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.
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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Cuenca, Junio 6 de 2015.

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Dedication

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 required 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 and 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.

<table>
<thead>
<tr>
<th>OBJECTIVE (as perceived by the designer)</th>
<th>SUBJECTIVE (as perceived by the learner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NECCESITIES</td>
<td>ACCESS program requirement</td>
</tr>
<tr>
<td>LACKS</td>
<td>Knowledge of cultural components such as:</td>
</tr>
<tr>
<td></td>
<td>1. U.S. Holidays</td>
</tr>
<tr>
<td></td>
<td>2. U.S Presidents</td>
</tr>
<tr>
<td></td>
<td>3. U.S Geography and Regional Characteristics of the Population</td>
</tr>
<tr>
<td></td>
<td>4. The Arts and Sports</td>
</tr>
<tr>
<td></td>
<td>5. Socially relevant issues in today’s society</td>
</tr>
<tr>
<td>WANTS</td>
<td>To help students understand and appreciate some essential aspects of U.S. culture</td>
</tr>
</tbody>
</table>
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.

### A TARGET SITUATION ANALYSIS FRAMEWORK

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1. Why is the language needed?</strong></td>
<td></td>
</tr>
<tr>
<td>For study</td>
<td>yes</td>
</tr>
<tr>
<td>For work</td>
<td>maybe</td>
</tr>
<tr>
<td>For training</td>
<td>no</td>
</tr>
<tr>
<td>For a combination of these</td>
<td>yes</td>
</tr>
<tr>
<td>For some other purpose, e.g. status, examination, promotion</td>
<td>yes</td>
</tr>
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<tr>
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<tbody>
<tr>
<td><strong>2. How will the language be used</strong></td>
<td></td>
</tr>
<tr>
<td>Medium: speaking, writing, reading, listening</td>
<td>speaking, writing, listening, reading</td>
</tr>
<tr>
<td>Channel: e.g., telephone, face-to-face</td>
<td>face to face</td>
</tr>
<tr>
<td>Types of text or discourse: e.g. academic texts, lectures, informal, conversation, etc.</td>
<td>conversations, readings, informal</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
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<tbody>
<tr>
<td><strong>3. What will the content areas be?</strong></td>
<td></td>
</tr>
<tr>
<td>Subjects</td>
<td>Culture (holidays)</td>
</tr>
<tr>
<td>Level</td>
<td>A2</td>
</tr>
</tbody>
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<th></th>
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<tbody>
<tr>
<td><strong>4. Who will the learner use the language with?</strong></td>
<td></td>
</tr>
<tr>
<td>Native speakers</td>
<td>yes</td>
</tr>
<tr>
<td>Non-native speakers</td>
<td>yes</td>
</tr>
<tr>
<td>Level of knowledge of the receiver</td>
<td>A2</td>
</tr>
<tr>
<td>Relationship</td>
<td>classmates, teacher</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Where will the language be used?</strong></td>
<td></td>
</tr>
<tr>
<td>Physical setting</td>
<td>Abraham Lincoln Institute</td>
</tr>
<tr>
<td>Human context</td>
<td>classmates, teachers</td>
</tr>
<tr>
<td>Linguistic context</td>
<td>in the students’ own country</td>
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</tbody>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. When will the language be used?</strong></td>
<td>frequently</td>
</tr>
</tbody>
</table>
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

## 1. Why are the learners taking the course?
- **compulsory or optional**: compulsory
- **apparent need or not**: requirement
- **Are status, money, promotion involved?**: no

## 2. How do learners learn?
- **What do learners think they will achieve?**: They think they will get a vast knowledge of the English language
- **What is their attitude toward the course?**: Positive, although they resent the time they have to spend on it

## 3. What resources are available?
- **Number of professionally competent teachers**: There are six teachers who are participating in the program
- **Attitude of teachers to the program**: Positive
- **Teacher’s knowledge of and attitude to subject content**: Positive
- **Materials**: Activity book, computers, projector, Internet access, library
- **Aids**: Human resources (native speaker teachers)
- **Opportunities for out-of-class activities**: Yes

## 4. Who are the learners?
- **Age / sex/ nationality**: Eight male and nine female Ecuadorian students ranging from ages 15 to 17
- **What do they know already about English?**: A2 level according to the
<table>
<thead>
<tr>
<th>Common European Framework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What subject knowledge do they have?</td>
<td>They have received some classes about cultural components</td>
</tr>
<tr>
<td>What are their interests?</td>
<td>To complete the program and learn the target language and its culture</td>
</tr>
<tr>
<td>What is their socio-cultural background?</td>
<td>Lower to lower-middle class</td>
</tr>
<tr>
<td>What teaching styles are they used to?</td>
<td>Interactive techniques</td>
</tr>
<tr>
<td>What is their attitude to English?</td>
<td>Positive</td>
</tr>
</tbody>
</table>

5. Where will the course take place?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the surroundings pleasant, dull, noisy, cold, etc.</td>
</tr>
</tbody>
</table>

6. When will the course take place?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
</tr>
<tr>
<td>Every day/ once a week</td>
</tr>
<tr>
<td>Full time/ part time</td>
</tr>
</tbody>
</table>

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.
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.

