... This led the workers to unionize and create labor groups. While this occurred in the United States, in..... these unions were illegal. In 1872, Canadian workers organized the first march to demand their rights. In 1882, ..... a union leader considered the founder of Labor Day, was invited to the celebrations held in Canada. When he returned to the United States, he suggested organizing a parade to the Central Union. The first parade took place in ..... in New York from City Hall to Union Square. Two years later, this date was changed to the first Monday of September. During this day, workers could spend the day at work or ..... In 1887, Oregon became the first state to legalize this holiday, followed by other states like New York, Massachusetts, among others. In 1894, ..... was signed by president Grover Cleveland declaring Labor Day a National Holiday due to a strike held by the railroad workers who were affected by a cut in their wages. This strike made the president send ..... troops to Illinois to control the striking workers. This incident ended with some people killed and leaders in jail.

Nowadays, parades are held in different states; and, people use this three day weekend to ..... or to have picnics with their families as a way to end the summer season.

Adapted from: <http://www.dkl.gov/laborday/history.htm>  
[http://www.aesocialstudies.gov/grades/3\\_grade\\_labor\\_2.html](http://www.aesocialstudies.gov/grades/3_grade_labor_2.html)

Student B

Read the text and ask questions to complete the missing information.




The Industrial Revolution modernized the way people worked. People started looking for steady employment, but it compromised ..... since employees had to work long hours but receiving low wages. This led the workers to unionize and create ..... While this occurred in the United States, in Canada these unions were illegal. In 1872, Canadian workers organized the ..... to demand their rights. In 1882, Peter J. McGuire, a union leader considered the founder of Labor Day, was invited to the celebrations held in ..... When he returned to the United States, he suggested organizing a parade to the Central Union. The first parade took place in September 5, 1885, in ..... from City Hall to Union Square. Two years later, this date was changed to the first Monday of September. During this day, workers could spend the day at work or march without payment. In 1887, ..... became the first state to legalize this holiday, followed by other states like New York, Massachusetts, among others. In 1894, a bill was signed by president Grover Cleveland declaring Labor Day a National Holiday due to ..... held by the railroad workers who were affected by a cut in their wages. This strike made the president send 2500 troops to Illinois to control the striking workers. This incident ended with ..... and leaders in jail.

Nowadays, parades are held in different states; and, people use this three day weekend to travel to the beach or to ..... with their families as a way to end the summer season.

Adapted from: [http://www.aesocialstudies.gov/grades/3\\_grade\\_labor\\_2.html](http://www.aesocialstudies.gov/grades/3_grade_labor_2.html)  
<http://www.dkl.gov/laborday/history.htm>



### 3.2.4 Jigsaw

Jigsaw technique is a type of information gap task in which students are grouped in what are called “expert groups”. All the students in this group receive the same information in order to understand and become experts on the topic they were assigned. After that, the students are regrouped. In the new groups, there should be at least one expert from the previous group. Their function is to explain what was learned previously. After sharing their expertise, students have to complete a task and report the results to the rest of the class.

This is an example of the technique used in the booklet teaching about Black History Month.

**HARRIET TUBMAN**  
Harriet Tubman was an abolitionist and conductor who helped slaves to recover their freedom using the Underground Railroad system. This system consisted of a series of safe and secret houses and routes that were used to help the runaway slaves to get their freedom. Tubman was known as the “Moses of the people” and during the trips she never lost a passenger. Since she was a slave, she knew how valuable freedom was. She perfectly knew what being a slave meant due to the abuse she suffered from her owners. One day, in a confusing incident, she was hit on the head with a two-pound weight. This accident caused Harriet to suffer from seizures during all her life.

**SOJOURNER TRUTH**  
She was an abolitionist and women's right activist who escaped from her state of slave. Tired of being mistreated and abused, she and her daughter ran away. She became an important person for the abolitionist movement. She recruited people for the Union Army and worked very hard for abolition and women's rights. She delivered a powerful speech entitled “Ain't I a woman?” which was about equality of women's rights.

**ROSA PARKS**  
Rosa Parks was a civil rights activist. She was called the mother of the Civil Rights Movement. She was born on February 4, 1913 in Tuskegee, Alabama. She was married to Raymond Park, a self-educated man who encouraged her to finish high school and get her diploma. Rosa Parks was an active participant who defended the civil rights. She was well-known when she refused to give up her seat to a white man on a bus. This was the beginning of the Montgomery Bus Boycott where black people refuse to ride the city buses. This fact caused the buses to lose money for a year.

### 3.2.5 Graphic Organizers

Graphic organizers are visual charts that help students to organize their ideas, thoughts, and knowledge. They include charts, tables, diagrams, columns, and clusters. According to Larsen-Freeman and Anderson “a key rationale for the use of graphic organizers in CBI is that they facilitate recall of cognitively demanding content, enabling students to process the content material at a deeper level and then be able to use it for language practice”(143).

What I Know	What I want to know	What I learned





### 3.2.8 Survey tasks

In order to carry out this activity, the students are asked to collect information about a specific topic. They can use tools such as interviews, surveys, or polls. After gathering the information, the students have to report their findings to the class. The surveys can be conducted either inside or outside the classroom.

**Homework: Choose 10 questions from the list below and interview an American tourist. Bring your answers to the class.**

- What jobs in your country are considered to be good jobs? Why?
- Is it common for people from your country to have only one job during their whole life?
- Is it easy to find a job in your country?
- How old were you when you got your first job?
- How many hours a week did you work?
- How have working conditions changed in recent years?
- Do you think that working conditions have improved? If so, in what ways?
- At what age do people usually begin to work in your country?
- At what age do people usually retire in your country?
- Do you see any unfair labor practices in your country's workforce?
- Which do you think are some of the more demanding jobs? Which are the least demanding jobs?
- Which jobs are badly paid? Which jobs are over-paid?
- What is the minimum wage per month in your country?

### 3.2.9 Sequencing

This technique consists of rearranging pieces of information in the correct order and is useful to practice reading and listening skills.

**Activity 2:** Read the information about Halloween, number the paragraphs in the correct order, and complete the text about it yourself.

It was also believed that during the night of October 31st, the spirits of the people who died the previous year were allowed to visit their relatives to look for warmth and comfort before the approach of winter. It was said that some spirits played some tricks in this date, and to appease them the Celts sacrificed human beings. These sacrifices changed over the years and not humans but animals were offered in sacrifice, among them were black cats which were considered witches in disguise.

Halloween is a special day mainly for children because on this day, they have the opportunity to wear their favorite costumes, eat candies, and play tricks on other people. The origins of this celebration are not new. The Celts were the first people who celebrated Halloween and their celebration was marked as an important date in the calendar.

Several centuries were necessary to incorporate October 31st, All Saints' Eve, in the Christian Calendar, and it started with the need to designate a day to honor the saints and martyrs of the Catholic Church. In spite of including this holiday in the Christian calendar, the origins of it are considered pagan.

For the Celts, October 31st was considered the end of the year and the end of summer. This day was the perfect occasion to honor the sun god and the lord of the dead. That night was known as the eve of Samhain. At night, some rituals took place in order to thank God for the harvest. On this night, the householder was in charge to extinguish the fire of their hearth, and gathered around a circle where they placed an altar with sacred oak to make new fire. It was used to light a bonfire at the top of a hill which would be useful to frighten away the evil spirits. This fire was also taken to each one of the houses in the head of the family. This fire would protect the family, and it was meant to last until the next autumn.

Adapted from: <http://www.halloweenhistory.org/>  
<http://www.fishbase.org/species/halloween/halloween.html>



### 3.2.10 Dictogloss

This is a dictation technique that involves taking notes and reconstructing a piece of text. First, the teacher reads out the information about a topic while the students listen and take notes. After that, the students get together in groups and reconstruct the information they heard. Finally, they present their summary in front of the class.

**ACTIVITY 2:** Listen to your teacher and make notes about St. Patrick's Day. Compare your notes with your group and write a summary about the history of this holiday.

The worksheet features a green background with decorative clover and leaf patterns. Below the instruction box, there are ten sets of horizontal dashed lines for writing notes.

### 3.3 The Lessons

The lessons are organized according to the month when they are celebrated, from January to December. The project includes the student's book, and the teacher's guide that was designed to instruct teachers in the correct use of the booklet. (The basics) One of the basic principles of CBI is the use of authentic materials, and the booklet includes different (activities) resources such as videos, surveys, interviews, documents, and texts from useful websites that offer students exposure to material used by native speakers. However, there are some activities that have been modified for pedagogical purposes.



### **3.3.1 January**

The objective of this lesson is to raise students' awareness about the contribution of Martin Luther King Jr., the African American civil rights leader, to American society. The lesson includes a video of King's famous speech "I have a dream"; the students have to listen to it and take notes about the parts that draw their attention and explain their reasons.

### **3.3.2 February**

Although there is no specific day to celebrate, this month is dedicated to the African American people who have contributed a lot to the history of the United States. After studying this topic, the students will be able to describe some important African American characters.

### **3.3.3 March**

St. Patrick' Day is not an American holiday, but it is worth including in the booklet due to all the activities that take place on this day. In this lesson, the students not only learn about the different traditions such as dyeing The Chicago River green, drinking green beer, or getting pinched, but they also learn about the story of Saint Patrick and the vocabulary related to the topic. At the end of the lesson, students will be able to explain the history of St. Patrick's Day and its traditions.

### **3.3.4 April**

There is no federal holiday that takes place in April; however, Easter is a holiday with a lot of meaning for Christian people living in the United States. This lesson is focused on the events that lead up to Easter Sunday: Ash Wednesday, Palm Sunday, Maundy Thursday, and Good Friday. Besides, this lesson attempts to provide information through a video about the activities that take place in the White House. After studying this fourth lesson, the students





will be capable of explaining Easter, understand vocabulary associated with this date, and talk about its traditions.

### **3.3.5 May**

Memorial Day, the federal holiday that is commemorated on the last Monday in May, is the day set aside to honor the men and women who gave their lives serving in the military in various wars. The lesson presents students with relevant facts; for instance, a brief summary of the history of the holiday, the traditions, and information about Arlington National Cemetery. After studying this lesson, students will be familiar with the terms connected to this day, they will be able to describe the traditions, and explain the history of Memorial Day.

### **3.3.6 June**

A significant event that takes place in June in the United States are the High School proms. Since there is no holiday that is celebrated in this month, this occasion has been selected due to the relevance it has, especially for teenagers. This topic introduces elements that are present on this occasion, for example, the limousine, the attire, the bands, etc. Students will be able to compare High School Proms in the past and present based on the information obtained from different on-line sources. Finally, they can give their opinion about this topic.

### **3.3.7 July**

One of the most important Federal Holidays, Independence Day is celebrated on July 4<sup>th</sup>. The rich content of this lesson provides opportunities to learn more about Independence Day, its traditions and history. Useful vocabulary is taught to fulfill the objectives of the lesson that include talking about the traditions of the “Fourth of July”, and explaining the causes for the American Revolution.





### **3.3.8 August**

Women's Equality Day, August 26<sup>th</sup>, was the date selected to commemorate the 19<sup>th</sup> amendment which recognizes the right for women to vote. This is not a federal holiday; however, this topic presents a lot of opportunities for students to express their opinion about this interesting subject. Students will be able to explain the content of the 19<sup>th</sup> amendment, report findings from a survey, and provide arguments in a debate.

### **3.3.9 September**

Labor Day is a Federal holiday that is held on the first Monday in September. This Day is dedicated to honoring the workers who have contributed a lot to society over the centuries and offers them a day off as a reward. At the end of the lesson, students will be able to retell the history of Labor Day. Also, they will be able to analyze and report information about working conditions in the United States after interviewing some tourists.

### **3.3.10 October**

Halloween is not a federal holiday, but it is a date that people of all ages enjoy, and it is necessary for the students to be familiar with some of the traditions that are part of this celebration. This lesson includes activities that help students to acquire vocabulary linked to the topic. Besides, they will be able to understand the history of Halloween and some of the elements involved.

### **3.3.11 November**

Thanksgiving is one of the most important holidays in the United States. Some students are familiar with its traditions, but not all of them know the history behind it. This lesson attempts to explain the origins and the reasons for celebrating this day. Students will have a lot of materials such as a video of the history, a text of the traditions, and vocabulary activities that will help them to increase their knowledge associated with this topic. At the end of the lesson, the students will act out the story of Thanksgiving and will be able to describe the traditions of this holiday.



### **3.3.12 December**

This holiday includes important celebrations that take place in December, and they are Christmas, Kwanzaa, and Chanukah. Students listen to and read about these celebrations, their traditions, vocabulary related to the topic, and finally they are able to compare this festivity with the end of year religious holidays of their own country.

## **CHAPTER IV**

### **METHODOLOGY**

For the purposes of this thesis, it was necessary to work with a quantitative research model due to the nature of the statistical data analysis that was required to interpret the information obtained. This type of research is product-oriented and is based on a pre-experimental-quantitative-statistical paradigm. For this study, the researcher worked with an intact class.

#### **4.1 Participants**

The participants in this study were a group of seventeen teenagers, nine female and eight male Ecuadorian students aged 15 to 17 attending an English course at the Abraham Lincoln Institute. These students were granted a scholarship to complete the ACCESS program. They were selected for this program because of their outstanding grades in English at their regular schools. These students attended public schools in the morning. They belonged to the lower to lower-middle class socioeconomic strata.

#### **4.2 Materials**

A pre-test that consisted of twelve questions, one for each holiday, was administered to the students. Three types of closed-ended questions were used in the questionnaire and they were: leading questions, importance questions,



and dichotomous questions. These types of questions were used in the questionnaire because of the ease of use when performing the data analysis, and as a statistical indicator to answer the research question.

In order to conduct the research, the students were given copies of the Content-Based material that was designed specifically for this study. Also, it was necessary to use the institute's computer laboratory to watch videos that were included in some of the lessons.

Similarly, a post-test was administered to the students after they used the booklet. There were twelve questions like in the pre-test. However, they were slightly different from the ones used in the pre-test. These questions were paraphrased, but the content was the same. It was necessary to do this change because after the pre-test was applied, some students compared the answers, and they were already familiar with the responses. The questions included in the post-test had the same format as those of the pre-test, namely, closed-ended questions.

### **4.3 Procedures**

This project included three stages: elaboration of the material, the application of the material, and data collection (pre-test, and post-test). These stages will be explained as follows.

#### **4.3.1 Elaboration of the material**

The content of the material was designed based on the students' needs, and using Content-Based Instruction. This stage was explained in detail in Chapter III.

#### **4.3.2 Data Collection**

The instruments that were used to collect data were the pre-test, post-test, and feedback. The pre-test was used as a starting point to design the lessons and also as an instrument to diagnose the students' current knowledge about the subject. The post-test was employed to measure the students' achievements after attending to culture classes, and the feedback was an



instrument that collected the students' opinions of the method, and asked for suggestions to improve the material.

### **4.3.3 Class activities**

In order to answer the research question posed in this thesis project, it was necessary to use the designed material with the aforementioned students. The students received classes once a week. Each lesson was two hours long; although, for some topics such as Thanksgiving and Labor Day, it was necessary one or two additional sessions because of the activities associated with the lessons; for example: role-plays and, interviews outside the classroom that the students were required to carry out.

After the twelve topics were taught, the post-test was administered. These results were compared with those of the pre-test. Another instrument that was useful for collecting data, analyzing the material, and improving the lessons was the feedback provided by the students. The feedback consisted of eleven questions divided in two different sections. The first one referred to the culture class. The questions in this section provided a general overview of the students' opinions and feelings about the method, namely, CBI as used in the lessons. The second part of the feedback dealt with the material itself. The questions posed in this section were meant to evaluate the booklet. These answers and suggestions were very helpful because they helped to improve the booklet before the final draft.





## CHAPTER V

### RESULTS, ANALYSIS AND INTERPRETATION

This chapter provides information gathered after applying the booklet using the proposed approach, CBI. The facts presented here aim to answer the research question posed in this thesis project, To what degree does the use of Content-Based material on American Holidays improve students' appreciation of Anglo–Saxon culture? The first chart presents the general analysis of the project. Then each question of the pre- and post-test are analyzed in detail. Finally, the results of the feedback are presented in pie charts.

#### 5.1 General Results

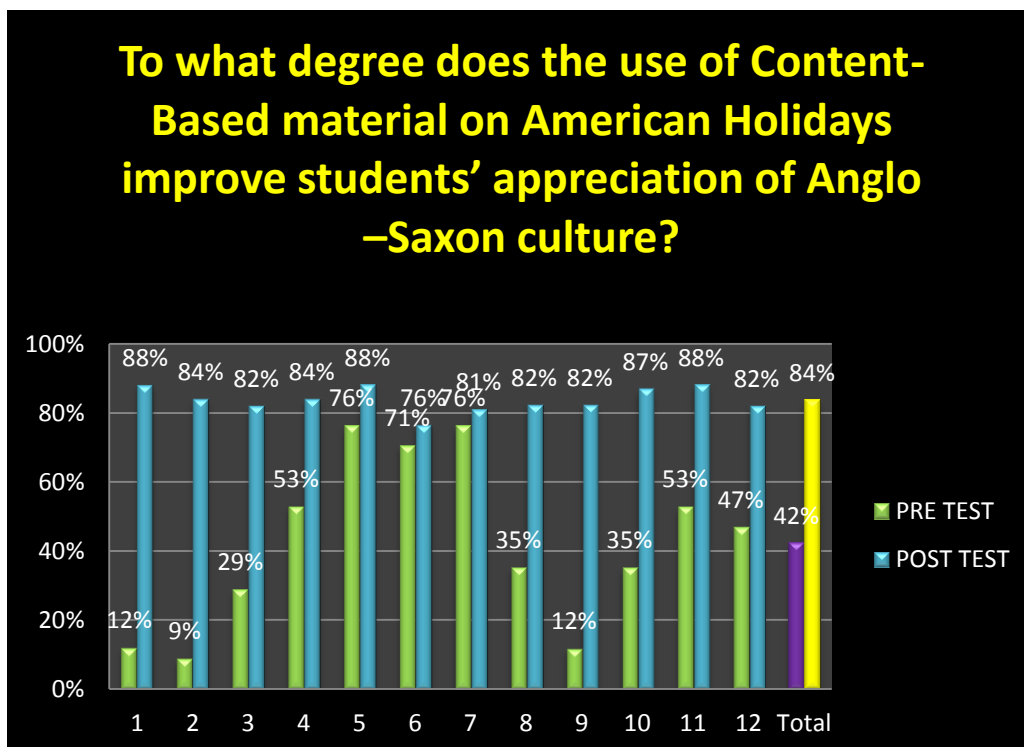


Figure 1. General results of the pre- and post-test

The above bar chart demonstrates a general overview of the results of the research. The green bars represent the results of the pre-test based on twelve questions related to each one of the topics of the booklet, January to December. The blue bars represent the results of the post-test based on the



same number of questions as the pre-test. It can be seen that after the students attended the culture class and used the material, their understanding of American Holidays increased considerably.

The first topic, Martin Luther King's Day, shows the highest improvement in understanding. The topics related to high schools proms and Independence Day show the least increase in the students' understanding. This may suggest that most of the students were already familiar with these topics. Further research may be necessary to confirm this conclusion.

The yellow and purple bars show the total increase in the improvement of students' understanding. The understanding about American Holidays before applying the designed material was 42%, (purple bar), and after the students attended the culture class using CBI, their understanding was 84%, (yellow bar).

In order to understand the results presented in the bar chart above in a better way, it is necessary to analyze and compare each question of the pre and post-test. The results and their interpretation are detailed as follows.

### Question 1 Pre-test

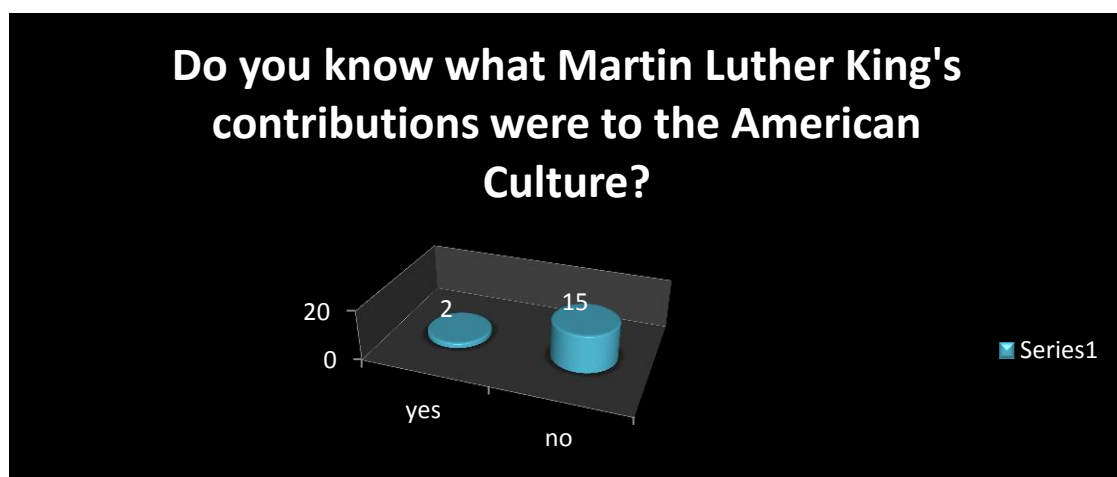


Figure 2: Question 1 pre-test



It is clear from the data presented above that at the time of the pre-test, fifteen of the seventeen students did not know what the contributions of Martin Luther King to American culture were. The students whose answer was “yes” were asked to explain their answer, and this was their reply. Student 1: “El ayudó a radicalizar la raza”. “He helped to radicalize the race.” Student 2: “Martin Luther King colaboró en los derechos contra el racismo.” “He collaborated with the rights against racism.” These two answers were correct, but they did not explain in detail King’s contributions.

