

**DESIGN, IMPLEMENTATION AND EVALUATION OF A DIDACTIC SEQUENCE
FOR TEACHING LITERATURE IN A FIRST SEMESTER COURSE AT
UNIVERSIDAD DEL VALLE**

Monografía para optar al título de Licenciada en Lenguas Extranjeras

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INTRODUCTION

After reading a wide variety of texts every year and making it through six semesters of University, any student starts wondering about what could be the possible research project to finish the major. In the courses of Seminario de Investigación and Seminario de Trabajo de Grado it is intended that every student can state and start developing a problem statement and for such, a monograph. In my case, this study was performed in order to design, implement and develop a didactic sequence to read and interpret the text *A Party Down at the Square* by Ralph Ellison (1997). This project was developed with first semester students of the *Foreign Languages Program* at Universidad del Valle.

This direction was selected after reading the novel *The Colour Purple* by Alice Walker (1982) in sixth semester. I wondered why our entire study of Foreign Languages via literary texts was focused on vocabulary and grammar structures. The aim of studying the literary text was the opportunity to check the grammar learned in class as opposed to further study in context, culture, history or social studies. From that moment, I started questioning the methods of the university program until I decided to ask some teachers.

Some of them told me it was due to the low level students' had in basic levels. For that reason, they relegated the analysis of a literary text to the study of vocabulary and grammar structures based on the assumption that students were not ready to make a literary analysis due to their limited literary background and narrow knowledge of history and culture. When I asked teachers from higher levels, some of them said they did their best to analyse literary texts in the classroom but most students did not like these kind of tasks. Some others said they did include literary analysis in their syllabus since students already had a wide reading background and they taught literature in eight and ninth semesters.

Through consideration of the previous statements and hypothesis, a series of questions were developed including: how to design and implement a didactic sequence to decode and read literature with the students of first semester? How do students response to the activities designed to follow Gajdusek's proposal (1988)? What are the interpretations and reading processes made by students in relation to the topic of the sequence? From there, it was decided to make a search in the analysis of how students interpret a literary text taking into account a teaching sequence.

Throughout the study, there are a variety of authors quoted who helped in the construction of the concepts discussed. For example, in reading a work by Tim Keppel, the questioning of the role of literature in the school of Foreign Languages began. Keppel, along with Kolers helped support this project. Romero's statements about the importance of literary fragments were another inspiration for this study.

In the nurturing process to start developing the study, the works by Muñoz, (2008); Rengifo, (2006); Angulo, (2012); Ariza, (2003) and Quintanilla & Ferreira (2012) helped to clarify some concepts such as didactic sequence, task-based learning, reading, literature, and culture. These literature review is further developed in one of the following parts of the study.

1. PROBLEM STATEMENT

The *Foreign Languages Program* offers during nine semesters, the study of English and French as foreign languages at Universidad del Valle. Particularly, the study of Literature in English is applied at the peak of the major located in the eighth and ninth semesters. Based on this fact, one could conclude as Quirk and Widdowson (1985) that “as far as English language is concerned, literature has, over recent years been generally purged from the program, [...] on the ground that it makes no contribution to the purpose or process of language learning for practical use”. However, from first semester course in *Habilidades Integradas en Inglés I*, teachers ask students to engage in the reading of at least one literary piece every semester. As Romero (1998) points out “a literary fragment means an optimal resource in learning the target language”¹. It is a teaching tool that integrates communicative skills and also serves as an introduction to another country’s culture and history.

Yet, “literary texts are almost always used in the classroom with the purpose of doing grammar exercises, clarifying doubts about vocabulary or certain morphosyntactic structures, etc.”² which is why the first question and aim is raised in this project: how to design, implement and evaluate a didactic sequence to decode and read literature with first semester students.

Literature is the most advanced expression reached by the native speakers of a language (Romero, 1998). Through this expression, writers tell a people’s history as well as a personal point of view of the world that surrounds them. Learning a foreign language is not only a matter of grammar, syntax or semantics, but also about learning about the foreign culture. It is for this reason that teaching literature should not be simply a fact of clarifying grammatical structures or targeting vocabulary but it should be a means to exploring culture and social studies. “Literature teaching cannot be a matter of re-creating the literary work by duplicating its effect. It can only set up conditions whereby people can feel this effect for themselves” (Quirk and Widdowson, 1985). The potential effect the literary text can have in the classroom is based on a variety of characteristics. First, literature is an authentic material that shows the representations of art and ways of expressing culture: feelings, behavior, costumes, and thoughts. Second, it gives a great

¹ This is a personal translation.

² This is a personal translation.

scenario for development of communication skills and practice for comprehension based on the reader's own background knowledge.

2. OBJECTIVES

The study will be developed with first semester students of the *Foreign Languages Program* at Universidad del Valle. Both the didactic sequence and its process and results will be analysed.

2.1 General objective

Design, implement and develop a didactic sequence in reading literary texts to interpret the text "*A party Down at the Square*" by Ralph Ellison with first semester students of the *Foreign Languages Program*.