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).
3.2.6 Discussions and Debates

This technique helps students to develop their speaking skills and promote critical thinking because they have to analyze the topic, summarize the main points, support their arguments, and defend their point of view.

3.2.7 Role-plays

Students are asked to act out a situation in which they are assigned roles according to a topic or theme.
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.

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.
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.

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’s 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 4th. 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 26th, was the date selected to commemorate the 19th 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 19th 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

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](image-url)
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**

![Bar chart showing students' choices for Martin Luther King's identity.](image)

**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.
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.

Figure 4: Question 2 pre-test
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

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.

Figure 6: Question 3 pre-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 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

![Bar chart showing which traditions are not part of Easter. The chart shows that most students distinguished and identified traditional activities that are not part of Easter. The chart includes bars for drinking green beer, pardoning, parades, egg hunt, and egg roll race.](image)

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

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 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.
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.
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.
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.
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.
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.
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.
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 31st 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

![Bar chart showing the results of a pre-test question about the holiday associated with Jack o'lantern](image)

**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.
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.
Nine students answered that Thanksgiving is celebrated because President Abraham Lincoln declared the 4th 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.
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%.

Figure 23: Question 11 post-test
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.
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

![How satisfied were you with the classes?](image)

**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

![Pie chart showing areas of language learning improvement](figure27.png)

**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

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.
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**

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.

![Figure 30: Question 5 feedback](Image)
Question 6

![Pie chart showing 76% agree and 24% mostly agree on exercises helping learning](image)

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.

Question 7

![Pie chart showing 76% agree and 24% mostly agree on design and layout making learning enjoyable](image)

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

**Question 8**

![Pie chart showing feedback on topic relevance](image)

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

What would you like to change about the material?

- more colorful: 33%
- more information about the topics: 11%
- more activities: 11%
- don’t answer: 6%
- nothing: 33%

**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

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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Apendix 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
Apéndice 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 ☐ Harriet Tubman ☐ Mary ☐
   McLeod Bethune ☐

   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
   - St. Patrick’s Day
   - Fourth of July
   - 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
   - workers
   - 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 4th 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
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

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 your answers with an X in the box provided.

1. Martin Luther King was ...
   a. An abolitionist
   b. A Civil Rights leader [X]
   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 [X] No

4. Which traditions are not part of Easter?
   a. Parades
   b. Egg hunt
   c. Drinking green beer
   d. Egg roll race
   e. Turkey pardoning

5. Memorial Day is a holiday dedicated to honor...
   a. Veterans of war [X]
   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 19th 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 31st

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 4th 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

Thanks for your time and cooperation.
Apendix 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
   - 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: ________________________________

3. **How much have you learned about American culture?**
   - Nothing
   - 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**
   - Agree
   - Mostly agree
   - Not really
   - Not at all

7. **The design and layout made learning enjoyable**
   - Agree
   - Mostly agree
   - Not really
   - Not at all
8. The topics covered were relevant

   agree ☐  mostly agree ☐  not really ☐  not at all ☐

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.
Apéndice 5: Student’s book: Martin Luther King
Appendix 6: Student’s book: Black History Month

Black History Month is a month dedicated to remember and recognize the contributions made by African American people throughout the U.S. history. In 1926, it was named Black History Week. This occurred when Carter G. Woodson, an historian and the Association for the Study of Negro Life and History, declared the second week of February the date to celebrate the African Americans’ achievements. This date was chosen as it is appropriate or coincides with the birthdays of Abraham Lincoln and Frederick Douglass, two important figures in U.S. history, and it also coincides with the anniversary of the Emancipation Proclamation, the date in which President Abraham Lincoln announced that slavery would be abolished in the United States.

Activities to Deepen Understanding:

1. Write a timeline about the history of black people in the U.S. and Canada. Draw a line for each event. Do not forget to mention relevant dates.
2. Write a paragraph about the contributions of black people in the U.S. and Canada. Mention at least three important figures and their contributions.
3. Create a class presentation about the history of black people in the U.S. and Canada. Include at least three important events and figures.

Emergent Readers

Use the clues provided below to find the answers to the word searches.