### Question 1 post-test

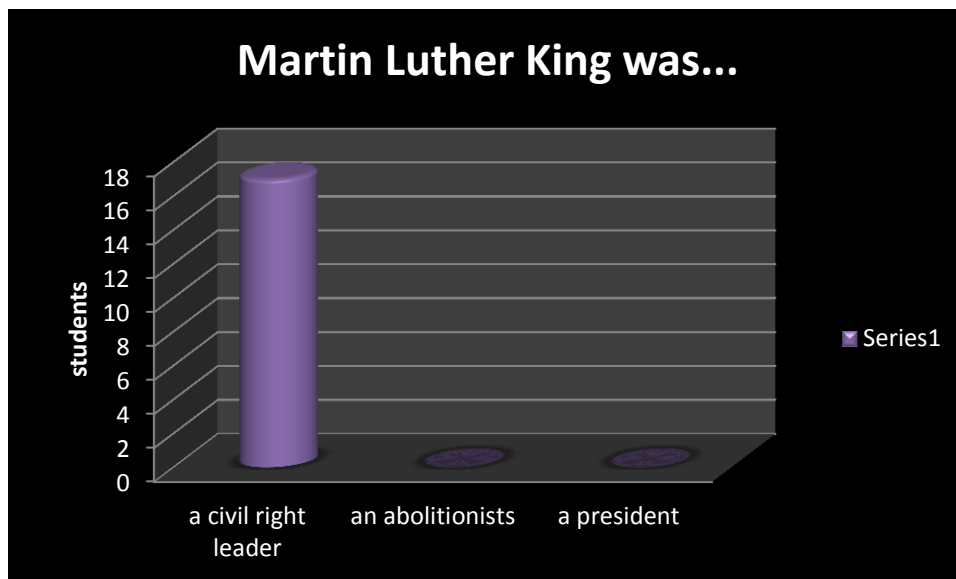


Figure 3: Question 1 post-test

In the post-test, the students were asked to choose one of the options to describe Martin Luther King, and all the students chose the option that stated that Luther King was a civil rights leader. In the pre-test, 12% of the students knew what Luther King did; however, after attending the culture classes, 100% of the students could identify who he was.





Question2 pre-test

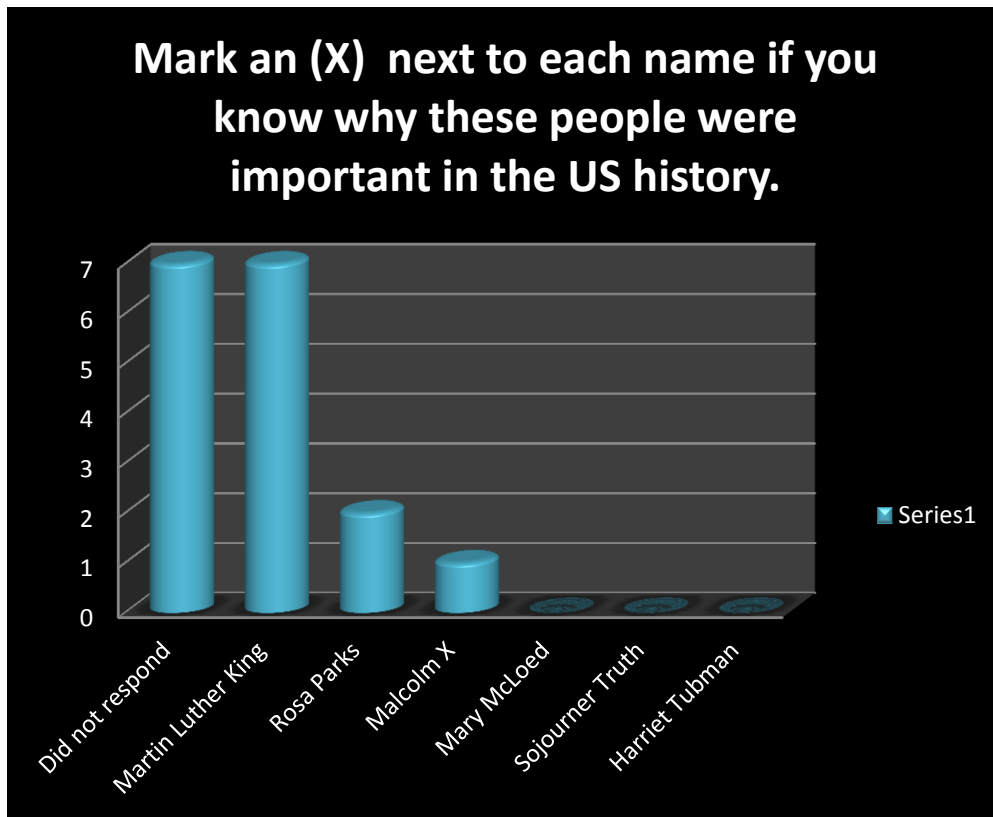


Figure 4: Question 2 pre-test

The bar chart above shows that seven students did not know about some of the outstanding African Americans who were honored in Black History Month. Seven students said that they knew who Martin Luther King was, but it is important to highlight that in question 1, only two students said that they knew about King's contributions. There is a contradiction in the answers between the information provided by the students in question 1 and 2. Based on the results, it is seen that three students knew who Rosa Parks and Malcolm X were.





Question 2 post-test

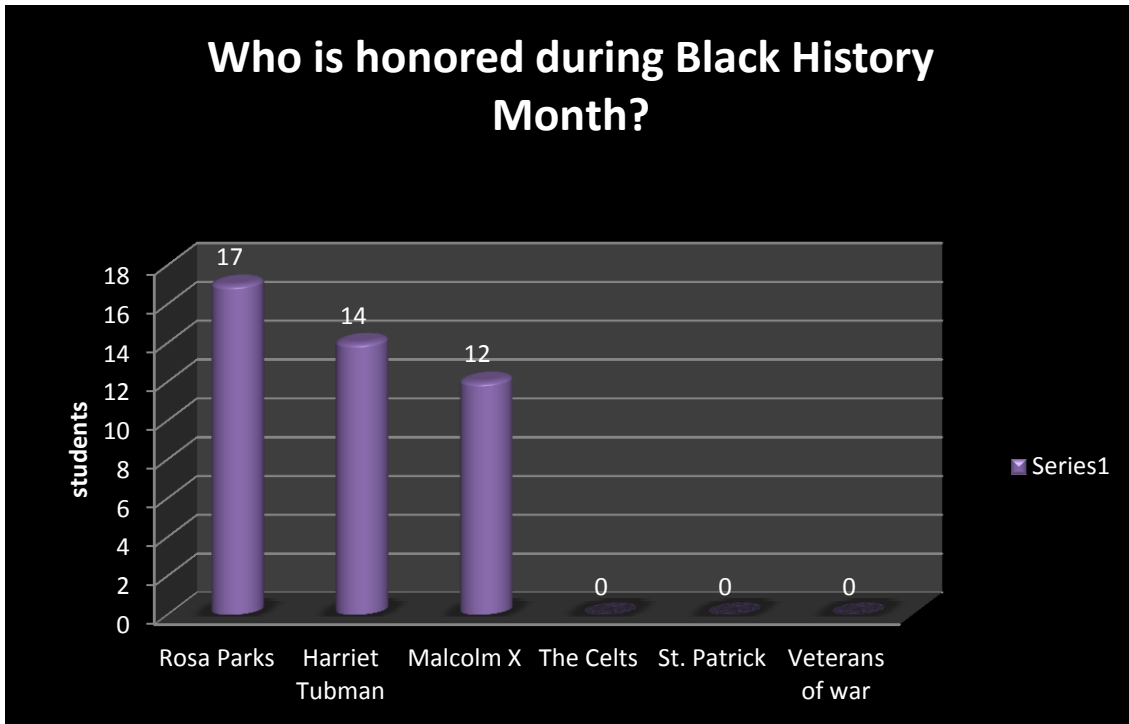
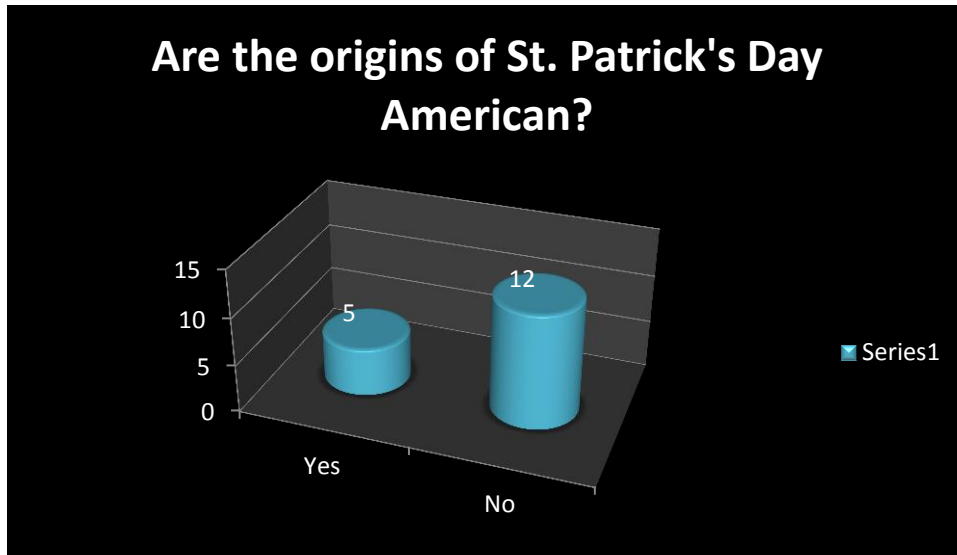


Figure 5: Question 2 post-test

The results obtained from the post-test show that most of the students could identify some important African Americans. Seventeen students identified Rosa Parks, fourteen students Harriet Tubman, and twelve students Malcolm X.



**Question 3 pre-test**



**Figure 6: Question 3 pre-test**

As it can be seen in the above bar chart, five students thought that the origins of St. Patrick’s Day were American, and twelve students believed that the origins of this holiday were not American.



Question 3 post-test

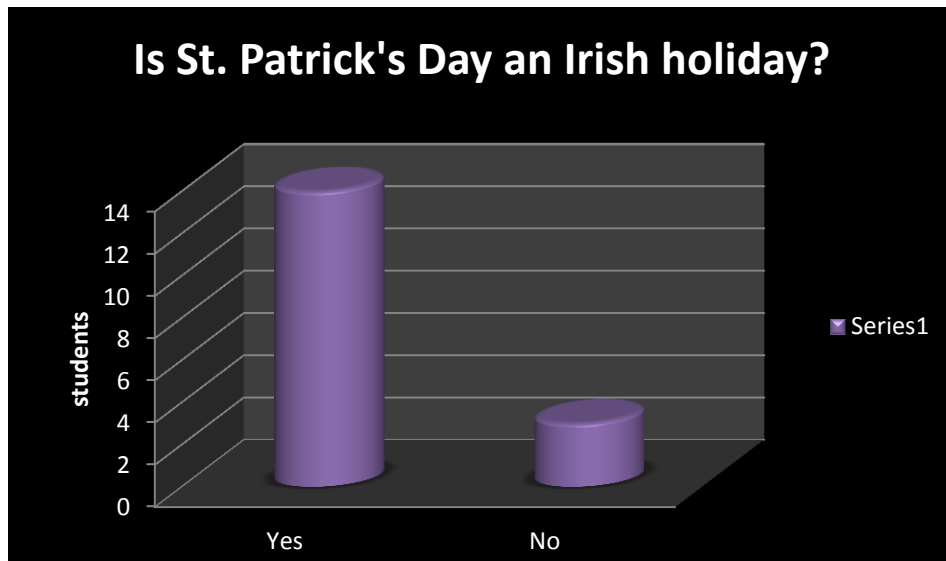


Figure 7: Question 3 post-test

The bar chart above demonstrates that fourteen students knew that the origins were Irish; however, there is a small number of students who thought that this holiday had American origins. After the culture classes, there has been an increase of 11.85% in the number of students who recognized St. Patrick's Day as an Irish holiday.



### Question 4 pre-test

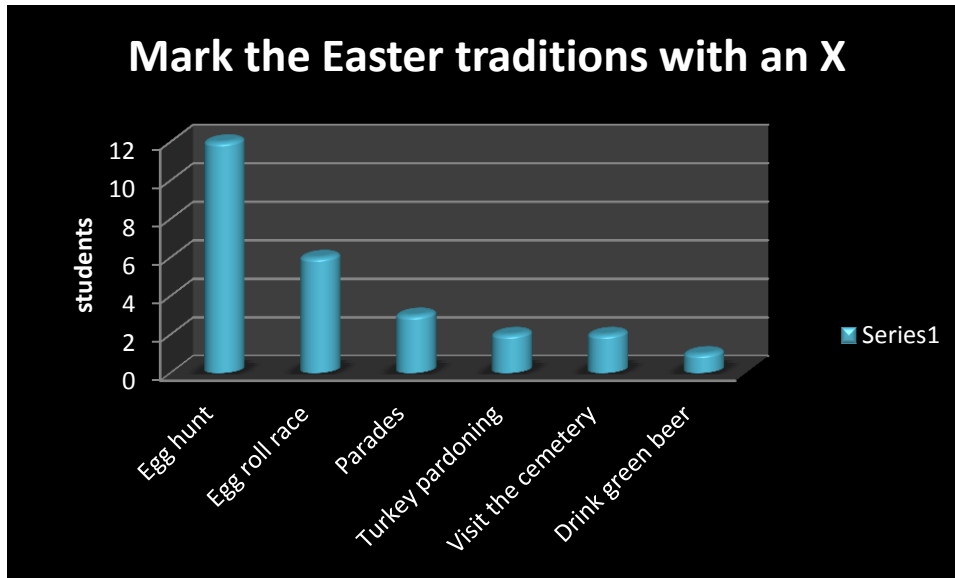


Figure 8. Question 4 pre-test

Figure 8 provides the results for the question posed to gather information about Easter. It can be seen that twelve students chose egg hunt as an Easter tradition, six students chose egg roll race as another tradition, and eight students chose the other options that were not related to this tradition.





Question 4 post-test

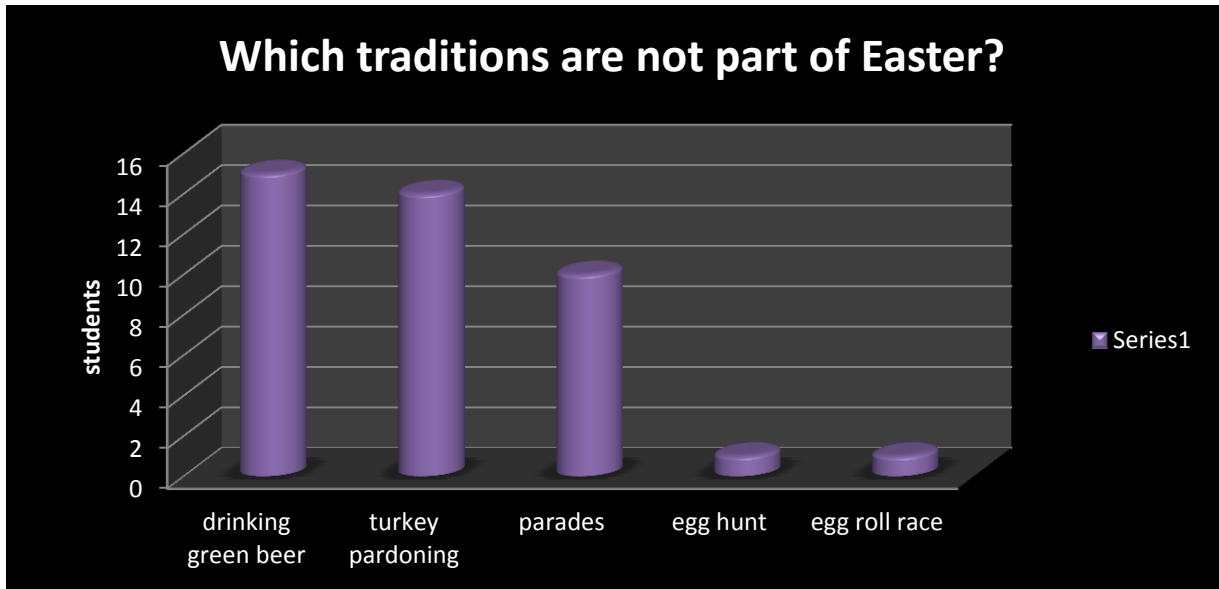


Figure 9: Question 4 post-test

As it is shown in the above Figure, most of the students were able to distinguish and identify the traditions that are not part of Easter. Only two students said that the egg hunt, and egg roll race are not traditions of Easter.





Question 5 pre- test



Figure 10: Question 5 pre-test

From the bar chart above we can see that most of the students, namely, thirteen of them, knew who is honored on Memorial Day; however, three students did not know the answer, and one of them chose veterans of war as the answer.



Question 5 post-test



Figure 11: Question 5 post-test

Figure 11 shows the results of the post-test, and it can be seen that fifteen students chose the correct answer that referred to the people honored on Memorial Day. Only two students chose the incorrect answer. They said that this holiday is dedicated to honoring the veterans of war and African American people. Compared to the results of the pre-test, there is an increase of 11.76% in the percentage rate of students who know the reason for celebrating this holiday.





Question 6 pre-test

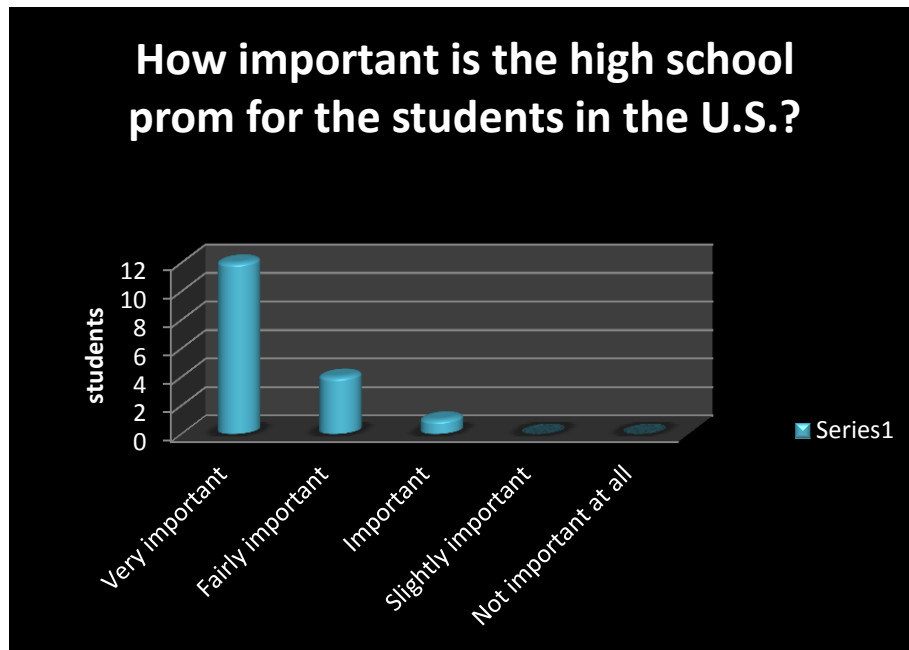


Figure 12: Question 6 pre-test

As shown in the above bar chart, most of the students had a clear idea of how important the high school prom is for the students in the United States. Twelve students stated that this event is very important, four students said that this event is fairly important, and only one student considered it important.



Question 6 post -test

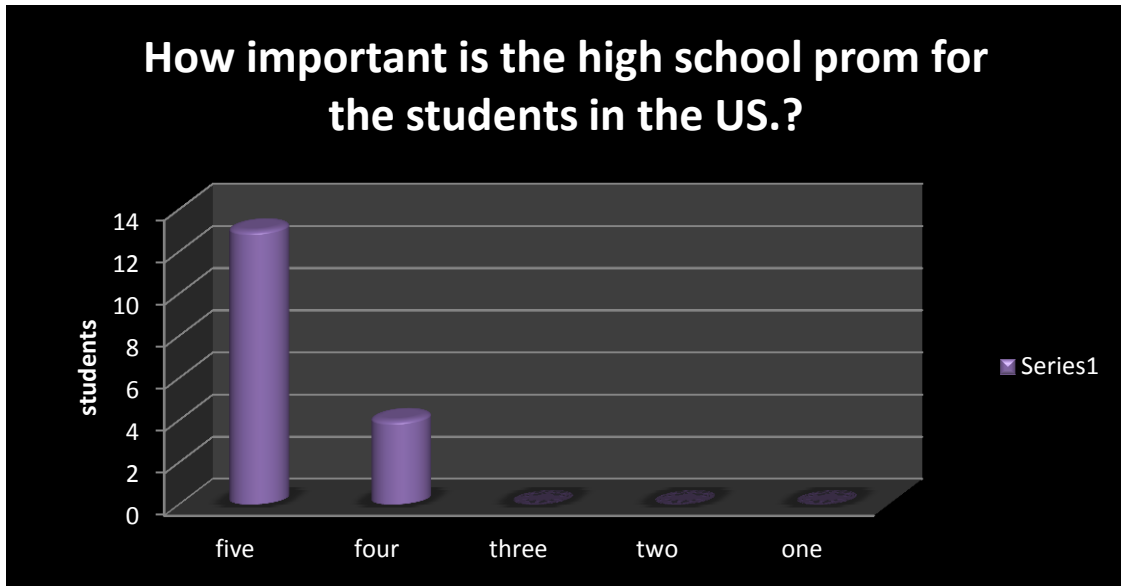


Figure 13: Question 6 post-test

It can be seen from the data in Figure 13 that there was not a large variation from the pre-test. Thirteen students rated with “5” as the highest score in importance to explain the high school prom, and four students gave “4” in importance to explain the significance of this event.