1. The name of the first president of the U.S.:
2. The date of the signing of the Declaration of Independence:
3. The date of the Emancipation Proclamation:
4. The name of the first black president of the U.S.:
5. The date of the Supreme Court decision on segregation:
6. The name of the first black woman to serve in Congress:
7. The name of the first black woman to serve as a Supreme Court justice:
8. The name of the first black man to serve as a Supreme Court justice:
9. The name of the first black woman to serve as a U.S. Senator:
10. The name of the first black woman to serve as a U.S. Representative:

11. The name of the first black woman to serve as a U.S. Senator:
12. The name of the first black woman to serve as a U.S. Representative:
13. The name of the first black man to serve as a U.S. Senator:
14. The name of the first black man to serve as a U.S. Representative:
15. The name of the first black woman to serve as a U.S. Supreme Court justice:
16. The name of the first black man to serve as a U.S. Supreme Court justice:
17. The name of the first black woman to serve as a U.S. Federal Judge:
18. The name of the first black man to serve as a U.S. Federal Judge:
19. The name of the first black woman to serve as a U.S. Federal Commissioner:
20. The name of the first black man to serve as a U.S. Federal Commissioner:

11. The name of the first black woman to serve in the U.S. military:
12. The name of the first black man to serve in the U.S. military:
13. The name of the first black woman to serve as a U.S. Marine:
14. The name of the first black man to serve as a U.S. Marine:
15. The name of the first black woman to serve as a U.S. Naval Officer:
16. The name of the first black man to serve as a U.S. Naval Officer:
17. The name of the first black woman to serve as a U.S. Coast Guard:
18. The name of the first black man to serve as a U.S. Coast Guard:
19. The name of the first black woman to serve as a U.S. Air Force:
20. The name of the first black man to serve as a U.S. Air Force:

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

ST. PATRICK'S DAY

TRADITIONS

The tradition of drinking the Chicago river green started in 1962 when the head of the dyers' union realized that a spread of dye in the river was the only way to ensure the parade had enough money. He thought it was a great idea to make the river green, and that is how the tradition began.

The parade took place in New York City in 1796 when Irish soldiers expressed their desire to raise funds for the Irish revolution. Today, the parade takes place on the Saturday before St. Patrick's Day and is the second-largest parade in the United States. The parade is open to anyone, and it is considered an American holiday.

During and after the parade, bars and restaurants provide food and drinks. There are also doughnut stands and other traditional Irish foods such as boxty, Irish stew, and Irish coffee.

Drinking:

1. Where is St. Patrick's Day celebrated?
2. When is it celebrated?
3. What are St. Patrick's Day traditions?
4. What is green in St. Patrick's Day?
5. What is a typical food for St. Patrick's Day?
6. What roles do the Irish play in the parade?
Appendix 8: Student's book: Easter

Easter is a Christian holiday that celebrates Jesus Christ’s resurrection and is observed with various dates due to different calendars. In the Eastern Orthodox Church, Easter is the most important and oldest festival. It is celebrated as the resurrection of Jesus Christ and is held on the Sunday following the first full moon after the March Equinox. In Western Christianity, Easter is observed on the first Sunday after the first full moon following the vernal equinox, which is often the Eastern Orthodox Church in early April.

Easter is a time for families to gather and share meals. It is a time for fun and joy, with special foods and decorations. Eggs are a common symbol of Easter, and children often participate in egg hunts. Easter is also a time for new beginnings, as it marks the end of the winter season and the start of spring.
Apéndice 9: Libro para estudiantes: Día de los Caídos

Día de los Caídos es un día en el que los Estados Unidos recuerdan a aquellos que dieron su vida en la lucha militar. Se celebra el tercer lunes de mayo y es un día para recordar a los héroes de la guerra. Se colocan flores en las tumbas de los caídos en el cementerio nacional.

Actividad 1: Lee esta información sobre Memorial Day y escribe cómo es el Día de los Caídos en el país.
- Memorial Day es un día nacional que se celebra en el tercer lunes de mayo.
- Se celebra para recordar a los héroes de la guerra.
- Se colocan flores en las tumbas de los caídos en el cementerio nacional.

Actividad 2: Comparte las fotos y escribe una breve descripción de cada una.

MEMORIAL DAY

Memorial Day

MEMORIAL DAY

MEMORIAL DAY

MEMORIAL DAY

MEMORIAL DAY

MEMORIAL DAY

MEMORIAL DAY

MEMORIAL DAY
Appendix 10: Student's book: High School Proms

**SCHOOL PROMS**

**NOW**

**THEN**

- Family is being the committee you can't believe it's not aegrupa
campus and fashion career students in the park.
- Family is being the committee you can't believe it's not aegrupa
campus and fashion career students in the park.

- Family is being the committee you can't believe it's not aegrupa
campus and fashion career students in the park.
- Family is being the committee you can't believe it's not aegrupa
campus and fashion career students in the park.

- Family is being the committee you can't believe it's not aegrupa
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- Family is being the committee you can't believe it's not aegrupa
campus and fashion career students in the park.
- Family is being the committee you can't believe it's not aegrupa
campus and fashion career students in the park.

- Family is being the committee you can't believe it's not aegrupa
campus and fashion career students in the park.
Appendix 11: Student’s book: 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.

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Apendix 13: Student's book: Labor Day

Labor Day is a Federal holiday that is held the first Monday in September. This day is dedicated to honoring the contributions of workers to society. It is celebrated in many countries, including the United States, Canada, and parts of Europe. The day marks the end of summer and the start of fall. Labor Day is also a time for families to come together and enjoy outdoor activities.

Activity 1: Make a poster to represent Labor Day and describe the significance of this day in your country.

Activity 2: Discuss the following questions with your partner and then present your answers to the class:

- What does Labor Day mean to you?
- How do people celebrate Labor Day in your country?
- What are some traditions associated with Labor Day?
- How do people around the world celebrate Labor Day?
- What are some of the most important contributions made by workers to society?
Appendix 14: Student's book: Halloween

Halloween is a popular holiday celebrated in many countries around the world. It originated in ancient Celtic traditions and has evolved over time to become a modern-day celebration. Here are some key elements of Halloween:

1. **Costumes**: Wearing costumes is a fun and common activity on Halloween. People often dress up as characters from various backgrounds, such as ghosts, witches, or famous figures.
2. **Candy**: Trick-or-treating is a popular activity where children go from door to door asking for candy.
3. **Lanterns**: Carving pumpkins into lanterns, known as Jack-o’-lanterns, is a traditional Halloween activity.

Halloween has been celebrated in various regions and cultures, each with its own unique way of celebrating this holiday. It’s a time for friends and family to come together and enjoy the spooky, fun atmosphere.
Appendix 15: Student’s book: Thanksgiving

Every year on the fourth Thursday of November, Americans get together to give thanks for the blessings they have received during the year. This day is called Thanksgiving and it is celebrated in the USA.

The Feast

On Thanksgiving Day, families gather together to enjoy a special meal. The meal usually includes traditional foods such as turkey, cranberry sauce, mashed potatoes, and pumpkin pie. The guests are often invited to bring a dish to share. Traditionally, the meal is accompanied by a Thanksgiving blessing and a prayer of gratitude.

Thanksgiving is a time for giving thanks and practicing gratitude. It is a day to reflect on the blessings in our lives and the many gifts we have received.

Activity 1: Match the following words to their definitions.

1. Give thanks
2. Family gathering
3. Special meal
4. Traditional foods
5. Thanksgiving blessing

Activity 2: Write a short sentence about the history of Thanksgiving.

Activity 3: Reflect on the blessings in your life and write a short thanksgiving message.
Appendix 16: Student's book: Christmas

Christmas

Christmas is a time when Christians celebrate the birth of God’s son, Jesus. According to the Christians, this was the day when Jesus was born to a virgin named Mary. The story of Christmas is told in the Bible. It is a story of joy and hope. Christmas is a time to celebrate the birth of Jesus, the son of God.

Christmas traditions

On Christmas day, families decorate their homes with Christmas trees, lights, and ornaments. They also exchange gifts with each other. The most famous gift is the Christmas tree, which is decorated with lights, ornaments, and candles. In some cultures, families also exchange gifts with each other on Christmas day.

Christmas songs

Christmas songs are very popular during the holiday season. Some of the most famous Christmas songs include “Silent Night,” “Jingle Bells,” and “White Christmas.” These songs are often played on the radio and on television during the holiday season.

Christmas stories

Christmas stories are often told during the holiday season. Some of the most famous Christmas stories include “A Christmas Carol” by Charles Dickens and “The Night Before Christmas” by Clement C. Moore. These stories are often read to children during the holiday season.

Christmas movies

Christmas movies are often watched during the holiday season. Some of the most popular Christmas movies include “Elf,” “The Polar Express,” and “Miracle on 34th Street.” These movies are often watched on television during the holiday season.

Christmas recipes

Christmas recipes are often shared during the holiday season. Some of the most popular Christmas recipes include cookies, cakes, and pies. These recipes are often shared with family and friends during the holiday season.
Appendix 17: Teacher's guide: Martin Luther King

A brief background on Martin Luther King Jr. is provided, along with key events of his life and the civil rights movement. The guide includes discussion questions and activities related to King's speeches and contributions.

- **Introduction**: A short overview of Martin Luther King Jr.'s life and the civil rights movement.
  - Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia.
  - He became a prominent leader in the civil rights movement and gained nationwide attention for his peaceful protests and speeches.

- **Teacher's Guide**:
  - Discuss with students the significance of Martin Luther King Jr.'s speeches and the impact they had on the civil rights movement.
  - Ask students to research one of King's speeches and present it to the class.

- **Discussion Questions**:
  - What were the main goals of the civil rights movement?
  - How did King influence the movement?

- **Activities**:
  - Create a timeline of key events in King's life and the civil rights movement.
  - Write a letter to King expressing your thoughts on the movement.