Question 7 pre-test

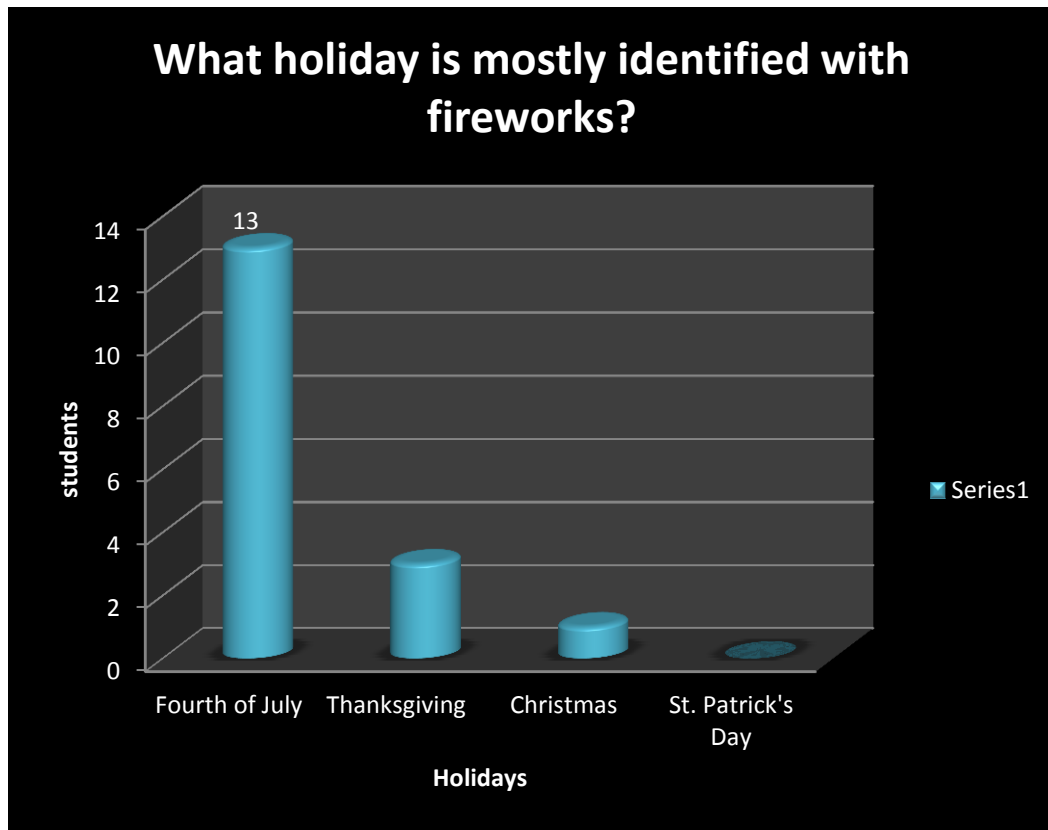


Figure 14: Question 7 pre-test

The results displayed in the bar chart above show that thirteen students identified the Fourth of July with fireworks. Three students related fireworks to Thanksgiving, and one student connected the idea of fireworks with Christmas.



Question 7 post-test

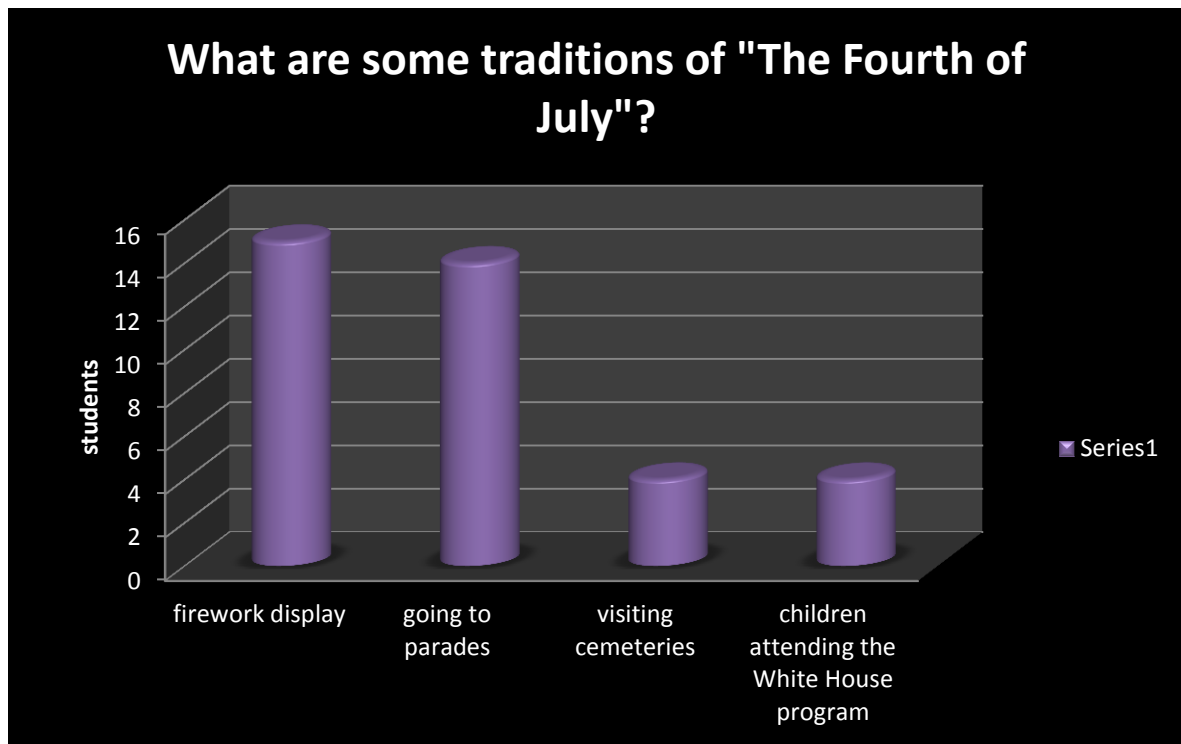


Figure 15: Question 7 post-test

As it can be seen from the results above, fifteen students identified “firework displays” as a tradition of the Fourth of July. The option of going to parades on this holiday was chosen by fourteen students. Four students connected the idea of visiting cemeteries on Independence Day, and four students said that children attending the White House program was a tradition of this holiday.



Question 8 pre-test

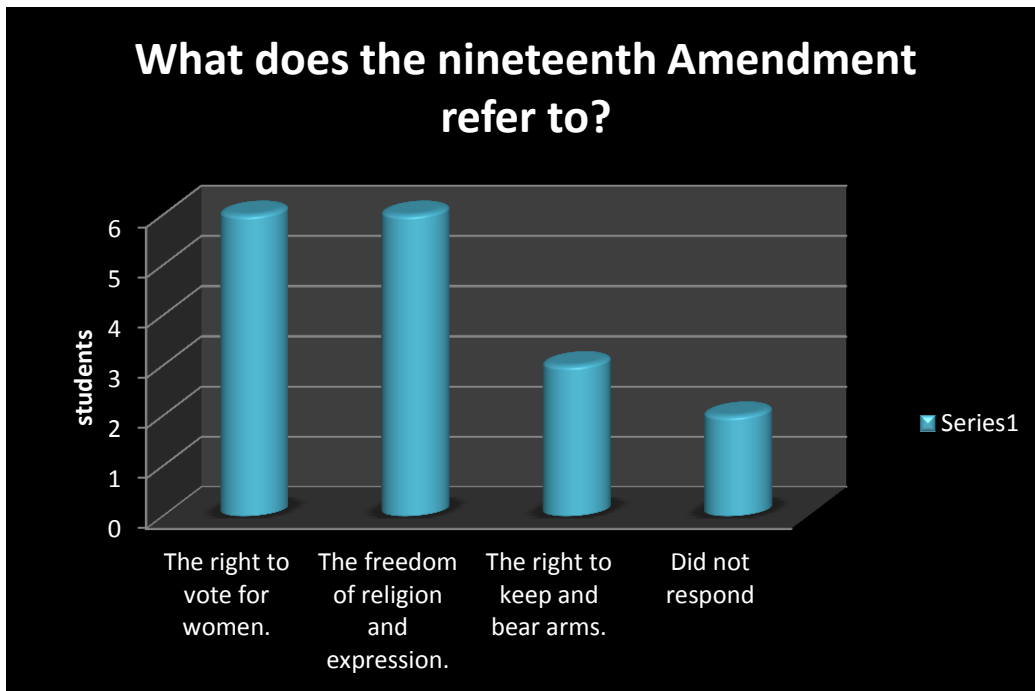


Figure 16: Question 8 pre-test

As shown in the above bar chart, most of the students did not know what the nineteenth Amendment refers to. Six students said that this Amendment refers to the right to vote for women. Six of them said that it refers to the freedom of religion and expression, three of them chose the option of the right to keep and bear arms, and two students did not answer the question.





### Question 8 post-test

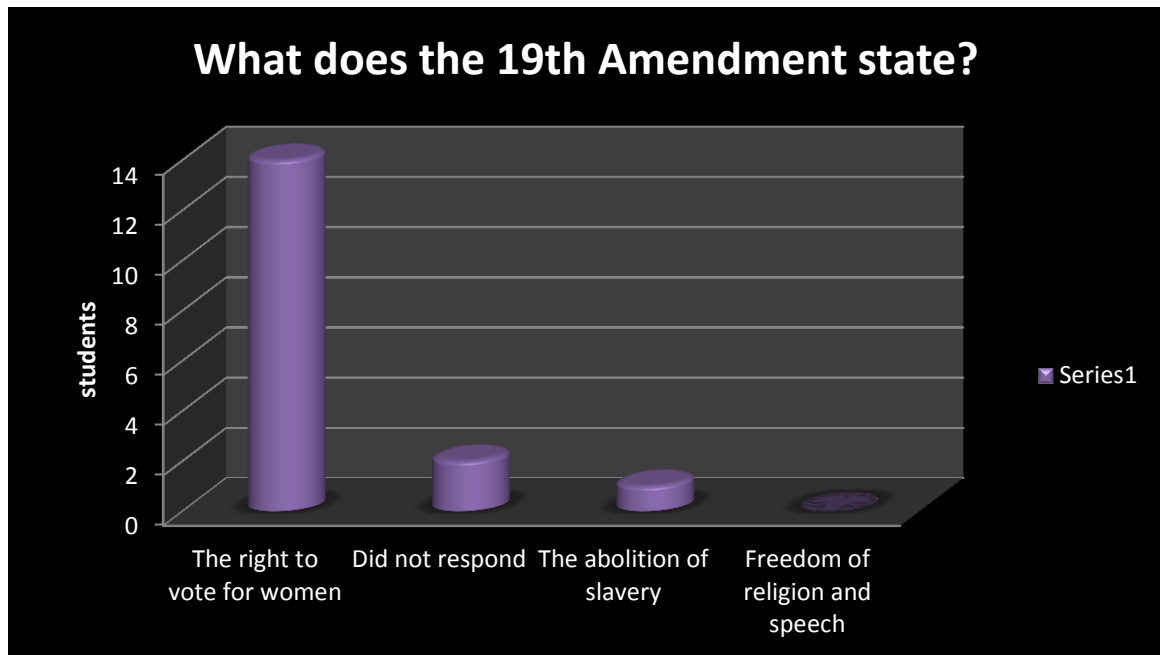


Figure 17: Question 8 post-test

Figure 17 shows the results of the post-test, and it can be seen that fourteen students said that the nineteenth Amendment states the right to vote for women. Two students did not answer the question, and one student said that this Amendment states the abolition of slavery. After the culture classes, there has been an increase of 47.06 % in the number of students who are aware of the nineteenth Amendment and what it is about.



Question 9 pre-test

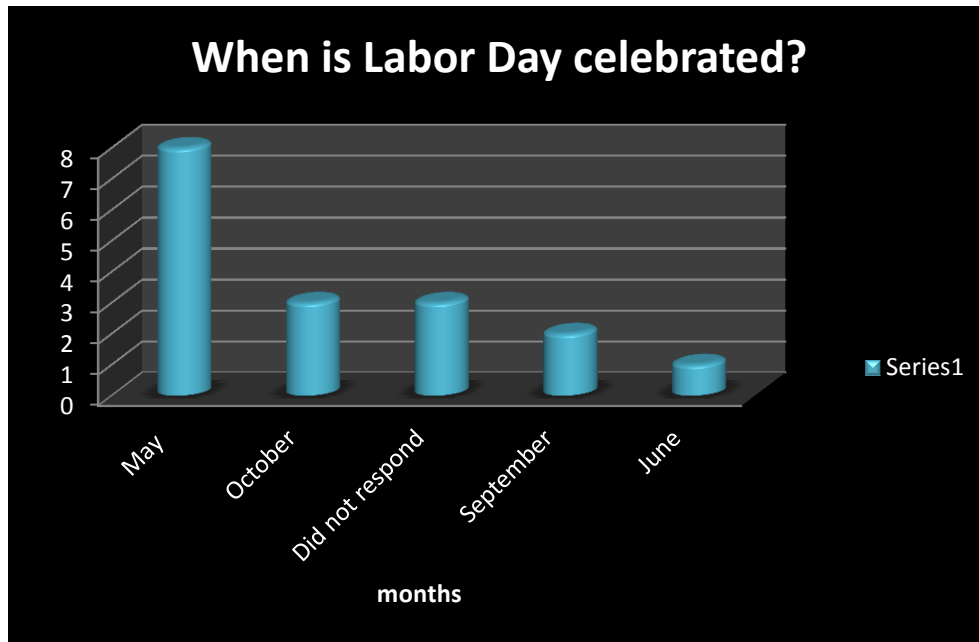


Figure 18: Question 9 pre-test

It can be seen that eight students chose May as the month dedicated to celebrate Labor Day. It might be so because they compare this holiday to the celebration in Ecuador. Three students said that Labor Day was in October; three students did not answer; two students chose September as the month to celebrate this holiday, and only one student chose June, that being the correct date.



Question 9 post-test



Figure 19: Question 9 post-test

From the bar chart above, it can be seen that after the culture classes, fourteen students identified the first Monday in September as the date to celebrate Labor Day. One student chose the third Monday in January as the correct date; one student chose the fourth Thursday in November, and one student related October 31<sup>st</sup> to Labor Day. There has been an increase of 70.59% of the students who know the appropriate date to celebrate this holiday.



Question 10 pre-test

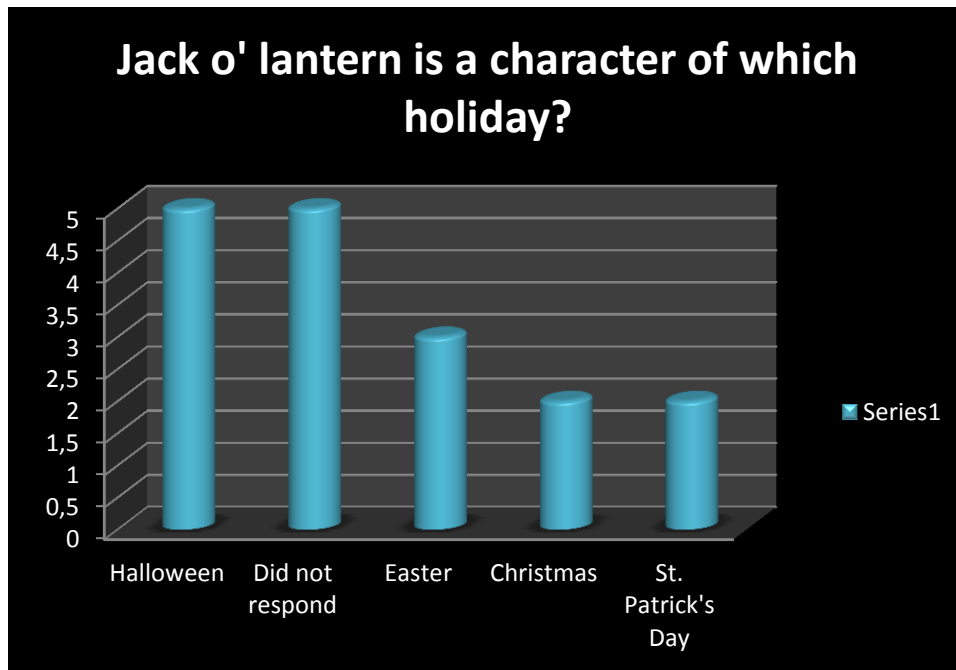


Figure 20: Question 10 pre-test

Figure 10 presents the results obtained from the pre-test about one of the symbols of Halloween. As it is seen, five students answered that Jack o'lantern is a character of this holiday. Five students did not answer the question; three students related this symbol to Easter; two students said that Jack o'lantern was a character of Christmas, and two of them said that it was a character of St. Patrick's Day.





### Question 10 post-test

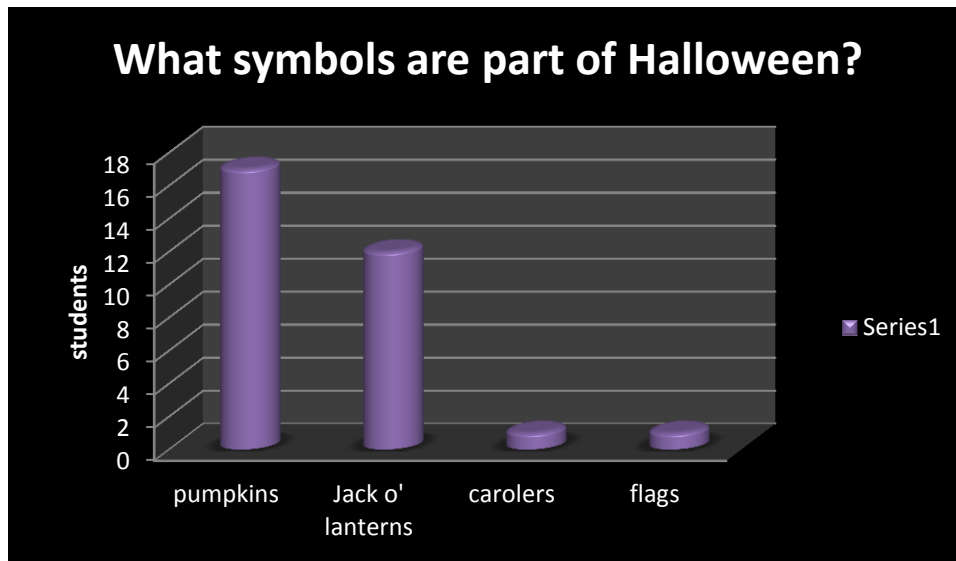


Figure 21: Question 10 post-test

The bar chart above provides the results of the post-test in which the students were asked to identify the symbols of Halloween. Sixteen students chose the pumpkins, eleven students chose the Jack o'lanterns, one student selected the carolers, and one student the flags. If we compare the results of the post-test with the results of the pre-test, there is a 29.41% increase in the percentage rate of students who recognized Jack o'lanterns as a Halloween character. It can also be seen that 94.11% of the students identified pumpkins as a Halloween symbol.



Question 11 pre-test

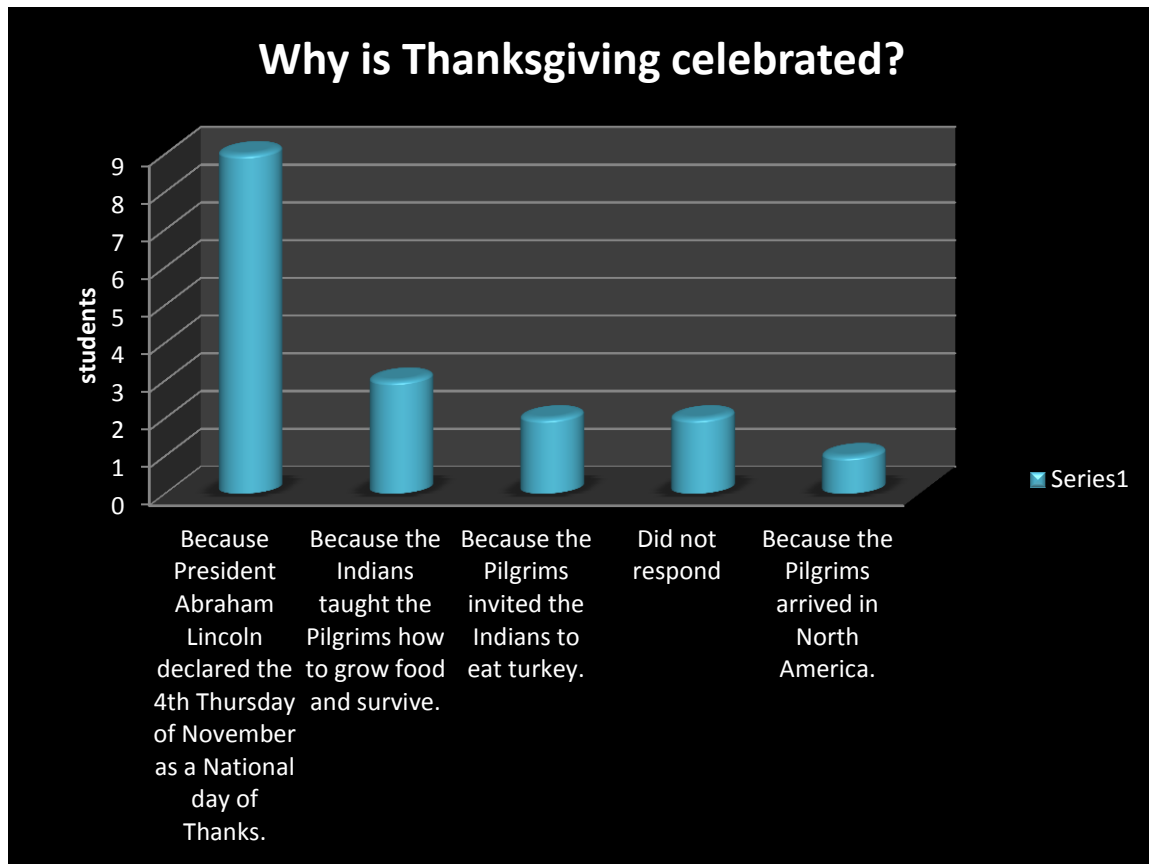


Figure 22: Question 11 pre-test

Nine students answered that Thanksgiving is celebrated because President Abraham Lincoln declared the 4<sup>th</sup> Thursday of November as a national day devoted to giving thanks. Three students said that Thanksgiving is celebrated because the Indians taught the Pilgrims how to grow food and survive. Two students answered that this holiday is celebrated because the Pilgrims invited the Indians to eat turkey. Two students did not answer, and one student said that Thanksgiving is celebrated because the Pilgrims arrived in North America. It is obvious that 35.29% of the students did not know the true reason why Americans celebrate this holiday.