- **Conclusion**: A summary of the lesson and the impact of Martin Luther King Jr.'s legacy on modern society.
Apendiz 18: Teacher’s guide: Black History Month

**BLACK HISTORY MONTH**

**TEACHER:**

1. Ask students to make a list of Black people who have played an important role in the world history.
2. Discuss the answers with the whole class to share their previous knowledge.
3. Read the paragraphs to introduce the topics and compare the answers given by the students. The main way is to:
   - Analyze African American people who contributed to the history of America.
   - Ask students to list important dates in Black History.
   - Discuss the importance of Black History.

**RESEARCH:**

- Make sure students are clear about the main events of Black History.
- Ask students to fill in the blanks and compare their answers.
- Discuss the answers with the whole class.

**GRAPHIC ORGANIZER:**

- Ask students to create their own graphic organizer and share it with the class.

**BLACK HISTORY MONTH:**

**TEACHER’S GUIDE:**

**ARTICLE:**

-IVAN PETERSON

- The Liberation Movement was an early campaign by the president of the United States, Abraham Lincoln, in January 1863. This was the most important document during the Civil War to end the slavery system in the Southern states. The purpose of this document was to end slavery. This letter became a point in history and emancipation for the thousands of African Americans who were still in slavery. The Emancipation Proclamation was created by President Lincoln on January 1, 1863, in which slavery was abolished in the U.S. territories.

-IVAN PETERSON

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**RESEARCH:**

- Make sure students are clear about the main events of Black History.
- Ask students to fill in the blanks and compare their answers.
- Discuss the answers with the whole class.

**GRAPHIC ORGANIZER:**

- Ask students to create their own graphic organizer and share it with the class.

**BLACK HISTORY MONTH:**

**TEACHER’S GUIDE:**

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**RESEARCH:**

- Make sure students are clear about the main events of Black History.
- Ask students to fill in the blanks and compare their answers.
- Discuss the answers with the whole class.

**GRAPHIC ORGANIZER:**

- Ask students to create their own graphic organizer and share it with the class.

**BLACK HISTORY MONTH:**

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**RESEARCH:**

- Make sure students are clear about the main events of Black History.
- Ask students to fill in the blanks and compare their answers.
- Discuss the answers with the whole class.

**GRAPHIC ORGANIZER:**

- Ask students to create their own graphic organizer and share it with the class.

**BLACK HISTORY MONTH:**

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**RESEARCH:**

- Make sure students are clear about the main events of Black History.
- Ask students to fill in the blanks and compare their answers.
- Discuss the answers with the whole class.

**GRAPHIC ORGANIZER:**

- Ask students to create their own graphic organizer and share it with the class.

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**RESEARCH:**

- Make sure students are clear about the main events of Black History.
- Ask students to fill in the blanks and compare their answers.
- Discuss the answers with the whole class.

**GRAPHIC ORGANIZER:**

- Ask students to create their own graphic organizer and share it with the class.
Appendix 19: Teacher's Guide: St. Patrick's Day

**ST. PATRICK'S DAY**

**VISUALS**
- Ask the students to look at the visuals to compare with the answers that are provided in the next page of the activity.
- Ask the students to read the instructions and match them to the pictures.
- Compare the answers with the chart given.

**GROUP ACTIVITIES**
- Read the notes on St. Patrick's Day and ask the students to make notes about it.
- Fill-in the spaces with a visual to aid in understanding the real meaning of St. Patrick's Day.
- Divide the groups into three or four participants, and assign them to complete their roles.
- Tell the students to write a letter based on their roles, and ask them to present it to the rest of the class what they discovered.
- Give the students feedback about information they did not mention in their presentations.

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

**GROUP ACTIVITY**
- Cover the student's prior to do some research to find out how some customs are related to St. Patrick's Day.
Appendix 20: Teacher's guide: Easter

A. PREVIOS KNOWLEDGE:

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

B. OBJECTIVES:

- To learn some traditions associated with Easter.
- To ask the students to think about the traditions in the USA.
- To ask the students to work in groups of four.
- To ask the students to complete the graphic organizers and share their ideas with the class.

C. MATERIALS:

- Graphic organizers and worksheets.
- Images and pictures related to Easter.
- Handouts for students.

D. ACTIVITY:

- Easter is considered a special day in the United States. The holiday takes place between March 22 and April 21. It is a religious holiday when people from different backgrounds come together to celebrate the Resurrection of Jesus Christ (Easter Sunday). People are usually given eggs and chocolate eggs, which are symbols of new life and rebirth.
- Traditions vary depending on the region, but some common practices include the Easter egg hunt, Holy Week, and attending church services.
- The graphics organizers show the traditions that take place during Easter Sunday.

E. GUIDELINES:

- Ask the students to work in groups of four.
- Explain that Easter is considered a religious holiday.
- Tell the students to make notes and insert them in the graphic and then they have to complete a graphic organizer comparing their answers with the whole class.

F. EVALUATION:

- The students should be able to compare the graphic organizers with information about the traditions that take place during Easter Sunday.

- Ask the students to look at the pictures and ask them to choose some ideas about Easter.