Question 11 post-test

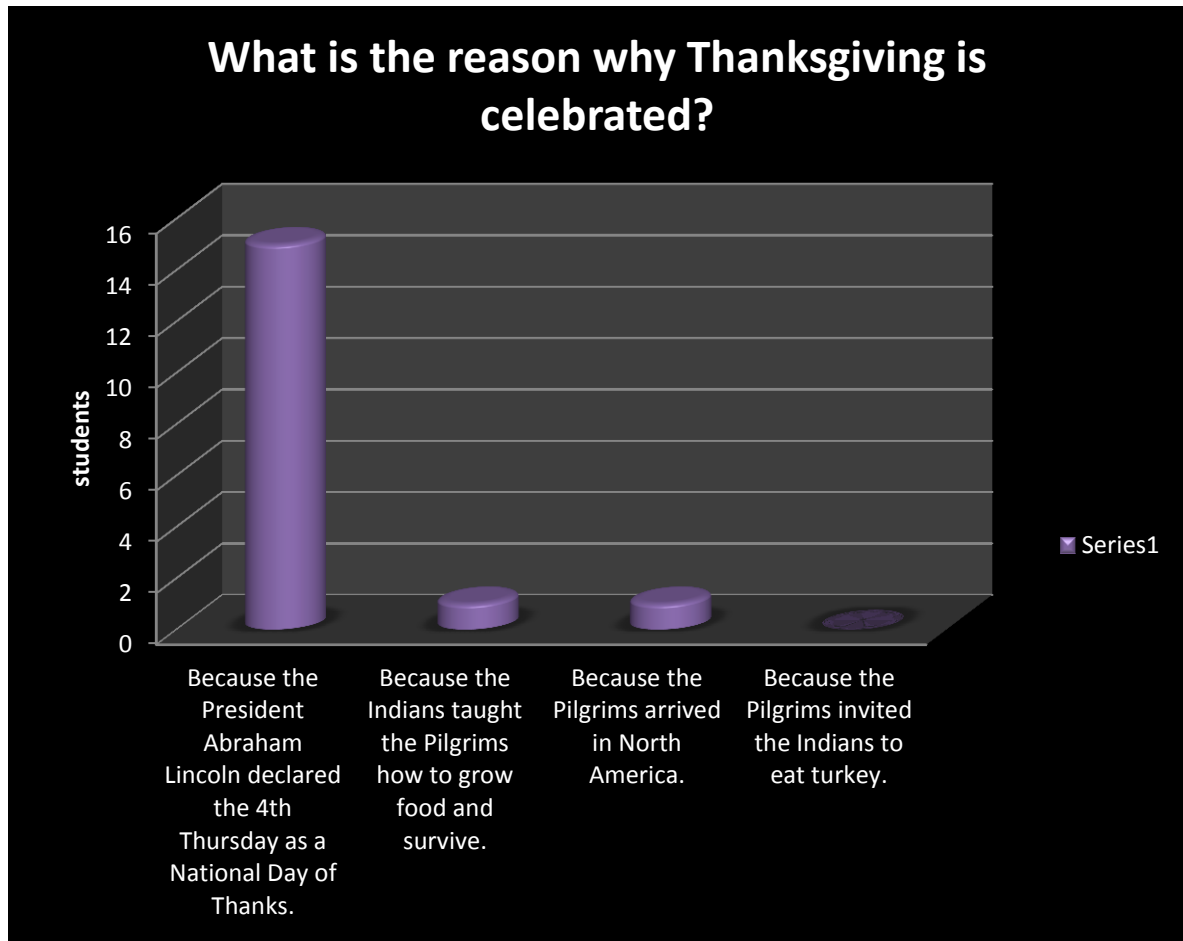


Figure 23: Question 11 post-test

The results from the above bar chart show that after the culture class, fifteen students knew the reason why Thanksgiving is celebrated. This number represents a 35.29 % increase in the percentage rate of the students who acquired new knowledge about this holiday. One student answered that this holiday is celebrated because the Indians taught the Pilgrims how to grow food and survive, and one student said that Thanksgiving is celebrated because the Pilgrims arrived in North America. The percentage of students who did not learn the reason for celebrating this holiday is 11.77%.





Question 12 pre-test

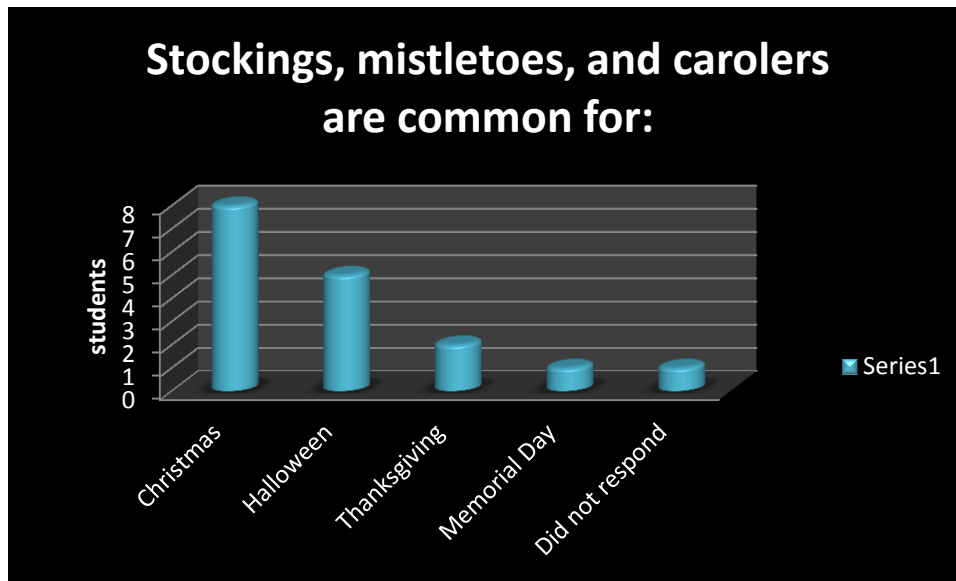


Figure 24: Question 12 pre-test

As it can be seen, eight students related the stated symbols to Christmas. Five students answered that those symbols are common for Halloween. Two students said that those symbols are common for Thanksgiving. One student identified the symbols with Memorial Day, and one student did not answer. Only 47.05% of the students answered correctly.



Question 12 post-test

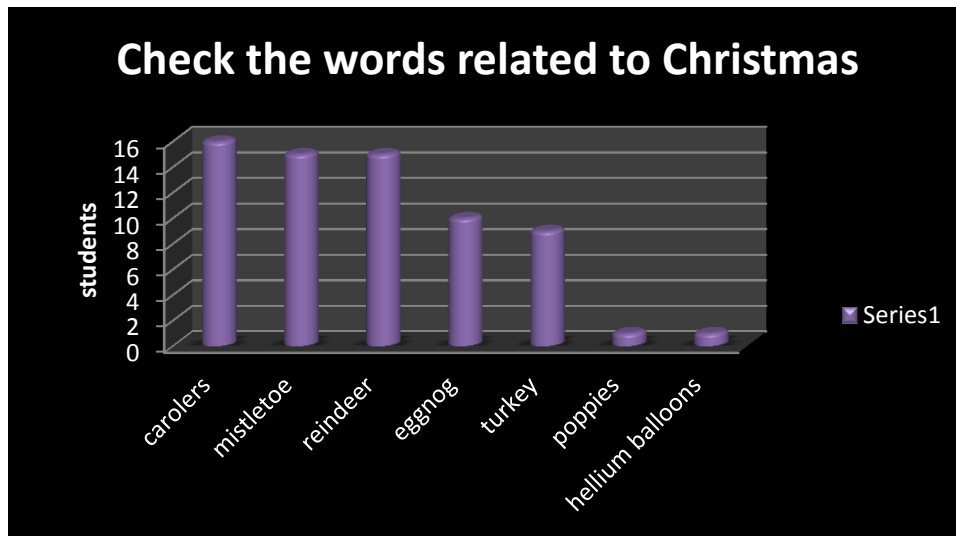


Figure 25: Question 12 post-test

The results of the bar chart show that sixteen students chose carolers as a word related to Christmas, fifteen students chose mistletoe, fifteen students reindeer, and ten students eggnog. Nine students related turkey to Christmas. This answer could be explained by the fact that eating turkey in Christmas is a tradition in Ecuador. One student chose poppies, and no one chose helium balloons.



## 5.2 Feedback results

After the students finished the culture classes, they were asked to answer some questions about the classes and the material. The results of the feedback are shown below:

### 5.2.1 Class

#### Question 1

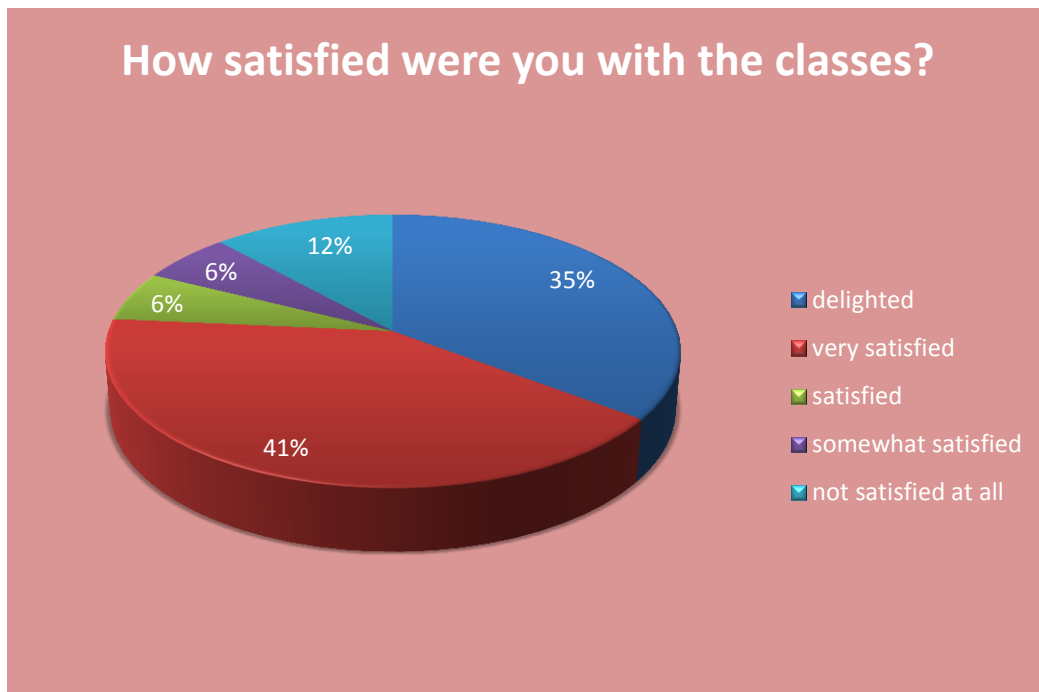


Figure 26: Question 1 feedback



As it is demonstrated in the pie chart above, the students' opinion was that the culture class had a positive impact; 35% of the students were delighted with the culture class, 41% were very satisfied, 6% were satisfied, 6% were somewhat satisfied, and 12% were not satisfied at all.

### Question 2

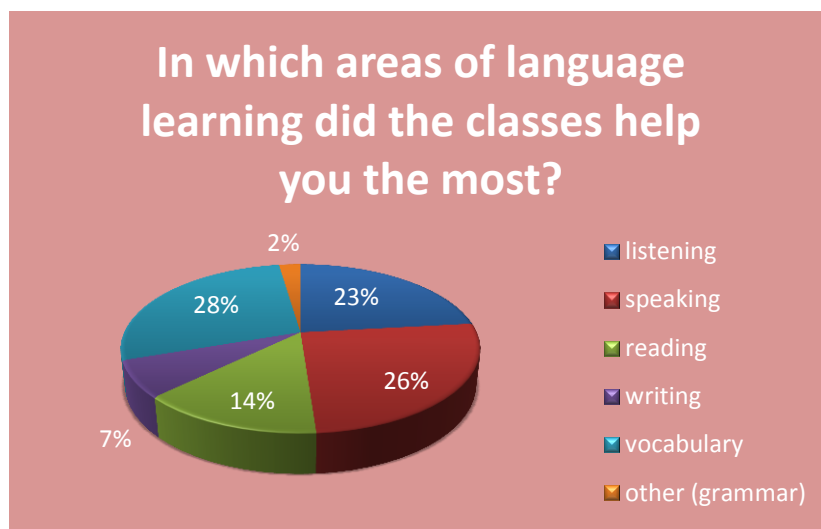
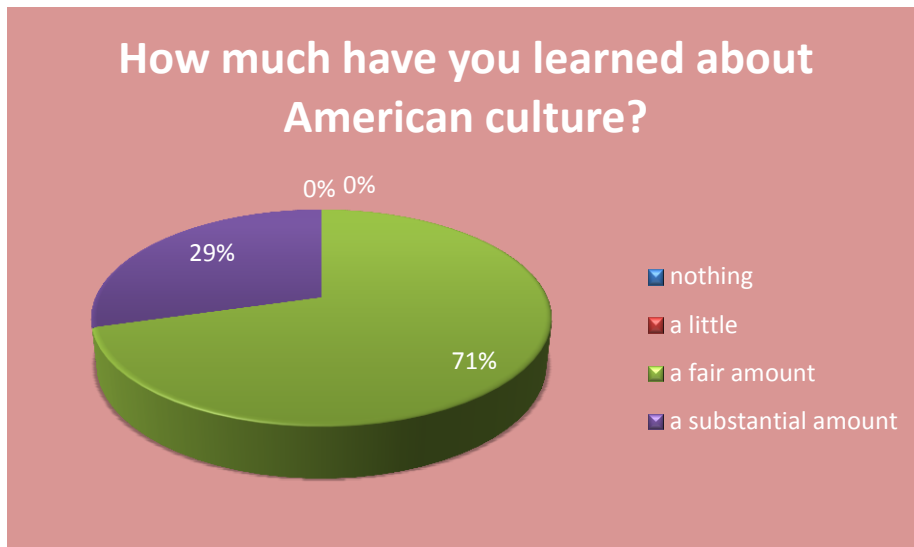


Figure 27: Question 2 feedback

It can be seen from the data in the pie chart above that most of the students felt that they improved the target language in these different areas; 28% of students thought that the classes helped them acquire vocabulary. 26% thought that the classes helped them with their speaking skills. 23% thought that the classes helped them to develop their listening skills. 14% said that they improved their reading skills. 7% said that the classes helped them in their writing skills, and 2% thought that they improved grammatical skills through the classes.



**Question 3**



**Figure 28: Question 3 feedback**

From the results in the pie chart above, it is shown that 71% of the students think that they learned a fair amount about American culture, and 29% of them think that they learned a substantial amount about culture.



### Question 4

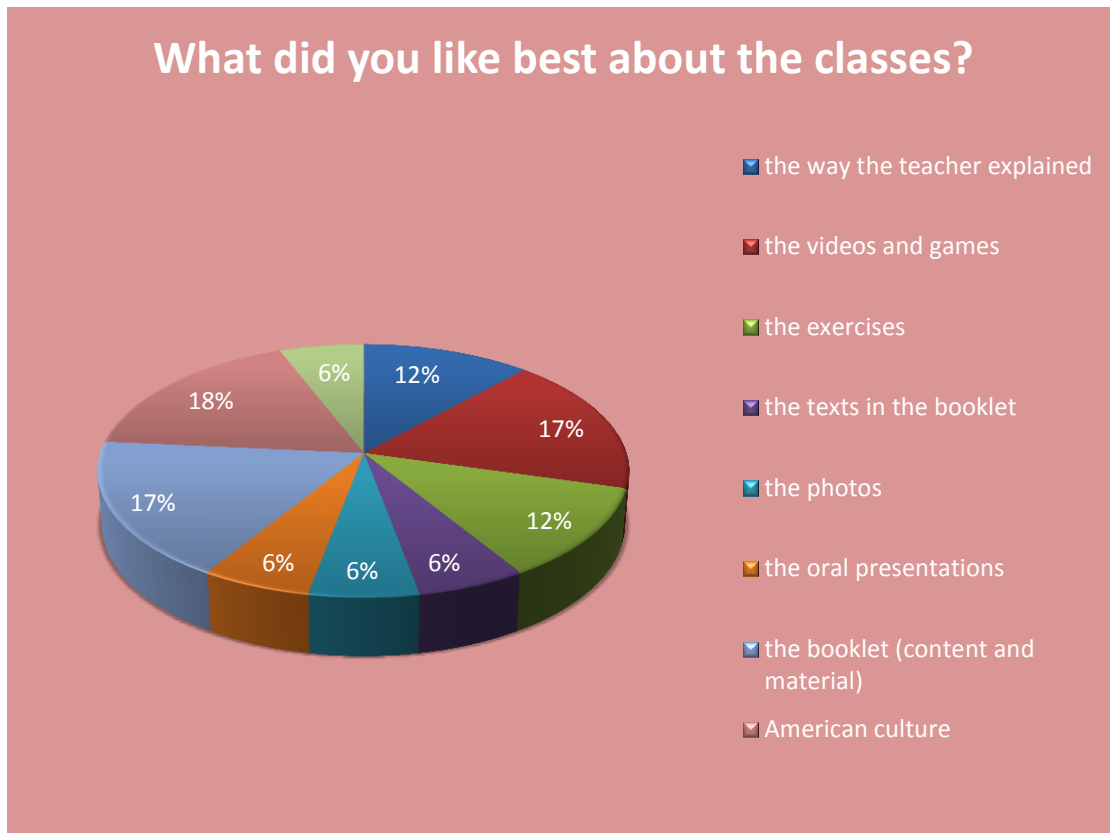


Figure 29: Question 4 feedback

As it can be seen, there are multiple answers for this question. These answers have been grouped in nine categories. 17% students liked the way the teacher explained the holidays to the class; this can be termed as referring to methodology. 17% of the students liked the videos and games used in class. 12% liked the exercises that the booklet included. 6% liked the information included in the booklet, namely, the text. 6% liked the photos of the booklet. 6% liked the oral presentations that they had to give related to the different topics. 6% of the students liked the booklet. 18% liked the topic of the booklet (United States Holidays), and 6% of the students liked the class environment. They called it friendship because the relationship between students and the teacher was good.



### 5.2.2 Material

The second part of the feedback referred to the material itself. The students were asked to give their opinion about many aspects of the material.

#### Question 5

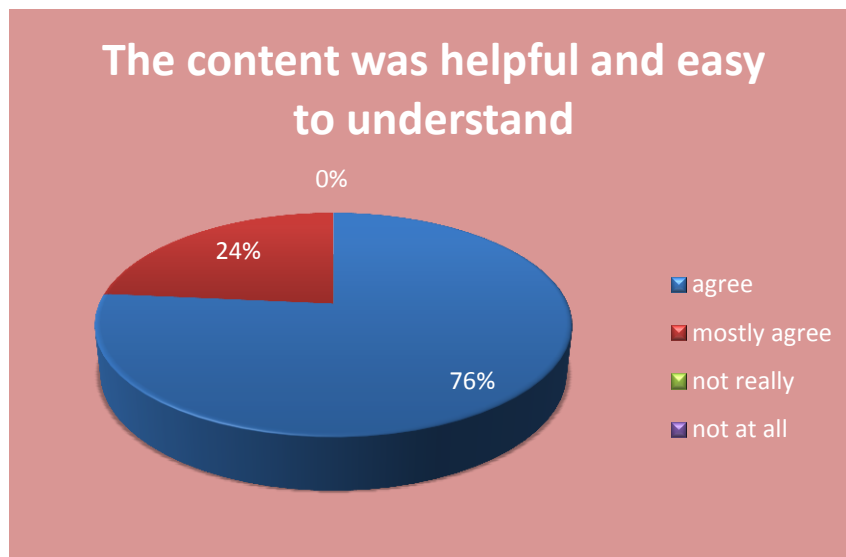
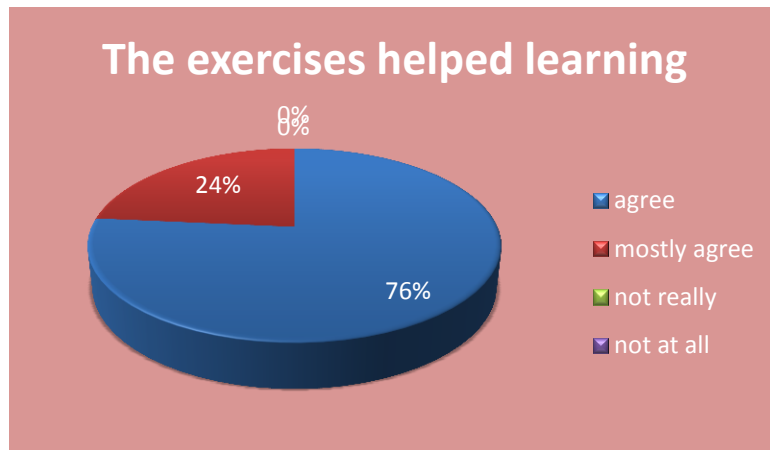


Figure 30: Question 5 feedback

The Figure above shows the results about the content of the material. Most of the students, 76%, agreed with the statement that the content was helpful and easy to understand. However, 24% of the students mostly agreed with the statement. These results also show that the content was appropriate to their language level.



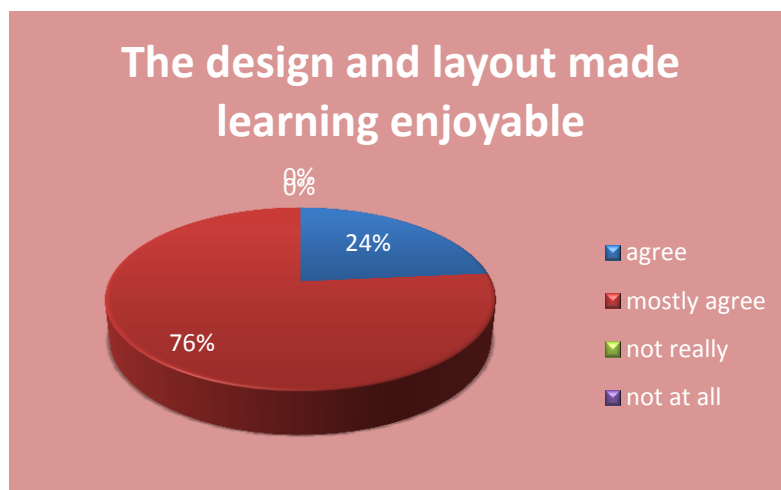
**Question 6**



**Figure 31: Question 6 feedback**

As it is seen in the pie chart, 76% of the students thought that the exercises used in CBI helped them learn, and 24 % of the students mostly agreed with this statement.

**Question7**



**Figure 32: Question 7 feedback**

From the pie chart above, it can be seen that most of the students, 76% of them, thought that the design and layout made learning enjoyable. It can, therefore, be assumed that students liked the material. Almost a quarter of the





student replied that they mostly agreed with the (idea) statement that the design and layout made learning enjoyable.

### Question 8

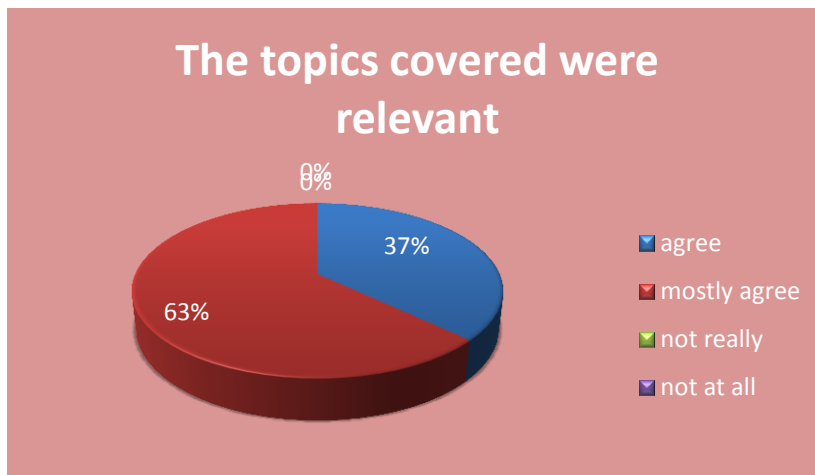


Figure 33: Question 8 feedback

The results presented in the pie chart show that 63% of the students mostly agreed that the topics covered were relevant, and 37% of the students were in agreement. It can be assumed, therefore, that the topics were in line with the students' interests.

### Question 9

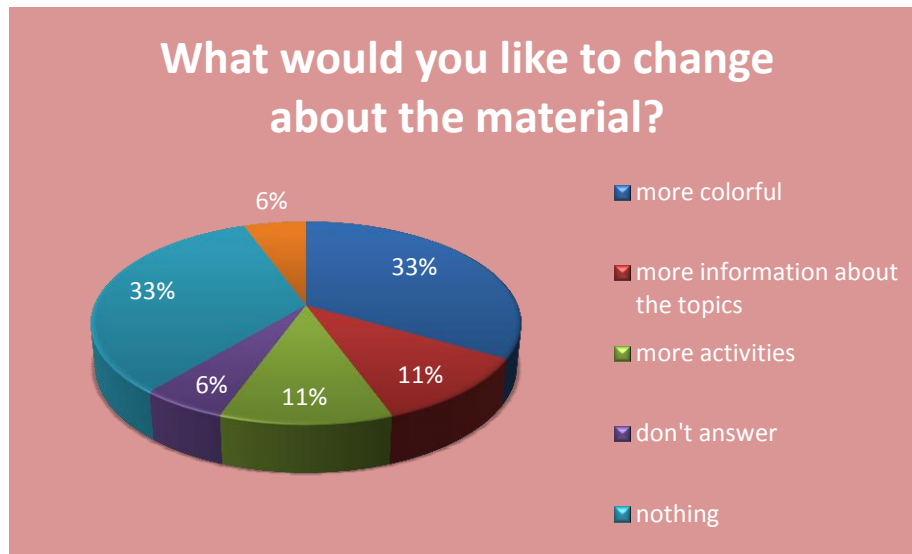


Figure 34: Question 9 feedback

This question was designed in order to gather more information and improve the material; the answers provided by the students turned out to be very useful for these two purposes. Thirty-three percent of the students thought that the booklet should be more colorful. Despite this, the students said that the topics were relevant, 11% thought that there should be more information on each topic. Answering Question 6 the students said that the exercises helped them learn; however, according to the information provided in the pie chart above, 11% thought that there should be more exercises. Six percent of the students did not answer this question, and 33% of the students said that they would not change anything in the booklet.



### Question 10

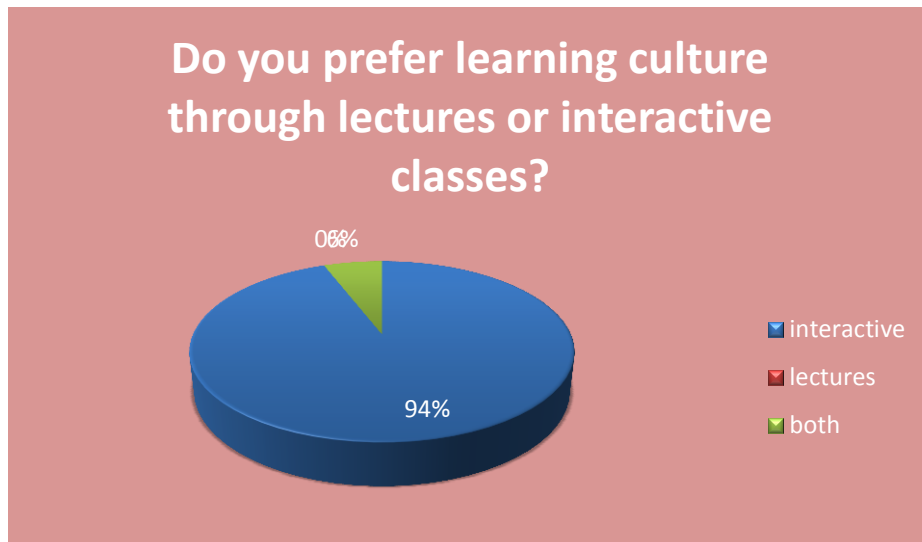


Figure 35: Question 10 feedback

As it is seen in Figure 35, 94% of the students prefer interactive classes. A six percent of the students prefer attending interactive classes and also learning through lectures.





## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions

The following conclusions have been drawn from the research after analyzing the results.

- ❖ The research question of this thesis project “*To what degree does the use of Content-Based material on American Holidays improve students’ appreciation of Anglo-Saxon culture?*” was answered after analyzing the results of the pre- and post-test. As it is seen in Figure 1, the percentage of the students’ understanding increased by 100%. The initial comprehension of the students was 42%, and after attending the culture classes it increased to 84%, doubling the number of students or individual students’ understanding. This information shows that CBI is probably one of the most appropriate methods to increase students’ understanding when teaching a subject like culture. This project verifies the conclusions of studies cited in this project that claim that Content-Based Instruction plays a positive role in the improvement of students’ understanding, and results in an enrichment of knowledge when referring to subject matter - in this case culture.
- ❖ The impact of Content-Based Instruction and its techniques in the EFL classroom showed to have perceived linguistic benefits on the students who were part of the project. Based on the information provided in the feedback, most of the students felt they improved language skills such as speaking and listening. Also, they mentioned that they acquired additional vocabulary. These positive outcomes related to the linguistic aspect of CBI presented in some of the studies in the Literature Review were corroborated in this project based on the students’ perceptions.



- 
- ❖ As it is demonstrated in Figure 26, which refers to the methodology of the sessions, most of the students stated they felt delighted and/or very satisfied with the culture classes. Moreover, we can see in Figure 35 that the students expressed their preference to learn culture through interactive classes. Based on these outcomes, it can be concluded that the techniques and activities used in the booklet were the appropriate ones to teach this subject. For these reasons, CBI has been shown as an effective approach to teach culture in the EFL class. However, additional research is needed to confirm these results.
  
  - ❖ The topic in which the students showed the lowest increase in their understanding, 4.53%, was The Fourth of July. When the pre-test was applied to the students, it became evident that the students already had some knowledge of the traditions of this holiday; therefore, the classes merely helped them to acquire some extra information or confirm the knowledge they already possessed. The highest increase in understanding, 76%, was seen in the topic related to Martin Luther King. During class, the students showed a particular interest about this important character of U.S. culture. This could have been a factor that helped them retain the information they acquired. As a result of the application of the pedagogically designed booklet and based on the outcomes of the pre and post-test, the research question presented in this thesis project has been answered in a positive way.
  
  - ❖ During the teaching process, it was observed that students realized the importance of learning culture. In the feedback, they said they liked learning about the U.S. as well as its people and culture. They were asked to write any comments about the culture class they received, and these are some of their opinions.
    - “Culture classes were delightful.”
    - “Congratulations, the classes were very interesting and good for us.”



- “Continue with the classes. They were really helpful.”
- “I’d like to know about culture in other countries, too.”

Chastain’s statement quoted in the Literature Review, namely, that “Teaching Culture helps to see the native speakers of L2 as real people. This can help the learners to associate abstract sounds and forms of a language with real people and entities” (qtd. in Abdollahi 2) seems to have been born out. The students could relate the language they were learning to real people, people who were extremely important for a country, and this fact helped them to improve their knowledge about the new language they were acquiring. In this context, another important quotation is the one stated by Bennett and Allen that reads “The person who learns a language without learning culture risks becoming a fluent fool.” (qtd. in Kiet 64).

As a result of attending the culture classes, the students have become aware of at least some aspects of U.S culture. They know some of the traditions that are associated with the most important holidays and events that are held every year in the United States. This information enables students to understand the target language in a better way and to comprehend other cultures and, on occasion, discarding preconceived ideas. Thus, the idea of the relationship between language and culture has once again been shown up as a valid point that should be taken into account in any language teaching and especially when it comes to English as a global language.

- ❖ Regarding the booklet that was designed for the culture classes, there were some suggestions that were taken into consideration before designing the final draft. Some students, 33%, said that the booklet should be colorful. When the students received the booklet, it was the black and white version. This fact did not allow students to see the photos and pictures that provided visual information sufficiently clearly. The final draft of the booklet has been redesigned so that it includes colorful pictures that illustrate the text.



Other students suggested including more information about the topics. This suggestion was important; however, the material was designed based on the students' language level. It is important to remember that CBI is an approach that uses authentic materials; however the information can be adapted by teachers according to the learners' needs. It is suggested that teachers using this methodology include additional information, or have students do additional research to answer their desire for additional information.

A small percentage of the students, 11%, said that there should be more activities in the booklet. The booklet does not only include the activities in the student's book; there are extra activities in the teacher's guide. These activities are designed to complement the exercises in the students' booklet. The recommendations suggested by the students were significant because they are the ones who are going to use the material.

## **6.2 Recommendations**

This thesis project has led to important conclusions on the use of CBI when teaching a subject to EFL students. Nevertheless, there are certain areas that can be improved upon and could be considered the starting point for further research.

- ❖ As ACCESS is a program that requires the incorporation of culture classes, the booklet designed and the method used can be considered a starting point to further develop material related to other aspects of U.S. culture such as U.S. presidents, U.S. Geography and History, The Arts, The Sports, etc. topics that are specified in the statutes of the program. These topics can be developed integrating a higher level of English language because the students will be acquiring more knowledge about the language during the program. In other words, the new material can be adapted according to the students' level of English.





- ❖ In this thesis project, the research was carried out with only a small group of students who received the training; however, it would be interesting to know the results after applying the material and the method to another group, or groups, and other methods using the same topics as the ones contained in the booklet in order to compare the results with those of this project.
  
- ❖ We, as teachers, need to update our knowledge not only about the language we teach, or about methods, and techniques, but also about different areas such as History, Geography, Technology, and other topics that cause curiosity and interest to our students. CBI can be considered a challenge for teachers due to the necessity of learning about a variety of subjects. This approach gives teachers the opportunity to increase students' motivation to learn a language using the topics that interest them. It would be worthwhile to implement this approach in our classrooms. We can start with the simple topics suggested by the students, and little by little, move to more complex issues. These themes can be gleaned from the other subjects that our learners of English are studying and are familiar with.
  
- ❖ As always, it is important that further research be conducted by researchers in this area to either prove, or disprove, the results shown here. We invite others to consider setting up similar projects to carry out this task in the hope of furthering the basis of pedagogical knowledge.



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**Appendix 1: Parent Permission Form**

Estimado Padre de Familia:

Reciba un cordial saludo. La presente tiene como objeto solicitarle a Ud. muy comedidamente la autorización para realizar la aplicación de mi tesis de maestría titulada "*The Creation of a Content-Based Instruction syllabus in order to incorporate culture based on American holidays as a subject in the EFL class.*" La aplicación de la tesis busca mejorar los conocimientos sobre la cultura Norteamericana mediante las diferentes festividades celebradas durante el año. La aplicación de la misma se la realizará en el presente nivel durante el curso de inglés del programa ACCESS al que su representado está actualmente asistiendo. Segura de contar con su colaboración en este importante proyecto se despide de Ud.

Atentamente,

Lcda. Fernanda Torres

PROFESORA



Appendix 2: Pre-test questionnaire  
CULTURE AS A SUBJECT IN THE EFL CLASS

DATE: \_\_\_\_\_

TEACHER: Lcda. Fernanda Torres

**PRE-TEST**

Please fill out the questionnaire below. The information provided here will be kept confidential.

Please, read the questions carefully and mark your answers with an (X).

1. Do you know what Martin Luther King's contributions were to Afro-Americans ?

Yes

No

If your answer is yes, explain what the contributions were.

.....  
.....  
.....  
.....  
.....

2. Mark with an (X) next to each name if you know why these people were important in the U.S history.

Rosa Parks   
Mcleod Bethune

Harriet Tubman

Mary

Sojourner Truth

Malcom X

Martin Luther King

3. Are the origins of St. Patrick's Day American?

Yes

No

4. Mark the Easter traditions with an (X) .

Egg hunt

Parades

Drink green beer

Egg roll race

Turkey Pardoning

Visit the cemetery



**5. What holiday is mostly identified with fireworks?**

- Christmas       Fourth of July   
 St. Patrick's Day       Thanksgiving

**6. When is Labor Day celebrated?**

- a. May   
 b. September   
 c. June   
 d. October

**7. Who are honored in Memorial Day? Mark the correct answer with an (X) .**

- veterans of war       wo s      people who offered their   
 lives in wars

**8. Why is Thanksgiving celebrated? Mark the correct answer with an(X).**

- a. Because the Pilgrims arrived in North America.   
 b. Because President Abraham Lincoln declared the 4<sup>th</sup> Thursday of   
 November as a National day of Thanks   
 c. Because the Indians taught the Pilgrims how to grow food and survive   
 d. Because the Pilgrims invited the Indians to eat turkey.

**9. Jack o' lanterns is a character of which holiday?**

- a. St. Patrick's Day   
 b. Christmas   
 c. Easter   
 d. Halloween

**10. Stockings, mistletoes, and carolers are common for:**

- a. Thanksgiving   
 b. Christmas   
 c. Halloween   
 d. Memorial Day

**11. What does the Nineteenth Amendment refers to?**

- The right to keep and bear arms       The freedom of religion and   
 expression



The right to vote

**12. How important is the high school prom for the students in the U.S.? Write an (X) next to your opinion.**

- a. Very important
- b. Fairly important
- c. Important
- d. slightly important
- e. Not important at all

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Thanks for your time and cooperation.*





Appendix 3: Post-test questionnaire

**CULTURE AS A SUBJECT IN THE EFL CLASS**

DATE: \_\_\_\_\_

TEACHER: Lcda. Fernanda Torres

**POST-TEST**

*Please fill out the questionnaire below. The information provided here will be kept confidential.*

*Read each question carefully and mark you answers with an X in the box provided.*

**1. Martin Luther King was ...**

- a. An abolitionist
- b. A Civil Rights leader
- c. A president

**2. Who are honored during Black History Month. More than one answer is possible.**

- a. Harriet Tubman
- b. The Celts
- c. Malcom X
- d. St. Patrick
- e. Veterans of war
- f. Rosa Parks

**3. Is St. Patrick's Day an Irish holiday?**

- a. Yes

**4. Which traditions are not part of Easter?**

- a. Parades
- b. Egg hunt
- c. Drinking green beer
- d. Egg roll race
- e. Turkey pardoninng

**5. Memorial Day is a holiday dedicated to honor...**

- a. Veterans of war
- b. People who died in wars
- c. African American People



6. How important is the high school prom for the students in the U.S.? Write an (X) next to your opinion being 5 very important and 1 not important at all.

- a. 5
- b. 4
- c. 3
- d. 2
- e. 1


7. What are some traditions on “The Fourth of July”? More than one answer is possible

- a. Visiting cemeteries
- b. Firework displays
- c. Children attending the White House program
- d. Going to parades


8. What does the 19<sup>th</sup> Amendment state?

- a. The Abolition of slavery
- b. Freedom of Religion and speech
- c. Right of people to bear arms
- d. The right to vote for women


9. When is Labor Day celebrated?

- a. The third Monday in January
- b. The fourth Thursday in November
- c. The first Monday in September
- d. October 31<sup>st</sup>


10. What symbols are part of Halloween? More than one answer is possible.

- a. Carolers
- b. Jack o’ lanterns
- c. Pumpkins
- d. flags


11. What is the reason why Thanksgiving is celebrated?

- a. Because the Pilgrims invited the Indians to eat Turkey.
- b. Because the Pilgrims arrived in North America.
- c. Because the Indians taught the Pilgrims how to grow food and survive.
- d. Because President Abraham Lincoln declared the 4<sup>th</sup> Thursday as a National Day of Thanks





**12. Check the words related to Christmas. More than one answer is possible**

- a. Helium balloons
- b. Carolers
- c. Mistletoe
- d. Eggnog
- e. Turkey
- f. Reindeer
- g. Poppies

<input type="checkbox"/>
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*Thanks for your time and cooperation.*



Appendix 4: Feedback questionnaire  
CULTURE AS A SUBJECT IN THE EFL CLASS

FEEDBACK

This is a questionnaire about the Culture classes and the material used in them. Please mark with an (X) the answer that best expresses your opinion.

Class

1. How satisfied were you with the classes?

Delighted all  Very satisfied  Satisfied  Somewhat satisfied  Not satisfied at all

2. In which area of language learning did the classes help you most? You can choose more than one option.

listening  speaking  reading   
writing  vocabulary  other   
explain.....  
.....

3. How much have you learned about American culture?

Nothing amount  A little  A fair amount  A substantial amount

4. What did you like best about the classes?

.....  
.....

Material

5. The content was helpful and easy to understand

agree  mostly agree  not really  not at all

6. The exercises helped learning

all agree  mostly agree  not really  not at all

7. The design and layout made learning enjoyable

all agree  mostly agree  not really  not at all



8. The topics covered were relevant

all agree  mostly agree  not really  not at

9. What would you like to change about the material ?

.....  
.....

10. Do you prefer learning Culture through lectures or interactive classes?

.....  
.....

Explain.....  
.....

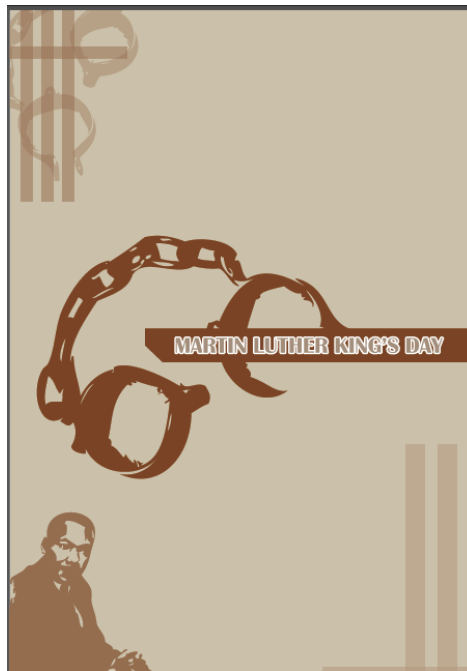
11. Any other comments:

.....  
.....