Easter is a special day in the United States. It is considered a religious holiday and is celebrated on the Sunday following the first full moon after the vernal equinox. The date of Easter Sunday varies each year, depending on the date of the vernal equinox. Easter is a time of renewal and new beginnings, and it is a day when people come together to celebrate the Resurrection of Jesus Christ. People from different backgrounds come together to celebrate Easter, and the holiday is often marked by special services, religious processions, and the exchange of gifts. In many countries, children participate in Easter egg hunts, which are a popular tradition. Easter eggs are often dyed in pastel colors and decorated with designs, and they are placed in Easter baskets for children to find on Easter Sunday. In other countries, Easter is marked by the distribution of chocolate eggs, which are popular among children and adults alike. Easter is a time of reflection and celebration, and it is a day when families come together to enjoy meals and spend time with loved ones.
APPENDIX 21

Apendix 21: Teacher’s guide: Memorial Day

MEMORIAL DAY

TEACHER

- Talk about the importance of Memorial Day and its traditions.
- Group work:
  - Ask the students to write a brief description of the photos based on the information they found from their classmates’ presentations.
  - Check the answers with the whole class.

MEMORIAL DAY

- Memorial Day is a federal holiday that takes place every year on the last Monday of May. This day honors all Americans who served in the U.S. military, and is celebrated in various ways across the country.
- There are many different ways in which people celebrate Memorial Day. Some of the most common traditions include:
- Displaying flags: During Memorial Day, flags are displayed at half-staff. They are also placed on the national monuments, state and local cemeteries, courthouses, and other public buildings.

- Natural Moment of Remembrance: According to the National Moment of Remembrance, at 3:00 PM on Memorial Day, people are asked to pause for a moment of silence in honor of those who served.

- Parades: There are different parades to commemorate the holiday. One of these is the Taps Day parade, held in Gettysburg, Pennsylvania. People must step back from what they are doing for a moment of silence to honor the fallen.

- Service: There are different services to commemorate the holiday. One of these is the wreath-laying ceremony, held at the Tomb of the Unknown Soldier in Arlington National Cemetery.

- Decoration: The tradition of decorating graves on Memorial Day has been observed for over 100 years. The “33 Wreaths for 33 Presidents” is a volunteer movement that encourages people to place wreaths on the graves of our presidents.

You should check the Teacher’s guide and the page on Memorial Day before using this guide with your students.

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Apendix 22: Teacher's guide: High School Proms

- Ask the students to watch a video from the movie "Let Things I love about you," and make a list of the elements of a prom.
- Compare the answers with the students and explain the naming of various words.
- Some specific words are: season, offices, cost, hotel, tea, hotel, revenge, college, friends, family, etc.

- Ask the students to list the three hesitations related to the prom and then:
  - Ask them to work in groups, read the text, and write down the main ideas of it.

- Ask the students to fill in the table below, and then:
  - Ask them to work in groups, read the text, and write down the main ideas of it.

- Ask the students to list the three hesitations related to the prom and then:
  - Ask them to work in groups, read the text, and write down the main ideas of it.

- Ask the students to fill in the table below, and then:
  - Ask them to work in groups, read the text, and write down the main ideas of it.

- Ask the students to list the three hesitations related to the prom and then:
  - Ask them to work in groups, read the text, and write down the main ideas of it.

- Ask the students to fill in the table below, and then:
  - Ask them to work in groups, read the text, and write down the main ideas of it.

- Ask the students to list the three hesitations related to the prom and then:
  - Ask them to work in groups, read the text, and write down the main ideas of it.
It is a small universe of the United States.

The country is divided into 50 states, each with its own unique history and culture. The capital city is Washington, D.C., located on the east coast. The country is bordered by the Atlantic Ocean on the east, the Pacific Ocean on the west, and Canada and Mexico on the north and south.

The United States is a federal republic, with a system of checks and balances between the executive, legislative, and judicial branches of government. The president is the head of state and government, while the Congress has the power to make laws.

The United States is a diverse country, with a rich history and culture. It is a melting pot of people from all over the world, and its cities are vibrant with activity and creativity.

The United States is a major economic power, with a strong global influence. It is the world's leading exporter of goods and services, and it is a major investor in other countries.

The United States is a country of great beauty and natural wonders, with stunning landscapes and a diverse range of wildlife. It is a country of great opportunity, with a strong commitment to freedom and democracy.

The United States is a country of great diversity, with a rich history and culture. It is a country of great promise, with a strong commitment to the future and the well-being of all its citizens.
Apendix 23: Teacher's guide: Independence Day

**INTRODUCTION**

- Use the picture about the American symbols to check the students' previous knowledge.

**TEACHER'S ROLE**

- Talk about the “Fourth of July” traditions.
- Explain the causes for the American Revolution.

**ACTIVITY 1: READING COMPREHENSION**

- Read the titles in the box and ask the students to match them to the information in the boxes.