Thank you for taking the time and trouble to fill in this questionnaire



### Appendix 5: Student's book: Martin Luther King



**MARTIN LUTHER KING'S DAY**

The third Monday in January is dedicated to celebrate Martin Luther King's birthday. This civil rights leader is considered an icon in the United States history due to his hard work to make people understand that black people must be treated equally to white people. He used some peaceful strategies like sit-ins and boycotts to achieve his goal. He also gave speeches and led rallies to encourage African American people to protest without the use of violence.

**COMPREHENSION** Read the information about Martin Luther King and use your previous knowledge to complete the text.


**COMPREHENSION** Complete the crossword.

→ Across

- In 1964, King was awarded the \_\_\_\_\_.
- His speech was delivered at \_\_\_\_\_.
- He led the \_\_\_\_\_ bus boycott.
- King was assassinated by \_\_\_\_\_.
- King was assassinated by \_\_\_\_\_.
- She refused to give her seat \_\_\_\_\_.
- King followed the methods used by \_\_\_\_\_.

↓ Down

- His \_\_\_\_\_ and harmful racial discrimination.
- Martin Luther King was born in \_\_\_\_\_.
- King protested because black people were \_\_\_\_\_.
- King was a Baptist \_\_\_\_\_.



**ACTIVITY** Write the names of the famous speeches that Martin Luther King gave. Write a short paragraph about the people that call your attention and be ready to explain the reason to the rest of the class.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

**DISCUSSION** Write a short essay about the importance of Martin Luther King for the African American people and their civil rights.







### Appendix 7: Student's book: St. Patrick's Day



**ST. PATRICK'S DAY**

**ACTIVITY 1:** Read the definitions and match them to the pictures.

<b>bagpipes</b>	<b>leprechaun</b>	<b>corn</b>	<b>shamrock</b>	<b>beer</b>	<b>corned beef</b>

- 1- a plant with three round leaves on each stem, known as the plant that represents Ireland.
- 2- a magical creature in the shape of a little old man who likes to cause trouble.
- 3- a type of musical instrument, played especially in Scotland and Ireland, from which you produce sound by blowing air into a leather bag and forcing it out through pipes.
- 4- a holy person, especially one who has been officially honored with this title by a Catholic church.
- 5- beef that has been preserved in salted water and spices.
- 6- a slightly bitter, alcoholic drink made from grain, or a serving of this drink in a glass or other container.  
Yeast from Carlsberg A/S; Carlsberg Copenhage

**ACTIVITY 2:** Listen to your teacher and make notes about St. Patrick's Day.  
Compare your notes with your group and write a summary of the history of this holiday.

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**ACTIVITY 3:** Read and learn more about the traditions of St. Patrick's Day and answer the questions.

**TRADITIONS**

**Chicago River**

The tradition of dyeing the Chicago river green started in 1962 when the head of the plumber union realized that a special dye used to trace the pollution had stained his colleague's overalls. He thought it was a good idea to use this dye to color the river green, and that is how the tradition began.

**Parades**

The first parade took place in New York City in 1762, when Irish soldiers marched on the streets as a way to feel connected with their roots. The annual parade is held on the Saturday before St. Patrick's Day on 5th Ave. Firefighters, bands, bagpipers, military and Police groups are present in this celebration. The biggest parades can be seen in cities like New York, Dublin, and Birmingham where people wear green as a tradition.

**Drinking**

During and after the parades, bars and restaurants provide people with beers. Some of them are regular beers dyed green, whereas others are famous Irish brands such as Guinness, Murphy's, or Smithwick's.  
Adapted from: <http://www.relatedinformation.com/stpatricksdaytraditions.htm>

- 1- Where is St. Patrick's Day celebrated?
- 2- When is it celebrated?
- 3- What are some St. Patrick's Day traditions?
- 4- Who was St. Patrick?
- 5- What is a typical food for St. Patrick's Day?
- 6- What can be seen in a parade?
- 7- Is St. Patrick's Day an American Holiday?





Appendix 8: Student's book: Easter



**EASTER**



**Activity 1:** Read the definitions of Easter.

Easter is a Christian religious holiday that celebrates Jesus Christ's return to life. (Cambridge Dictionary Online)

Easter is a feast that commemorates Christ's resurrection and is observed with variations of date due to different calendars on the first Sunday after the paschal full moon. (Merriam Webster Dictionary)

Easter is the most important and oldest festival of the Christian Church, celebrating the resurrection of Christ and held (in the Western Church) between 21 March and 25 April, on the first Sunday after the first full moon following the northern spring equinox. (Oxford Dictionary)

**Activity 2:** Read the information below and organize the main ideas in a response chart using the headings below.

Lent	Ash Wednesday	Good Friday	Easter Sunday	Palm Sunday	Mundy Thursday
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Jesus and his disciples were going to Jerusalem to celebrate Passover. He sent his disciples to get a donkey. The disciples brought the animal. As Jesus rode into Jerusalem, people welcomed him with palm leaves and shouting, "Hosanna, Jesus is the King!"

This day is the beginning of the three day celebration of Easter. Christians commemorate the Last Supper in which Jesus shared bread and wine with his disciples. The word Maundy is derived from the Latin word mandatum which means commandment. During the Last Supper, Jesus gave his disciples a commandment "Love one another. As I have loved you, so you must love one another."

Jesus was judged by Pilate and condemned to be crucified. He carried a cross, was dressed in a purple robe and had a thorn crown on his head. Once he arrived at the hill, he was nailed on the cross.

This is the beginning of Lent. During this day, there are services in the churches, and the priests make a symbol of a cross with ashes on the forehead of the people who attend the services.

This is a happy day for Christians because they celebrate that Jesus rose from death. This day, Jesus resurrected. The church is decorated with white and gold ornaments.

It is a period of 40 days in which people reflect on the things they have done wrong. During this period, the cathedrals in the church are covered with a purple cloth, and the priests wear a purple garment. This time is used for fasting and praying.

Adapted from: <http://christianity.about.com/od/holidays/a/whateaster.htm>  
<http://www.sprmarks.co.uk/Easter/Easter.asp>



**Activity 3:** Write to your partner and make notes about Ash Wednesday, Easter eggs, and Easter Bunny. Explain how these symbols are related to Christianity and what they signify on the word Easter is.

\_\_\_\_\_

\_\_\_\_\_

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**Activity 4:** Watch the video about the White House Easter Egg Roll and complete the graphic organizer with some of the activities that are performed that day in the White House.

**HOMEWORK**

Write a summary about Easter, its traditions, and symbols.

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Appendix 9: Student's book: Memorial Day



**MEMORIAL DAY**


Memorial Day is a United States federal holiday in which people honor the men and women who offered their lives serving in the military in different wars. This Holiday is observed the last Monday of May. This day, the flag flies half-staff until lunch time.



**Activity 1:** Read the information about Memorial Day and underline the most important points in a guide.

- History
- Traditions
- Indianapolis: 500 miles race
- Arlington National Cemetery

**Activity 2:** Look at the pictures and write a brief description of them.



**Memorials:** Look for the words related to Memorial Day and be ready to explain how they are related to this holiday-UM!

**MEMORIAL DAY**

NPXPVMGTVRYTHUWVKL  
 LAANKYIKTSGCSDJDFNRK  
 FOTOGAJVPARRPAKRDPW  
 NOFJGNOUWJAEOMLUIPM  
 TLKSDGGOUEHTIPPRABU  
 PRGEQNIUZDGMFHWPINMT  
 CEEOWGACRREBDEAPIACP  
 YFUARGYLAQADUADFFERW  
 BAFISEFVMPKJDDGERGGVY  
 XWVJALEVOOBWDVYCGBMY  
 QVMCWSRRELJNSCLORBSKS  
 IANOTGNLRAEETRJKWEIF  
 NRLOTREINDYGNLAFGRVL  
 SENVAPADXURJFTTVIWHO  
 RERWJTAZDEWNCBITHJOF  
 QYGRSENAJEWMLKODYUAG  
 UNKNOWNSOLDIERNRBXGK  
 LFYNVHLCZLHAKDKNUU  
 FVVEFFDUZEVZSAQELDB  
 AURDALWZIIITBYPIDTV

ARLINGTON  
 DECORATION DAY  
 FLAGS  
 GRAVESTONE  
 HALF-MAST  
 INDIANA  
 NATIONAL MOMENT  
 POPPIES  
 THE INDY  
 UNKNOWN SOLDIER  
 VIRGINIA  
 WATERLOO



Appendix 10: Student's book: High School Proms



**Activity 4:** Using the information you read and listened to make a graphic organizing noteworthy proms you read in this part.

**HIGH SCHOOL PROMS**

NOW	THEN

**Illustration:** Find ten words related to "Proms."

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

**SCHOOL PROMS**

**Activity 5:** Write a essay from the movie "The things I like about you" and make a list of the elements of a Prom.

\_\_\_\_\_

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**Activity 6:** In groups read the information about Proms that you read and make notes about the notes that.

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\_\_\_\_\_

**Activity 7:** Tell your partner about the information you read related to high school proms.

**Activity 8:** Discuss the following questions with your group.

- Are proms out of control? Why?
- Were the proms better in the past or are they better now?
- What do you think about the cost of a prom?
- Would you spend a lot of money in a prom? Why?
- Is high school prom an important event in Ecuador?
- Does your school organize proms for the senior students? Describe it.



Appendix 11: Student's book: Independence Day



**INDEPENDENCE DAY**



**INDEPENDENCE DAY**

Independence Day, also known as "Fourth of July", is a federal holiday. This Day schools, banks, and government offices are closed. Americans celebrate their independence from Britain which was signed in 1776.

**Activity 1:** Read the words from the box and use them as a title for the paragraphs about the traditions of Fourth of July.

Watermelon-eating contest    parades    fireworks  
patriotic display    baseball    apple pie

To close on a high note, the night is illuminated with a spectacular pyrotechnic celebration. Among the best displays, Macy's in New York and Atlantic City fireworks offer the tourists an excellent spectacle.

During this day, red, blue, and white are present everywhere. People deck out themselves to show their pride to be Americans. Flag displays can be observed in many houses and buildings.

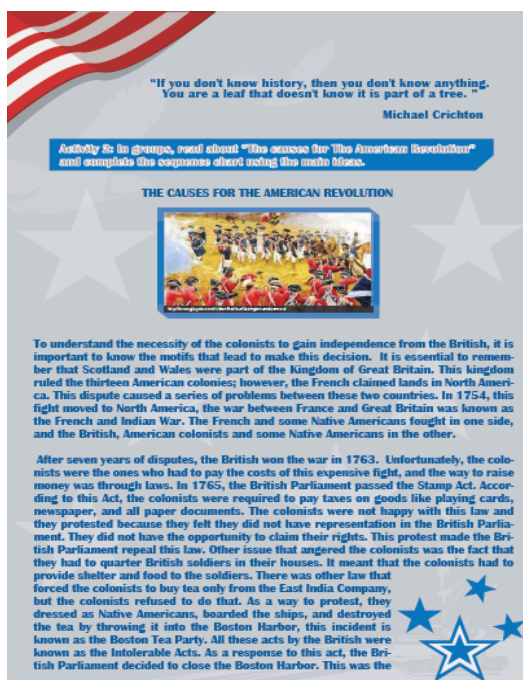
This fun activity is held in different parts of the country. It can be said that this fruit is as traditional as the apple pie. States like California and Arizona are the largest producers of this fruit, and during the season it is available in the stores.

Known as the national pastimes of the Americans, many Major League games are played on the Fourth of July to celebrate the birthday of the country. These games are followed by fireworks displays.

Attending to a family event like this, with music, bands, food buffets, military units, and some important dignitaries is a good way to remember the real meaning of this holiday. Some of the best places where to appreciate this old-fashioned event are Washington, Philadelphia, and the small town of Bristol.

This dessert is considered as love for the Americans. During the nineteenth and twentieth centuries, this dessert became a symbol of prosperity and pride for the Americans.


Adapted from: <http://www.inquadr.com/100324/4th-of-July-Traditions-8474-ways-americans-celebrate-independence/>  
<http://www.factmonster.com/igpd/independence-day-17.html>



"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree."  
Michael Crichton

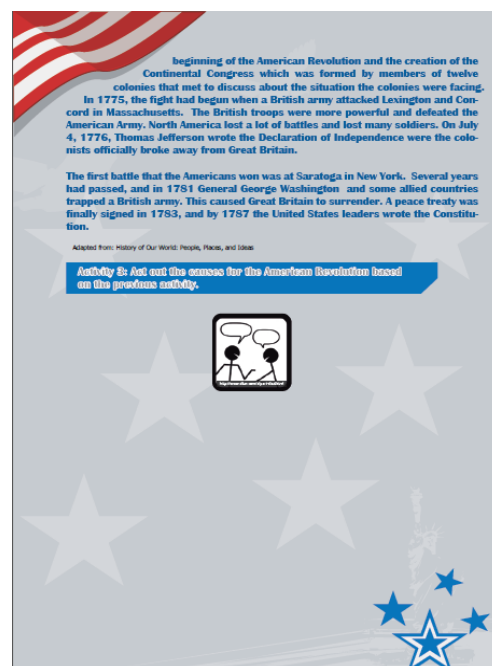
**Activity 2:** In groups, read about "the causes for the American Revolution" and complete the sequences ahead using the words below.

**THE CAUSES FOR THE AMERICAN REVOLUTION**



To understand the necessity of the colonists to gain independence from the British, it is important to know the motifs that lead to make this decision. It is essential to remember that Scotland and Wales were part of the Kingdom of Great Britain. This kingdom ruled the thirteen American colonies; however, the French claimed lands in North America. This dispute caused a series of problems between these two countries. In 1754, this fight moved to North America, the war between France and Great Britain was known as the French and Indian War. The French and some Native Americans fought in one side, and the British, American colonists and some Native Americans in the other.

After seven years of disputes, the British won the war in 1763. Unfortunately, the colonists were the ones who had to pay the costs of this expensive fight, and the way to raise money was through laws. In 1765, the British Parliament passed the Stamp Act. According to this Act, the colonists were required to pay taxes on goods like playing cards, newspaper, and all paper documents. The colonists were not happy with this law and they protested because they felt they did not have representation in the British Parliament. They did not have the opportunity to claim their rights. This protest made the British Parliament repeal this law. Other issue that angered the colonists was the fact that they had to quarter British soldiers in their houses. It meant that the colonists had to provide shelter and food to the soldiers. There was other law that forced the colonists to buy tea only from the East India Company, but the colonists refused to do that. As a way to protest, they dressed as Native Americans, boarded the ships, and destroyed the tea by throwing it into the Boston Harbor, this incident is known as the Boston Tea Party. All these acts by the British were known as the Intolerable Acts. As a response to this act, the British Parliament decided to close the Boston Harbor. This was the




beginning of the American Revolution and the creation of the Continental Congress which was formed by members of twelve colonies that met to discuss about the situation the colonies were facing. In 1775, the fight had begun when a British army attacked Lexington and Concord in Massachusetts. The British troops were more powerful and defeated the American Army. North America lost a lot of battles and lost many soldiers. On July 4, 1776, Thomas Jefferson wrote the Declaration of Independence where the colonists officially broke away from Great Britain.

The first battle that the Americans won was at Saratoga in New York. Several years had passed, and in 1781 General George Washington and some allied countries trapped a British army. This caused Great Britain to surrender. A peace treaty was finally signed in 1783, and by 1787 the United States leaders wrote the Constitution.

Adapted from: History of Our World: People, Places, and Ideas

**Activity 3:** Read and the causes for the American Revolution based on the previous activity.











### Appendix 14: Student's book: Halloween



## HALLOWEEN

Although Halloween is not a federal holiday, it is celebrated on October 31st in the United States and in Great Britain. The word Halloween comes from All Hallows' Eve. Hallow means "saint." According to the Christian Calendar, November 1st is the chosen date to celebrate All Saints' Day.

**Activity 1:** Write a list of words related to Halloween.

**Activity 2:** Complete the WWW sheet with information about Halloween.

What I Discovered	I Want to know	What I Learned

**Activity 3:** Read the information about Halloween, number the paragraphs in the correct order, and complete the WWW sheet in exercise 2.

1. It was also believed that during the night of October 31st, the spirits of the people who died the previous year were allowed to visit their relatives to look for warmth and comfort before the approach of winter. It was said that some spirits played some tricks in this date, and to appease them the Celts sacrificed human beings. These sacrifices changed over the years and not humans but animals were offered in sacrifice, among them were black cats which were considered witches in disguise.

2. Halloween is a special day mainly for children because on this day, they have the opportunity to wear their favorite costumes, eat candies, and play tricks on other people. The origins of this celebration are not new. The Celts were the first people who celebrated Halloween and their celebration was marked as an important date in the calendar.

3. General centers were necessary to incorporate October 31st - All Hallows' Eve, in the Christian Calendar, and it started with the need to designate a day to honor the saints and martyrs of the Catholic Church. In spite of including this holiday in the Christian calendar, the origins of it are considered pagan.

4. For the Celts, October 31st was considered the end of the year and the end of summer. This day was the perfect occasion to honor the sun god and the lord of the dead. That night was known as the eve of Samhain. At night, some rituals took place in order to thank God for the harvest. On this night, the householder was in charge to extinguish the fire of their hearth, and gathered around a circle where the priests made an altar using sacred oak to make new fire. It was used to light a bonfire at the top of a hill which would be useful to frighten away the evil spirits. This fire was also taken to each one of the houses by the head of the family. This fire would protect the family, and it was meant to last until the next autumn.

Adapted from: <http://www.halloweenhistory.org>  
<http://www.halloweenhistory.com/halloweenhistory.htm>

**Activity 4:** Listen to your classmates and write a description of the traditions.

**Activity 5:** Complete the crossword.

**Apple bobbing**

**Jack-o'-lanterns**

**Trick or treat**

**Costumes and candies**

**Across**

1. Faces carved on a pumpkin
6. other word for tricks
7. a traditional confectionary
8. the action of pray and sing for the dead

**Down**

2. a game played in Halloween
3. the end of the summer was known as...
4. the first people who celebrated Halloween
5. the Catholic church incorporated this holiday in the calendar to honor the saints and...







### Appendix 15: Student's book: Thanksgiving




**THANKSGIVING**

**Activity 3:** Find 50 words related to Thanksgiving and try to explain how they are related to this holiday.

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

**Activity 4:** Read about Thanksgiving traditions.



Every year, on the fourth Thursday of November, Americans get together to give thanks for the blessings they received during the year. This date is full of traditions apart from eating turkey.

**The Feast**  
 Everybody travels long distances with the only purpose of sharing this time with their families. The tables are filled with food of the season, including turkey, stuffing, mashed potatoes, gravy, cornbread, cranberry sauce, and desserts like pumpkin, pecan, or apple pie.

**Turkey pardon**  
 Every year, the National Turkey Federation sends a turkey and an alternate turkey as a gift to the White House. In a ceremony, the president "pardons" the turkey and an alternate turkey allowing them to live on a farm for the rest of their lives. People have the opportunity to name the turkey. Nobody knows exactly when this tradition began, but some people say that the first president to pardon a turkey was Abraham Lincoln, when he spared a turkey named Jack from becoming the main food. Other people say that John F. Kennedy was the president who began this tradition when he sent back a turkey mailed to the National Turkey Federation saying, "We'll just let this one grow." The first official pardon was given by George Bush in 1989. That turkey survives until these days in a petting zoo in Virginia.

**Macy's parade**  
 This is a big opportunity for this state to give back to the community what they have received during the year. This tradition began in 1924 when the employees of this department store organized a parade for Christmas. The first parade had bands and zoo animals. Nowadays, big balloon balloons substitute the zoo animals. The first balloon was Felix the Cat. The parade is 6 miles long and it is filled with bands, singers, and the traditional air balloons.


**Football**  
 Football games are a tradition on Thanksgiving Day, starting from high school or college games to the professional leagues.

**Black Friday**  
 The day after Thanksgiving is called Black Friday. During this day, there are sales in most of the stores. People wake up early to line up and get the best deals in clothes, appliances, or the stuff they like. Some people camp out overnight in order to avoid crowds and not to lose the product they want.

Adapted from: <http://www.history.com/essays/100-years-of-the-presidential-turkey-pardon>  
<http://kids.nationalgeographic.com/essays/history/thanksgiving-traditions/>  
<http://www.fox.com/feature/100years/100years-100thanksgiving-100/>

**Activity 4:** Listen to the explanation of the history of Thanksgiving, make notes about, and compare the information with your group.

**Activity 4:** Based on the notes you made, read out the final Thanksgiving.







Apendix 16: Student's book: Christmas





Christmas is not a time nor a season, but a state of mind. To cherish peace and goodwill, to be plenteous in mercy, is to have the real spirit of Christmas.

Calvin Coolidge



Christmas is the time when Christians celebrate de birthday of God's son, Jesus. According to the scriptures, this was the day when the Savior was born from a virgin called Mary in a stable in the town of Bethlehem. This is the true meaning of this Holiday. However, Christmas is celebrated in different ways around the world. In the United States, there are traditions that add a magical sense to this season.

**Activity 1:** Listen to the song and find words that describe the pictures below.










**Activity 2:** Read the information related to Christmas traditions and symbols.

**Meaning under the mistletoe**

This plant is considered a "parasite plant" because it grows in the branches of other trees and its roots absorb the nutrients of the other plants. The berries that grow on it are poisonous, but during Christmas time these facts are not important but what the mistletoe represents. It is a symbol of good luck and fertility as well as a sign of love and friendship. According to some legends, a woman standing under the mistletoe could not refuse to be kissed. Other one says that if a couple in love kisses under the mistletoe it is a promise of marriage and it will lead to a long and happy life.

**Decorating the Christmas tree**

This tradition had its origins in Germany when decorating trees was part of the winter celebrations. Then this tradition moved to England, and finally America adopted it. The Christmas tree can be artificial or natural. The evergreen is used as the tree for this holiday. At the beginning, apples were hung in the tree, remembering the garden of Eve. As time went by, ornaments replaced the apples.