**ACTIVITY 2: VOCABULARY REVIEW**

- Ask the students to work in groups and read the information about the causes for the American Revolution.
- Tell them to summarize the information in a sequence chart.
- Compare the charts presented by the groups and give feedback.

**ACTIVITY 3: ROLE-PLAY**

- Ask the students to work in groups and act out the causes for the American Revolution.
Appendix 24: Teacher’s guide: Women’s Equality Day

Activity 1: Discussion
- Discuss the 19th Amendment to the U.S. Constitution and its impact on women's equality.

Activity 2: Question
- Ask the students their opinions about gender equality, e.g., do men and women have equal roles? Share arguments.

Activity 3: Reading
- Read the paragraph to introduce the topic.

Activity 4: Debate
- Have the students debate the topic and compare their ideas.

Activity 5: Group Discussion
- Ask the students to form groups of five and complete the answer sheet. Have them compare their ideas and compare the answers from the different groups.

Activity 6: Review
- Review the answers provided in the activity and ask the students to evaluate the debate and discuss if they agree or disagree with it.
Appendix 25: Teacher’s guide: Labor Day

Reading 1: Labor Day

The industrial Revolution accelerated the way people worked. People crowded into huge manufacturing plants and companies and their rights since employment had to work long hours but were paid very little. This terrible situation continued and society grew more and more unhappy. In the United States, this problem came to a head in 1910. President Roosevelt issued the first National Day to observe their rights and to show the country what they were fighting for.

The teachers will have to complete the activities in this section. They will read the text and ask questions to comprehend the meaning of the information.

Reading 2: Labor Day

The industrial Revolution accelerated the way people worked. People crowded into huge manufacturing plants and companies and their rights since employment had to work long hours but were paid very little. This terrible situation continued and society grew more and more unhappy. In the United States, this problem came to a head in 1910. President Roosevelt issued the first National Day to observe their rights and to show the country what they were fighting for.

The teachers will have to complete the activities in this section. They will read the text and ask questions to comprehend the meaning of the information.
Apendix 26: Teacher’s guide: Halloween

Halloween

Teacher's guide: Halloween

Activity 1: Preparatory

- Ask the students to complete the brainstorming activity related to Halloween in order to check their prior knowledge.

Activity 2: Presentation

- Ask the students to complete the KWL chart and compare the answers with the whole class.

Activity 3: Discussion

- Tell the students that they are going to read the history of Halloween, but the paragraphs are not in order.
- Ask them to put the paragraphs in order and compare the results with the whole class.

Activity 4: Reading

- Tell the students that they are going to read a story about the Halloween traditions. Ask them to read the information carefully.
- Ask the students to make notes about the traditions.
- Ask the students to share with their classmates what they learned about the traditions they read, and ask them to read the rest of the students in the group to write down the most important information provided by their classmates.
- Ask the students to compare the information they have and write it on the whole class.

Activity 5: Group Work

- Ask the students to complete the crossword puzzle using the information they have from the previous activities.

Halloween Cards

Apple Building

In the night of October 31st people assembled because the day of meeting a ghost or spirit was warming. There were people in the street and some of them were wearing costumes and makeup. The person had to tick the eyes of the little girl or boy and ask them if they were a witch or a wizard. If they were, they could light a fire on the ground and cast a spell to make the costume disappear. The teacher then announced that the problem was solved. Then, everyone was divided into five teams to work on the stories and create the them of the last time.

Three students believe that the first person to take the apple will be the first one to eat it. Others said that since the apple is under the kettle, the person will drink the water or her nut tea.

There is another version of this game: the first person must have a long nose since they need to be able to smell the apple from the bottom of a tree. The first person to take the apple will be the winner.

A Tale of Costumes

The four students are the types of costumes that are called Halloween. This tradition is based on the belief that ghosts or spirits once known as jack-o'-lanterns. One day, the students were playing in the forest and found some lights that looked like the eyes of a witch. When they were not sure what they were, they heard a noise behind the house. They asked what was happening and the next day they were told that the ghosts were playing for the people to dress up and enjoy the night. The teacher then announced that the problem was solved. Then, everyone was divided into five teams to work on the stories and create the theme of the last time.

For big kids, Halloween is the day when the spirits of departed people visit the living again, but it was also the time of spirits numbered around. In order not to be frightened in a spirit, people disguise or mask of them.

Three people say that the tradition began in Britain where people dressed up in costumes and went door to door singing for their food or money.

A traditional costume is candy corn. It is made of cotton candy, sugar, and caramel. Then, the three mice came out of the house and gave the children the candy corn at the door. The teacher then announced that the problem was solved. Then, everyone was divided into five teams to work on the stories and create the theme of the last time.