The tallest Christmas tree in New York can be found in Rockefeller Center. It is 20-30 meters tall. The trees are provided by donors. This tradition began in 1933 although it had an official one. The tree was trimmed by workers and it was not as big as the modern one. The first tree was approximately 6 m. tall.

**Santa Claus**

This icon of Christmas has his own history. Some people relate this man with the Orthodox Greek bishop Saint Nicholas who used to give presents to the good children. Derived from the image of the Dutch character Sinterklaas, the poem written by Clark Moore, "A visit from St. Nicholas", the cartoonist created the modern character of Santa Claus, which was a round, jolly, and white-bearded man who got rid of his wealth.

Through the years, this man has become the most representative symbol of this holiday. Santa can be found in the department stores, where a big line full of children wait to sit on Santa's lap to tell what they deserve for Christmas due to their good behavior.

**Activity 3:** Listen to the song and find words that describe the pictures below.




**Fruit cake and Eggnog**

Fruitcake started as a tradition in England when after a day of fasting, families ate plum porridge. Later, dried fruit, honey, and other spices were added until it became a pudding. After some years, the oatmeal was removed from the recipe, and eggs, flour, and butter were added instead. The different species represent the species brought by the wise men when visiting Jesus.

This beverage made with eggs, milk, cinnamon, nutmeg, and brandy, rum, or whisky is drunk during this season. Eggnog is available in stores only from November to January.

**Activity 4:** Listen to your teacher and take notes about two other important celebrations that take place in December.



Hanukkah



Kwanzaa

**Christmas Carols and customs**

These are traditional Christmas songs. The tradition of singing carols door to door has different origins. Some people say that people sang in order to get copper. Others say that people sang because they were not allowed to sing in the churches.

Among the Christmas carols, some of the most popular are The twelve days of Christmas, Rudolph the red nose reindeer, Deck the halls, Silent night, Joy to the world.

**Activity 5:** Write a graphic organizer comparing how people celebrate Christmas in the U.S. and in Mexico.

BEHAVIOR	THE UNITED STATES

**Christmas**

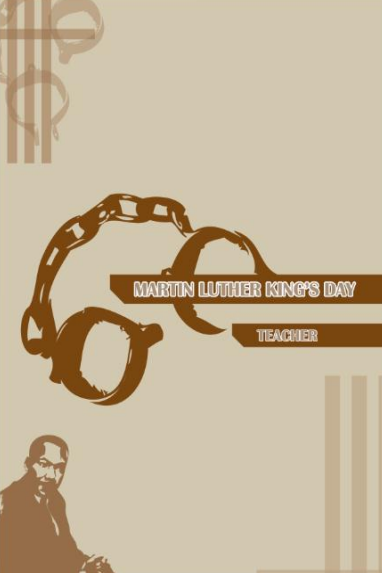
U R N G E I F R E K S S Z S O O X C C Y  
 E T E R N H U K F J I U V W R F C S G Y  
 Q V Z I V E A C O M A A U A V F Y S R  
 N M E L C K M I S T L E T O E X S E D  
 I A Z K I T E X C A W H C V R R A W H Z D  
 N O D I G Y F N O U Q A Z N W S P E I  
 C C U X D R T E U T Q T Y R A D O P Z X  
 V R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

**Activity 6:** Find words related to Christmas traditions in the U.S.





### Appendix 17:Teacher's guide: Martin Luther King



**MARTIN LUTHER KING'S DAY**

**TEACHER**

**AIMS**

- To talk about Martin Luther King's Day.
- To describe Martin Luther King and his contribution to the African American people.

**WORKED OPS**


- Show some pictures related to Martin Luther King, to elicit ideas from the students' previous knowledge about the topic.
- Read an excerpt of Martin Luther King's speech "I Have a Dream", and ask the students for their opinions about it. Who could have said it? Why? and When?

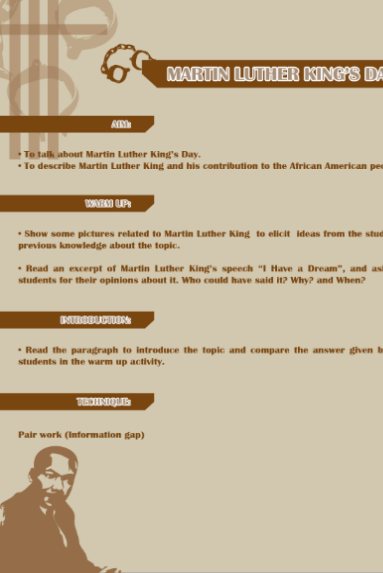
**INTRODUCTIONS**

- Read the paragraph to introduce the topic and compare the answer given by the students in the warm up activity.

**TECHNIQUES**

Pair work (Information gap)





**MARTIN LUTHER KING'S DAY**


**STUDENT A**

Martin Luther King was born in Atlanta, Georgia on ..... He was the son of ..... and Alberta Williams King. His wife was Coretta Scott King. Martin Luther King was a Baptist Minister, who believed in the non-violent methods used by Mahatma Gandhi in India. King believed that these methods would be helpful in the civil rights movement. He became well known during the Montgomery Bus Boycott in 1955 where he was made president of the Montgomery Improvement Association (MIA). He led the boycott which began with the arrest of ..... an African American woman who refused to give her seat on a bus to a white man. King protested against the way black people were segregated in the buses. At that time, they had to sit at ..... of the buses separated from white people. King was arrested for leading the boycott and his house was fire-bombed. After the boycott, in 1956 the segregation in the buses concluded.

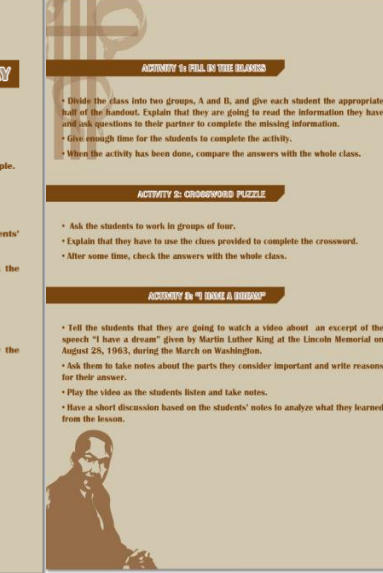
On August 28, 1963, he led an important march. It was called the March in Washington for Jobs and Freedom. This March was a complete success because it congregated about ..... participants who supported the civil right movement which tried to end racial discrimination. In front of the Lincoln Memorial, Dr. King delivered his famous speech "I have a dream" that was heard throughout the world. In 1964, King was awarded ..... Prize. In the same year, the Civil Rights Act was passed. This Act banned any kind of racial discrimination against black people. This event led to the Voting Rights Act created in 1965. According to it, for law nobody could be stopped from voting for their race.

On April 4, ....., while Dr. King was standing on the balcony of a motel in Memphis, Tennessee preparing for the protest to support the striking garbage workers of the city, James Earl Ray shot Dr. King. He fell unconscious and died an hour later at 7:05 despite the attempts of the doctors to save his life. He is buried in Atlanta, Georgia with his wife.

Adapted from: [http://es.wikipedia.org/wiki/Martin\\_Luther\\_King](http://es.wikipedia.org/wiki/Martin_Luther_King)



President Lyndon B. Johnson is signing the Civil Rights Act of 1964. Dr. King is standing behind him.



**MARTIN LUTHER KING'S DAY**


**STUDENT B**

Martin Luther King was born in ..... on January 15, 1929. He was the son of Martin Luther King Sr. and Alberta Williams King. His wife was ..... Martin Luther King was a Baptist Minister, who believed in the non-violent methods used by Mahatma Gandhi in India. King believed that these methods would be helpful in the civil rights movement. He became well known during the ..... in 1955 where he was made president of the Montgomery Improvement Association (MIA). He led the boycott which began with the arrest of Rosa Parks, an African American woman who refused to give her seat on a bus to ..... King protested against the way black people were segregated in the buses. At that time, they had to sit at the back of the buses separated from white people. King was arrested for leading the boycott and his house was fire-bombed. After the boycott, in 1956 the segregation in the buses concluded.

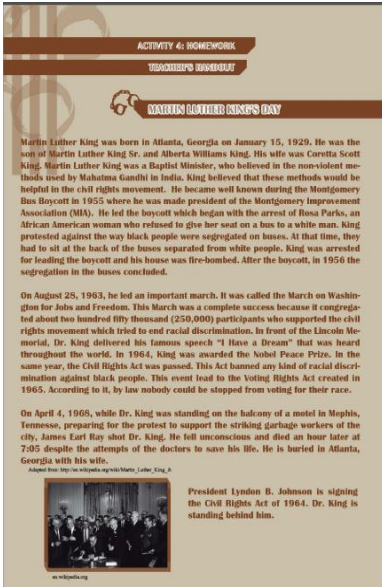
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President Lyndon B. Johnson is signing the Civil Rights Act of 1964. Dr. King is standing behind him.



**ACTIVITY 4: HOMEWORK**

**TEACHER'S GUIDANCE**


**MARTIN LUTHER KING'S DAY**

Martin Luther King was born in Atlanta, Georgia on January 15, 1929. He was the son of Martin Luther King Sr. and Alberta Williams King. His wife was Coretta Scott King. Martin Luther King was a Baptist Minister, who believed in the non-violent methods used by Mahatma Gandhi in India. King believed that these methods would be helpful in the civil rights movement. He became well known during the Montgomery Bus Boycott in 1955 where he was made president of the Montgomery Improvement Association (MIA). He led the boycott which began with the arrest of Rosa Parks, an African American woman who refused to give her seat on a bus to a white man. King protested against the way black people were segregated on buses. At that time, they had to sit at the back of the buses separated from white people. King was arrested for leading the boycott and his house was fire-bombed. After the boycott, in 1956 the segregation in the buses concluded.

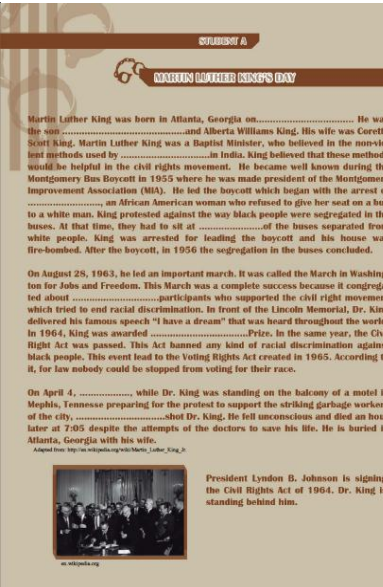
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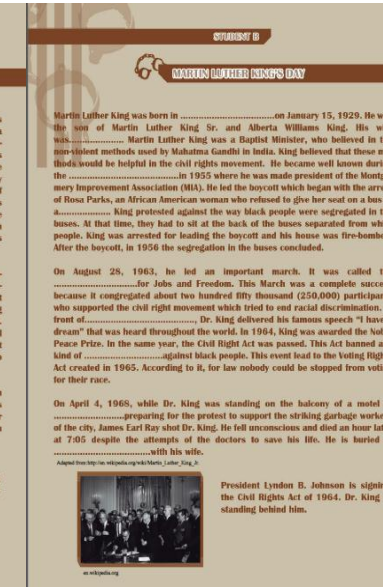


President Lyndon B. Johnson is signing the Civil Rights Act of 1964. Dr. King is standing behind him.



**ACTIVITY 2: CROSSWORD PUZZLE**

- Ask the students to work in groups of four.
- Explain that they have to use the clues provided to complete the crossword.
- After some time, check the answers with the whole class.



**ACTIVITY 3: HANGMAN**

- Divide the class into two groups, A and B, and give each student the appropriate half of the Handout. Explain that they are going to read the information they have and ask questions in their partner to complete the missing information.
- Give enough time for the students to complete the activity.
- When the activity has been done, compare the answers with the whole class.


**ACTIVITY 3: HANGMAN**

- Tell the students that they are going to watch a video about an excerpt of the speech "I have a dream" given by Martin Luther King at the Lincoln Memorial on August 28, 1963, during the March on Washington.
- Ask them to take notes about the parts they consider important and write reasons for their answer.
- Play the video as the students listen and take notes.
- Have a short discussion based on the students' notes to analyze what they learned from the lesson.






### Appendix 18: Teacher's guide: Black History Month



**BLACK HISTORY MONTH**

**TEACHER**



**BLACK HISTORY MONTH**

**AIMS**

- To describe African American people who contributed with the history of America.

**WARM UP**

- Ask the students to make a list of Black People who have played an important role in the world history.
- Discuss the answers with the whole class to know their previous knowledge.

**INTRODUCTION**

- Read the paragraph to introduce the topic and compare the answers given by the students in the warm up activity.

**TECHNIQUES**

- Graphic Organizers and Jigsaw

**ACTIVITY 1: GROUP WORK**

- Divide the class into groups according to the number of famous people provided in the handout. Assign them the name of a famous person from the handout.
- Ask the students to look at the KWL chart and explain what it means (What I know, What I want to learn, and what I learned). Ask them to complete the first column with some ideas or knowledge they have about that person and the second column with something they want to know about that person. Discuss the ideas with the whole class.
- Give the students the handout with the information about the famous person they talked about in the previous activity and ask them to read it carefully and complete the third column of the KWL chart. Tell them that they have to master that information.

**ACTIVITY 2: JIGSAW**

- Make new groups in order to have one student from each one of the previous groups in the new group.
- Tell the students that they are going to use the third column of the KWL chart to describe the person they learned about to their classmates.
- After some time, check the answers with the whole class and ask the students to make notes.

**ACTIVITY 3: GRAPHIC ORGANIZER**

- Ask the students to complete the graphic organizer (describing wheel) with information related to one of the famous people they learned.

**ACTIVITY 4: WORD SEARCH**

- Ask the students to read the class provided and look for the answers in the word search.

**BLACK HISTORY MONTH HANDOUT**

**SLAVERY**

Slavery began in the 17th century when Africans were captured and sold to the North Americans. Slaves were chained and traveled on a ship in an eight-week trip through the Atlantic. This trip was known as the Middle Passage. The first slaves arrived in Jamestown, Virginia in 1619 to work on the big cotton and tobacco plantations. Due to the advances in the textile industry and the invention of the cotton gin machine in 1793, the demand of slaves increased. The slaves had no rights because they were considered other's man property.



**HARRIET TUBMAN**

Harriet Tubman was an abolitionist and conductor who helped slaves to recover their freedom using the Underground Railroad system. This system consisted of a series of safe and secret houses and routes that were used to help the runaway slaves to get their freedom. Tubman was known as the "Moses of the people" and during the trips she never lost a passenger. Since she was a slave, she knew how valuable freedom was. She perfectly knew what being a slave meant due to the abuse she suffered from her owners. One day, in a confusing incident, she was hit on the head with a two-pound weight. This accident caused Harriet to suffer from seizures during all her life.



**MARY McLEOD BETHUNE**

Mary McLeod Bethune was an African-American woman who was born in South Carolina on July 10, 1875, daughter of former slave parents. She was an educator and active civil rights leader. She started a school for African-American girls in Daytona, Florida. This school did not have chairs or tables and boxes were used instead. At the beginning, six girls attended this school, but as time went by, it became a big school in Florida which has fourteen buildings and where more than 400 students attend nowadays.



**EMANCIPATION PROCLAMATION**

The Emancipation Proclamation was an order issued by the president of the United States, Abraham Lincoln, in January 1st, 1863. This was an important document during the Civil War in which the Northern states fought the Southern states. The purpose of this document was to end slavery. This order became a promise of freedom and emancipation for the thousands of slaves who worked in states like Virginia, Georgia, South Carolina, etc. This Proclamation was reinforced with the Thirteenth Amendment on January 31, 1865, in which slavery was abolished in the U.S. territory.



**SOJOURNER TRUTH**

She was an abolitionist and women's right activist who escaped from her state of slave. Tired of being mistreated and abused, she and her daughter ran away. She became an important person for the abolitionist movement. She recruited people for the Union Army and worked very hard for abolition and women's rights. She delivered a powerful speech entitled "Ain't I a woman?" which was about equality of women's rights.



**MALCOLM X**

He had a very difficult childhood because his father was killed. His mother was declared insane, and he and his siblings were sent to foster homes. In 1946, Malcom was sent to prison for stealing property. During his time in prison, he joined the Nation of Islam whose goal was to improve the economic and social conditions of African-American people. After Malcom was released from prison, he changed his family name, Little, to X. Malcom was an activist who promoted black pride and power. He gave speeches on radio and TV programs. He fought for black people's rights, and he wanted them to revolt against white people.



**ROSA PARKS**

Rosa Parks was a civil rights activist. She was called the mother of the Civil Rights Movement. She was born on February 4, 1913 in Tuskegee, Alabama. She was married to Raymond Park, a self-educated man who encouraged her to finish high school and get her diploma. Rosa Parks was an active participant who defied the civil rights. She was well-known when she refused to give up her seat to a white man on a bus. This was the beginning of the Montgomery Bus Boycott where black people refuse to ride the city buses. This fact caused the buses to lose money for a year.



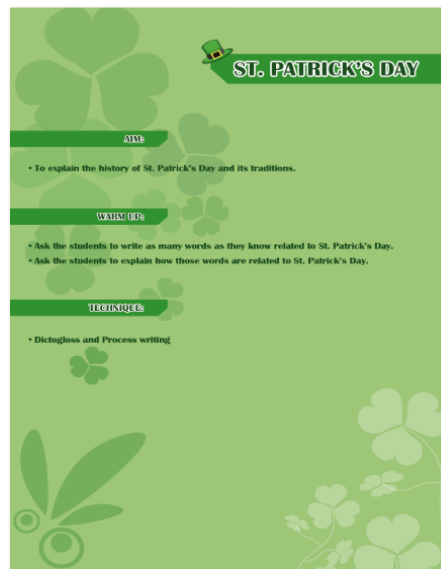


### Appendix 19:Teacher's guide: St. Patrick's Day



**ST. PATRICK'S DAY**

**TEACHER**



**ST. PATRICK'S DAY**

**AIM:**

- To explain the history of St. Patrick's Day and its traditions.

**WARM UP:**

- Ask the students to write as many words as they know related to St. Patrick's Day.
- Ask the students to explain how those words are related to St. Patrick's Day.

**TECHNIQUE:**

- Dictogloss and Process writing



**ACTIVITY 1: MATCHING EXERCISE**

- Ask the students to look at the pictures to compare with the answers they provided in the warm up activity.
- Tell the students to read the definitions and match them to the pictures.
- Compare the answers with the whole class.

**ACTIVITY 2: DICTOGLOSS**

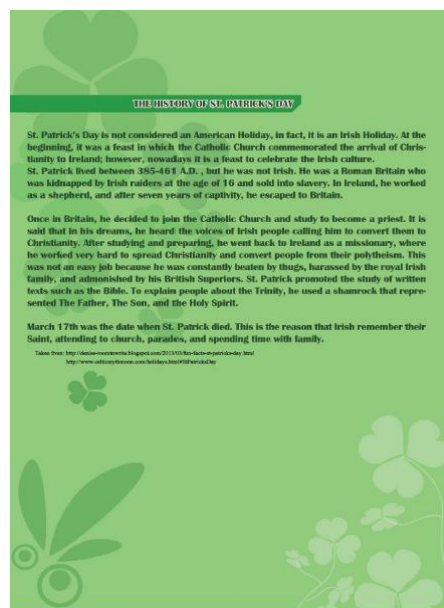
- Read the history of St. Patrick's Day and ask the students to make notes about it.
- If it is necessary, read a second or third time so the students can write the information they need.
- Make groups of three or four students and ask them to compare their notes.
- Tell the students to write a summary based on their notes, and ask them to report to the rest of the class what they learned.
- Give the students feedback about information they did not mention in their presentations.

**ACTIVITY 3: READING COMPREHENSION**

- Read the information about the traditions, and ask the students to work in the reading comprehension exercise to check understanding.

**ACTIVITY 4: HOMEWORK**

- The students have to do some research to find out how some symbols are related to St. Patrick's Day.



**THE HISTORY OF ST. PATRICK'S DAY**

St. Patrick's Day is not considered an American Holiday, in fact, it is an Irish Holiday. At the beginning, it was a feast in which the Catholic Church commemorated the arrival of Christianity to Ireland; however, nowadays it is a feast to celebrate the Irish culture. St. Patrick lived between 355-461 A.D., but he was not Irish. He was a Roman Britain who was kidnapped by Irish raiders at the age of 16 and sold into slavery. In Ireland, he worked as a shepherd, and after seven years of captivity, he escaped to Britain.

Once in Britain, he decided to join the Catholic Church and study to become a priest. It is said that in his dreams, he heard the voices of Irish people calling him to convert them to Christianity. After studying and preparing, he went back to Ireland as a missionary, where he worked very hard to spread Christianity and convert people from their polytheism. This was not an easy job because he was constantly beaten by thugs, harassed by the royal Irish family, and admonished by his British Superiors. St. Patrick promoted the study of written texts such as the Bible. To explain people about the Trinity, he used a shamrock that represented The Father, The Son, and the Holy Spirit.

March 17th was the date when St. Patrick died. This is the reason that Irish remember their Saint, attending to church, parades, and spending time with family.

Take this from: <http://dublin-missionaries.blogspot.com/2011/03/st-patrick-s-day.html>  
<http://www.catholic.com/news/st-patrick-1689099>



### Appendix 20: Teacher's guide: Easter



**EASTER**

**AIMS**

- To learn vocabulary related to Easter.
- To explain what Easter is and to talk about the traditions in the U.S.A.

**WHAT TO DO**

- Write the phrase "Easter Egg Hunt" and ask the students to make out as many words as they can. You can set a time limit and ask your students to work in groups.

**TECHNIQUE**

- Graphic Organizers and Dictogloss

**INTRODUCTION**

- Tell the students to look at the pictures and ask them to share some ideas about Easter.

**ACTIVITY 1: READING**

- To learn vocabulary related to Easter.
- To explain what Easter is and to talk about the traditions in the U.S.A.

**ACTIVITY 2: GROUPWORK**

- Ask the students to work in groups of four.
- Explain that Easter is considered a religious holiday.
- Tell them to read the information provided in the exercise and give them some time to create a poster using a sequence chart with the headings in the box and with the main idea from the different paragraphs.
- The students present their projects to compare their answers with the whole class.

**ACTIVITY 3: DICTOGLASS**

- Tell the students that they are going to listen to the explanation of what Easter is, what the symbols mean, and how they are related to the religious holiday.
- The students have to make notes, and later they will compare the information with their classmates.
- Compare the students' answers with the whole class.

**ACTIVITY 4: GRAPHIC ORGANIZER**

- The students watch a video and complete the graphic organizer with information about the traditions that take place during Easter Sunday.

**EASTER**

Easter Sunday is considered a special day in the United States. This holiday takes place between March 22 and April 25. It is a movable holiday which has many traditions and customs. It is important to start defining the word Easter. It is said that Easter gets its name from the Goddess of spring, "Eostre". Before Christ, people used to worship her. Her companion was a hare, an animal that was considered a sacred symbol of the spring because it represented fertility. Christians decided to change the hare symbols for rabbits due to their similarity, and that is how the Easter bunny became a character of Easter. In America, the tradition of the Easter rabbit leaving a basket with treats or chocolates is common. On this day, parents hide colored eggs in the garden of their houses. This tradition came from Germany during the 1700's, when parents told their children they had to make nests using their caps so the Easter bunny would leave eggs or chocolates if they had been good.

Easter eggs also have their meaning. They are related to Jesus' resurrection. The cracked open egg represents the empty tomb of Jesus. The egg also symbolizes new life. The first eggs were made of wood or they were stones. As time went by, people start hiding sweet eggs made of marzipan and sugar. Nowadays, people hide chocolate eggs; although, in some countries, people boil eggs and dye them for their children to look for.

Adapted from: <http://www.history.com/topics/holidays/easter-eggs>  
<http://www.embroiderweb.org/easter.htm>







### Appendix 22:Teacher's guide: High School Proms



**ACTIVITY 1: VOCABULARY**

- Ask the students to watch a scene from the movie "Ten things I hate about you", and make a list of the elements of a prom.
- Compare the answers with the students and explain the meaning of unknown words. Some possible answers are: limousine, attire, bow tie, tuxedo, dress, boutonniere, corsage, bands, dance, etc.

**ACTIVITY 2: READING (GROUP WORK)**

- Give the students one of the three handouts related to proms now and then.
- Ask them to work in groups, read the text, and write down the main ideas of it.

**ACTIVITY 3: SPEAKING (GROUP WORK)**

- Organize new groups making sure that in each group there is a student with a different piece of information.
- Ask the students to tell the other members of the group the main ideas of the text they read.
- Share the students' ideas about the readings with the whole class and clarify any doubt.

**ACTIVITY 4: CLASS DISCUSSION**

- Assign the students some time to discuss the questions with their group.
- Share the ideas with the whole class.

**ACTIVITY 5: GRAPHIC ORGANIZER**

- In groups, ask the students to complete the graphic organizer about Proms Now and Then.
- Check the answers with the whole class.

**WORD SEARCH: WORD RECOGNITION**

Students have to find ten words related to Proms in the word search.

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

- ATTIRE
- BANDS
- BOUTONNIERE
- BOW TIE
- CORSAGE
- KING
- LIMOUSINES
- PROMENADE
- QUEEN
- SENIOR

**Reading 1**

**Average prom costs top \$1,000 per teen**

High unemployment, soaring gas prices and mortgage crisis be hanged: Americans are spending more than ever on the really important things, like the high school prom. A new survey from Visa Inc. shows that the average American family with teenagers plans to spend \$1,078 – that's for each child – on the prom, a 33.6 percent increase over the \$807 spent last year.

Those in the lower income brackets, less than \$50,000, plan to spend even more: \$1,307 per child, the survey found. And those in the very lowest bracket, less than \$20,000, plan to spend \$1,200, which is more than 6 percent of their annual income.

But the most staggering number came from those families earning between \$20,000 and \$30,000, who plan to spend an average of \$2,635, which would represent almost 9 percent of annual income for those making \$30,000. Those families are just above the federal poverty level, which is \$23,050 for a family of four.

"Prom season spending is spiraling out of control as teens continuously try to one-up each other," said Jason Alderman, senior director of global financial education for Visa. "It's important to remember that the prom is a high school dance, not a wedding, and parents need to set limits in order to demonstrate financial responsibility."

That advice is apparently falling on deaf ears, however, as the survey found that parents are planning to pay an average of 61 percent of the cost. Alderman said that's one of the problems.

"One of the reasons that prom spending may be running amok is that parents are paying the vast majority of the costs, giving teens little incentive to economize," he said.

There were sharp regional differences in the amounts people were planning to pay. The Northeast was the highest by far, at \$1,944, followed by the South at \$1,047, the West at \$744 and the Midwest at \$696.

Take this: <http://biggest.com/news/2008/04/proms-are-expensive-why.aspx> 1/10 pages 1/2/11







Appendix 23:Teacher's guide: Independence Day





### Appendix 24: Teacher's guide: Women's Equality Day



**WOMEN'S EQUALITY DAY**

**AIMS**

- To explain the 19th Amendment of the U.S. Constitution
- To report findings about Gender equality.

**WARM UPS**

- Ask the students their opinions about gender equality. E.g. Are men and women treated equally? Give arguments.

**INTRODUCTIONS**

- Read the paragraph to introduce the topic.

**TECHNIQUES**

Survey, debate

**ACTIVITY 5: MEETING**

- Ask the students to watch the videos about Women's Equality Day and make notes about them.
- Compare the answers with the whole class and explain that August 26 is the designated date to commemorate Women's Equality Day in the U.S.

**ACTIVITY 6: READING**

- Read the extract of the 19th Amendment with the whole class, explaining the meaning of new words and making sure that everybody understands it.
- Ask the students their opinion about it and why they think it was a big achievement for the women.

**ACTIVITY 8: SURVEY**


- Ask the students to get in groups of five and compare the answers to the survey.
- Give them some time to make a chart reporting their findings about the survey.
- After some time, ask the students to present their charts to the rest of the class and compare the answers from the different groups.

**ACTIVITY 9: DEBATE**

- Read the statement provided in activity 4 and ask the students to raise their hands to find out who agree and the ones who disagree with it.
- Make groups according to the answers provided.
- Ask them to discuss their ideas with the group, and make notes about their arguments because they will have a debate and they have to defend their point of view with strong arguments.
- Conduct the debate.



### Apendix 25: Teacher's guide: Labor Day



## LABOR DAY

**TEACHER**

## LABOR DAY

**AIMS**

- To talk about Labor Day.
- To report people's opinion about jobs in other countries.

**WORKING CAPS**

- Ask students what they know about work in their country (laws, rights, working hours, salary, etc). Ask if it is similar to work in the United States.

**INTRODUCTION**

- Read the paragraph to introduce the topic.

**TECHNIQUE**

- Interview
- Debate

**ACTIVITY 1: DEBATE**

- Divide the class into two groups, A and B, and give each student the appropriate half of the handout. Explain that they are going to read the information they have and ask questions to their partner to complete the missing information.
- Give enough time for the students to complete the activity.
- When the activity has been done, compare the answers with the whole class.

**ACTIVITY 2: PUZZLE**

- Ask the students to work alone.
- Explain that they have to use the clues provided to complete the puzzle.
- After some time, check the answers with the whole class.

**ACTIVITY 3: INTERVIEW**

- Ask the students to work in groups and make a poster to report what they found out based on the survey they carried out.
- Discuss the answers with the whole class.

**ACTIVITY 4: HOMEWORK**

- Ask the students to choose ten questions from the list and interview an American. This homework has to be done in advance in order to do activity 3.



## LABOR DAY

**Student A**

Read the text and ask questions to complete the missing information.



The Industrial Revolution modernized the way people worked. People started looking for steady employment, but it compromised their rights since employees had to work long hours but receiving low wages. This led the workers to unionize and create labor groups. While this occurred in the United States, in Canada these unions were illegal. In 1872, Canadian workers organized the first march to demand their rights. In 1882, Peter J. McGuire, a union leader considered the founder of Labor Day, was invited to the celebrations held in Canada. When he returned to the United States, he suggested organizing a parade to the Central Union. The first parade took place in September 5, 1885, in New York from City Hall to Union Square. Two years later, this date was changed to the first Monday of September. During this day, workers could spend the day at work or march without payment. In 1887, Oregon became the first state to legalize this holiday, followed by other states like New York, Massachusetts, among others. In 1894, a bill was signed by president Grover Cleveland declaring Labor Day a National Holiday due to a strike held by the railroad workers who were affected by a cut in their wages. This strike made the president send 2500 troops to Illinois to control the striking workers. This incident ended with some people killed and leaders in jail.

Nowadays, parades are held in different states; and, people use this three day weekend to travel to the beach or to have picnics with their families as a way to end the summer season.

Adapted from: <http://www.ill.gov/laborday/history.htm>  
[http://www.encyclopedia.com/doc/1G1/16163\\_1.html](http://www.encyclopedia.com/doc/1G1/16163_1.html)



## LABOR DAY

**Student B**

Read the text and ask questions to complete the missing information.



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## LABOR DAY

**Student B**

Read the text and ask questions to complete the missing information.

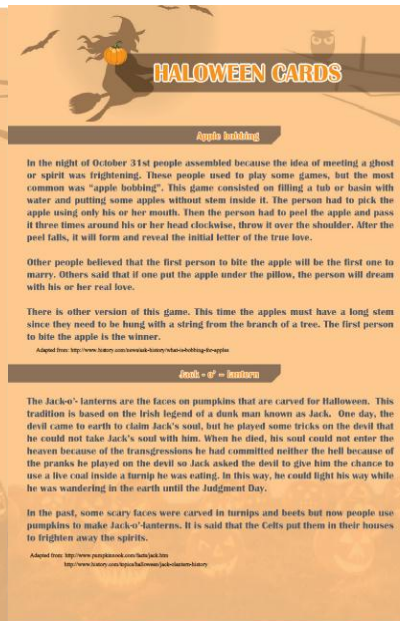
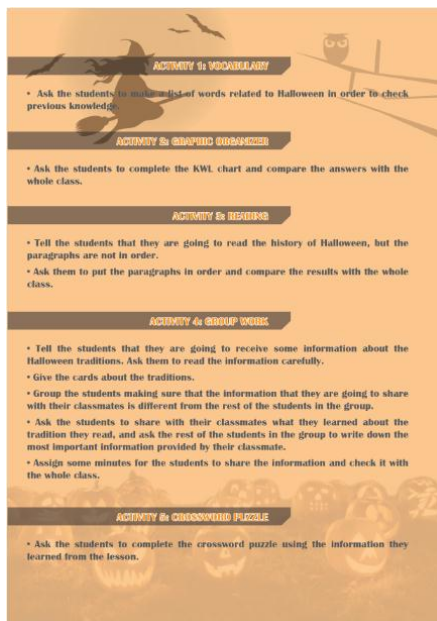


The Industrial Revolution modernized the way people worked. People started looking for steady employment, but it compromised ..... since employees had to work long hours but receiving low wages. This led the workers to unionize and create ..... While this occurred in the United States, in Canada these unions were illegal. In 1872, Canadian workers organized the ..... to demand their rights. In 1882, Peter J. McGuire, a union leader considered the founder of Labor Day, was invited to the celebrations held in ..... When he returned to the United States, he suggested organizing a parade to the Central Union. The first parade took place in September 5, 1885, in ..... from City Hall to Union Square. Two years later, this date was changed to the first Monday of September. During this day, workers could spend the day at work or march without payment. In 1887, ..... became the first state to legalize this holiday, followed by other states like New York, Massachusetts, among others. In 1894, a bill was signed by president Grover Cleveland declaring Labor Day a National Holiday due to ..... held by the railroad workers who were affected by a cut in their wages. This strike made the president send 2500 troops to Illinois to control the striking workers. This incident ended with ..... and leaders in jail.

Nowadays, parades are held in different states; and, people use this three day weekend to travel to the beach or to ..... with their families as a way to end the summer season.

Adapted from: <http://www.ill.gov/laborday/history.htm>  
[http://www.encyclopedia.com/doc/1G1/16163\\_1.html](http://www.encyclopedia.com/doc/1G1/16163_1.html)

## Apendix 26:Teacher's guide: Halloween







### Appendix 27: Teacher's guide: Thanksgiving



**THANKSGIVING**

**AIM:**

- To explain the traditions of Thanksgiving.
- To act out the history of the First Thanksgiving.

**WARM UP:**

- Students look for words related to Thanksgiving in a wordsearch.

**TECHNIQUE:**

- Dictogloss
- Role-play

**INTRODUCTION:**

To check previous knowledge, the teacher asks students to explain how the words are related to Thanksgiving.

**ACTIVITY 1: WORDSEARCH**

- Look for the words in a word search.
- These are the words the students have to find in the word search.

CORNUCOPIA	CRABERRIES	GRAVY	HARVEST	INDIANS
PARADE	PILGRIMS	PLYMOUTH	PUMPKINPIE	PURITANS
SETTLERS	SQUASH	STUFFING	TURKEY	MAYFLOWER

**ACTIVITY 2: READING**

- Ask students to look at the pictures and say how they are related to Thanksgiving traditions.
- Students read the information about Thanksgiving traditions.
- After reading, students compare the answers they gave at the beginning of the activity with the information they read.

**ACTIVITY 3: DICTOGLOSS**

- Students listen to some information based on the First Thanksgiving.
- Ask students to make notes about what they hear.
- Ask students to work in groups comparing their notes.
- Check student's notes with the whole class and give feedback.

**ACTIVITY 4: ROLEPLAY**

- Students used the information from the previous exercise to act out the First Thanksgiving.



Appendix 28:Teacher's guide: Christmas



**CHRISTMAS**

**TEACHER**



**CHRISTMAS**

**AIM**

- To talk about the Christmas traditions in the United States.
- To learn vocabulary related to Christmas.
- To describe Hanukkah and Kwanzaa.

**OBJECTIVE**


- Talk about Christmas in Ecuador. Ask the students questions to find out how they celebrated Christmas.
- Discuss about the different traditions they have.

**INSTRUMENTS**

To check previous knowledge, the teacher asks students to explain how the words are related to Thanksgiving.

**TECHNIQUE**

- Graphic organizer



**ACTIVITY & VOCABULARY**

- Play the song "All I want for Christmas Is you" by Mariah Carey.
- Ask the students to listen to the song carefully and identify the words in it describe the pictures.

**ACTIVITY & READING**

- Tell the students they are going to read about the different traditions of Christmas in the U.S.
- The students take turns reading about the traditions.
- Ask the students if they have any question related to the traditions and clarify the meaning of the words they don't understand.

**ACTIVITY & WORDS/KEY**

- To check comprehension ask the students to find eleven words related to Christmas and explain how they are related to this holiday.

CANDLES	WISLITOE
EGGNOG	ORNAMENTS
EVERGREEN	REINDEER
FRIEGAE	ROCKETTEER
SANTALAL	SIDELANG
SANTALAP	

**ACTIVITY & DISCUSSION**

- Read information about two important celebrations (Hanukkah and Kwanzaa).
- The students have to write notes about these two important celebrations and share with their classmates what they learned.

**ACTIVITY & GRAPHIC ORGANIZER**

- The students have to make a graphic organizer comparing the Christmas traditions in Ecuador and in the United States.



**KWANZAA**

Dr. Maulana Karenga, professor and chairman of Black Studies at California State University, Long Beach, created Kwanzaa in 1966. After the Watts riots in Los Angeles, Dr. Karenga searched for ways to bring African-Americans together as a community. He founded US, a cultural organization, and started to research African "first fruit" (harvest) celebrations. Karenga combined aspects of several different harvest celebrations, such as those of the Ashanti and those of the Zulu, to form the basis of Kwanzaa.

**Kwanzaa History**

The name Kwanzaa is derived from the phrase "matunda ya kwanza" which means "first fruits" in Swahili. Each family celebrates Kwanzaa in its own way, but celebrations often include songs and dances, African drums, storytelling, poetry reading, and a large traditional meal. On each of the seven nights, the family gathers and a child lights one of the candles on the Kinara (candleholder), then one of the seven principles is discussed. The principles, called the Nguzo Saba (seven principles in Swahili) are values of African culture which contribute to building and reinforcing community among African-Americans. Kwanzaa also has seven basic symbols which represent values and concepts reflective of African culture. An African feast, called akaramu, is held on December 31.

The candle-lighting ceremony each evening provides the opportunity to gather and discuss the meaning of Kwanzaa. The first night, the black candle in the center is lit (and the principle of umoja/unity is discussed). One candle is lit each evening and the appropriate principle is discussed.

**Seven Principles**

- The seven principles, or Nguzo Saba are a set of ideals created by Dr. Maulana Karenga. Each day of Kwanzaa emphasizes a different principle.

Taken from: <http://www.usf.edu/blackstudies/education/celebrations/kwanzaa.htm>



**Ujuzi (ujuzi) (ju-oo-juj)**

- To strive for and maintain unity in the family, community, nation, and race.

**Self-Determination (kupitehehutu) (ku-pi-te-he-hu-tu)**

- To define ourselves, name ourselves, create for ourselves, and speak for ourselves.

**Collective Work and Responsibility (Ujima) (ju-oo-ji-ma)**

- To build and maintain our community together and make our brother's and sister's problems our problems and to solve them together.

**Cooperative Economics (Ujamaa) (ju-oo-ja-ma)**

- To build and maintain our own stores, shops, and other businesses and to profit from them together.

**Creedance (Nia) (ni-aa-ni-aa)**

- To make our collective vocation (the building and developing of our community in order to restore our people to their traditional greatness).

**Creativity (Kwana) (ku-oo-ku-oo-ku-oo)**

- To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.



**Ujuzi (ujuzi) (ju-oo-juj)**

- To believe with all our heart in our people, our parents, our teachers, our leaders, and the righteousness and victory of our struggle.

**Seven Symbols**

The seven principles, or Nguzo Saba are a set of ideals created by Dr. Maulana Karenga. Each day of Kwanzaa emphasizes a different principle.

the crops (fruits, nuts, and vegetables)  
Place Mat  
Ear of Corn  
The Seven Candles  
The Candleholder  
The Unity Cup  
Gifts

<http://www.history.com/topics/kwanzaa-history>




**חמנוכה**

The eight-day Jewish celebration known as Hanukkah or Chanukah commemorates the rededication during the second century B.C. of the Second Temple in Jerusalem, where according to legend Jews had risen up against their Greek-Syrian oppressors in the Maccabean Revolt. Hanukkah, which means "dedication" in Hebrew, begins on the 25th of Kislev on the Hebrew calendar and usually falls in November or December. Often called the Festival of Lights, the holiday is celebrated with the lighting of the menorah, traditional foods, games and gifts.

**Historia of Hanukkah**

The events that inspired the Hanukkah holiday took place during a particularly turbulent phase of Jewish history. Around 200 B.C., Judea—also known as the Land of Israel—came under the control of Antiochus III, the Seleucid king of Syria, who allowed the Jews who lived there to continue practicing their religion. His son, Antiochus IV Epiphanes, proved less benevolent: Ancient sources recount that he outlawed the Jewish religion and ordered the Jews to worship Greek gods. In 165 B.C., his soldiers descended upon Jerusalem, massacring thousands of people and desecrating the city's holy Second Temple by erecting an altar to Zeus and sacrificing pigs within its sacred walls.

Led by the Jewish priest Mattathias and his five sons, a large-scale rebellion broke out against Antiochus and the Seleucid monarchy. When Mattathias died in 166 B.C., his son Judah, known as Judah Maccabee ("the Hammer"), took the helm; within two years the Jews had successfully driven the Syrians out of Jerusalem, relying largely on guerrilla warfare tactics. Judah called on his followers to cleanse the Second Temple, rebuild its altar and light its menorah—the gold candelabrum whose seven branches represented knowledge and creation and were meant to be kept burning every night.



**החמנוכה "המוצהר"**

According to the Talmud, one of Judaism's most central texts, Judah Maccabee and the other Jews who took part in the rededication of the Second Temple witnessed what they believed to be a miracle. Even though there was only enough unadorned olive oil to keep the menorah's candles burning for a single day, the flames continued flickering for eight nights, leaving them time to find a fresh supply. This wondrous event inspired the Jewish sages to proclaim a yearly eight-day festival. (The first Book of the Maccabees tells another version of the story, describing an eight-day celebration that followed the rededication but making no reference to the miracle of the oil.)

**Hanukkah Traditions**

The Hanukkah celebration revolves around the kindling of a nine-branched menorah, known in Hebrew as the hanukiah. On each of the holiday's eight nights, another candle is added to the menorah after sundown; the ninth candle, called the shamash ("helper"), is used to light the others. Jews typically recite blessings during this ritual and display the menorah prominently in a window as a reminder to others of the miracle that inspired the holiday.

In another allusion to the Hanukkah miracle, traditional Hanukkah foods are fried in oil. Potato pancakes (known as latkes) and jam-filled donuts (sufganiyot) are particularly popular in many Jewish households. Other Hanukkah customs include playing with four-sided spinning tops called dreidels and exchanging gifts. In recent decades, particularly in North America, Hanukkah has exploded into a major commercial phenomenon, largely because it falls near or overlaps with Christmas. From a religious perspective, however, it remains a relatively minor holiday that places no restrictions on working, attending school or other activities.

Taken from:  
<http://www.history.com/topics/hanukkah>