There are many rules related to the traditions or “客戶 in order to avoid the night of the South. Ages 6 to 12 are allowed when people who create the costumes instead of dressing caused a splatter in their faces or clothing. The children go door-to-door or “trick-or-treating.” The children were asked to the door to ask for a trick or treat. The teacher then announced that the problem was solved. Then, everyone was divided into five teams to work on the stories and create the theme of the last time.

The nine students believe that the tradition is a mix between the beliefs in the Americas, the Native American customs, and the celebration of Halloween. The teacher then announced that the problem was solved. Then, everyone was divided into five teams to work on the stories and create the theme of the last time.

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Apéndice 27: Teacher’s guide: Thanksgiving

1. Look for the words in a word search.
2. Ask students to look at the pictures and say how they are related to Thanksgiving traditions.
3. Students read the information about Thanksgiving traditions.
4. Write notes, students compare the answers they gave at the beginning of the activity with the information they read.
5. Ask students to watch the video and write notes about what they hear.
6. Ask students to work in groups, reorganizing the notes.
7. Check students’ notes with the video clips and give feedback.
8. Students read the information and then prepare a summary to act out the 1st Thanksgiving.
Apendix 28: Teacher’s guide: Christmas

**CHRISTMAS**

**TEACHER**

- **To talk about the Christian traditions in the United States.**
- **To have vocabulary related to Christmas.**
- **To analyze Hanukkah and Kwanzaa.**

**STUDENT**

- **Talk about Christmas in Ecuador, ask the students questions to find out how they celebrated Christmas.**
- **Business about the different traditions they have.**

**STUDENT 2**

- To check previous knowledge, the teacher asks students to explain how the words are related to Christmas.
- **Write two examples.**

---

La mayoría de las familias en los Estados Unidos celebran Navidad, aunque hay algunas excepciones. Muchas familias hispanas celebran ambas fechas, pero con diferencias en la manera en que se celebren. En la cena de Navidad, los miembros de la familia se reúnen para comer y compartir la cena. En Ecuador, la celebración se lleva a cabo en la iglesia, donde se cantan canciones navideñas y se abre un regalo.

**STUDENT**

- **Talk about the different traditions they have.**
- **Business about Christmas and explain how they related to Christmas.**
- **Read information about the different celebrations (Hanukkah and Kwanzaa).**
- **Students practice writing about these two important celebrations and share their information with the class.**

**STUDENT 2**

- **Write two examples.**
- **Business about Christmas.**
The Eighteenth Jewish celebration known as Hanukkah commemorates the rededication during the second century B.C. of the Second Temple in Jerusalem, which according to Jewish tradition had been reestablished through Jamnia. The event occurred during the Hanukkah, or Festival of Dedication, which begins on the 25th of Kislev on the Hebrew calendar and usually falls in November or December. It is called the festival of lights, being celebrated with the lighting of the menorah, traditional foods, games, and gifts.

History of Hanukkah

The events that inspired the Hanukkah holiday took place during a particularly favorable period in Jewish history. Jerusalem 168 B.C., shortly before the end of the Second Temple period, was under attack by the Seleucid Empire. King Antiochus IV Epiphanes forced the Jews to worship other gods, including sacrificing pigs, which was anathema to Jewish law.

When the Jewish army led by Judah Maccabaeus, son of the high priest, started the rebellion, he gathered his forces in the fortress of Mount Sebulon. After defeating the Seleucid forces at Adullam, he went on to reopen the Temple and start the reclamation work. He also restored the Temple, which had been desecrated by the Seleucids. The Temple was rededicated on the 25th of Kislev, and the festival of Hanukkah was born.

According to the Jewish calendar, the day of Hanukkah begins on the 25th of Kislev and ends on the 2nd of Shevat. The holiday lasts eight days, during which time lights are lit each evening to commemorate the miracle of the oil. The lighting of the menorah begins on the first day of Hanukkah and continues for the eight nights of the holiday. Each day, a new candle is lit, beginning with the first candle on the left. The final night, all eight candles are lit, symbolizing the miracle of the oil.

Hanukkah Traditions

The Hanukkah celebration involves the lighting of a special menorah, known as a Hanukkiah. The menorah has nine branches, with the top branch being the shamash, which is used to light the other candles. The menorah is displayed in a prominent place, such as a window or on a table. The lighting of the menorah is a daily activity during Hanukkah, and it is customary to sing the song "Hanukkah, Oh Hanukkah" during the lighting ceremony.

In addition to the menorah, traditional Hanukkah foods are also enjoyed during the holiday. One of the most popular foods is the sufganiyot, or Hanukkah doughnut. Other traditional foods include latkes, which are potato pancakes, and sufganiyot, which are jelly-filled doughnuts.

Conclusion

Hanukkah is a joyous celebration that commemorates the miracle of the oil and the rededication of the Temple. It is a time of family gatherings, lighting the menorah, and enjoying traditional foods. Hanukkah is a reminder of the strength and resilience of the Jewish people, and it is a time to reflect on the values of faith, hope, and dedication.


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