2.2 Specific objectives

- Design a didactic sequence to decode and read literature with the students of first semester.
- Analyze students' responses when following the sequence proposed by Linda Gajdusek (1988).
- Analyze the appreciations and reading processes of the students in relation to the didactic sequence and its topic: racism.

3. JUSTIFICATION

In the personal aspect, I have been interested on this topic for about 5 semesters. I have wondered why literature tends to be focused on the teaching of grammatical structures and vocabulary instead of encouraging a deeper exploration of the sociocultural context that literary text can bring into a foreign language class.

A Passion for Reading is a text that was written by Tim Keppel (2006), professor of Literature in English at Universidad del Valle, that made me think of the people who have a passion for reading. Reading is more than a leisure activity, it is a door to other worlds, to learn about other countries' culture, history and life; indeed, this is an important aspect of foreign language's study which is lacking in the courses included in the major. Although we are told that literature is "realistic" but not "real", this component of literature in the class of English as a foreign language gives learners access to the cultural component of the target language that many students seek in their course of study.

In the professional aspect, I have asked my teachers about this proposal and its relevance to the field. Some answers have been: "there are not many studies in this field", "the program is making a study on this field for the certification of high quality, but a more detailed study in a specific class could generate relevant data and points to be reinforced in regards to the teaching of literature"³. Those statements encouraged me to go forward with my proposal of conducting research about literature and how it is taught.

In the academic aspect, "reading is not a simple matter of translating familiar visual graphemes into phonemes" (Kolars, 1968). This concept helps us to understand how students read a literary text in the context of their own background knowledge and emotions, and what elements or other resources they implement for comprehension. Understanding and linking ideas in the process of learning a foreign language is more than translating content.

"Reading for meaning" (Kolars, 1968) is a goal that students of basic levels in foreign languages search to achieve; indeed, relating it to a cultural context is what I intend to study with this project.

³ Paraphrased statement given by a professor at *Escuela de Ciencias del Lenguaje*.

4. LITERATURE REVIEW

The following five studies reviewed in this section are related in terms of methodology and type of study (didactic sequence). Three studies were found at the *Centro de Documentación de La Escuela de Ciencias del Lenguaje*. The other two studies are: one national from the *Universidad Nacional* and the other is international, carried out in a language institute in Valdivia, Chile.

The first project belongs to Muñoz, 2008. In her monograph *El Desarrollo de la Competencia Literaria en la Educación Básica Secundaria. Una Secuencia Didáctica sobre la Lectura y la Escritura de Cuentos Fantásticos*, Muñoz sought to design and develop a teaching sequence around the reading of fairy tales, as well as to analyze the impact that teaching semiotic theory has on the interpretations and productions of literary fairy tales by ninth graders. This study was done with 36 students between the ages of 14 and 16 from the Institución Educativa Humberto Raffo Rivera (IEHRR). The approach is qualitative and it seeks to offer the development of a teaching sequence for the reading and writing of fairy tales.

Using the process of diagnosis, execution, and evaluation Muñoz found that students had an interest in fairy tales and narrative structures although reading comprehension and development of literary features of the text was poor. Moreover, the use of the teaching sequence developed by Muñoz had positive results since it increased students' performance in production and comprehension of stories although the effect varied in different grades and aspects. Muñoz concluded that the approach she employed was useful for the students' development in their literary competence.

This research was useful since it helped clarify some ideas and concepts of how a didactic sequence needs to be performed. The development of a teaching sequence must be based in theory so that the practice can be well supported and may lead to the desired results.

In Rengifo's 2006 monograph *Créase en Cuento: Una Propuesta Didáctica Para Acercarse a la Lectura*, she introduces a didactic sequence in "*Reading Modern tales*". This study was done with seventh graders. The methodology developed in the pedagogical work is based in the cultural psychology of Vigotsky and Bruner; the psycholinguistic perspective of reading of Goodman and Smith. In order to develop this project, "*La Teoría Del Cuento*" by Enrique Anderson Imbert was taken into account as well as his contributions to the field. This monograph

allowed a debate around teaching sequences in reading and writing. The use of three main components– diagnosis, development and evaluation- allowed students to better understand the stories' function although some of them presented difficulties related to the lack of explicitness in the concepts. Finally, in the conclusions it is stated that teachers need to recognize that although not every student enjoys literary reading, the most important factor according to the Ministerio de Educación Nacional (MEN), is to achieve student's competence in reading. Moreover, Rengifo's teaching sequence led to improved classroom work in writing and reading leaving room for the teachers to put the students in closer contact with literature. Rengifo showed that studying language or historiography in an abstract way does not have good results in the classroom.

Through this study, it was recognized that not every student is going to love, enjoy or even like literature, but that the process of basic analysis and reading competence remains essential. Reading and writing are two skills that lead to the enrichment of vocabulary and syntax so students foster their proficiency level in the other two skills of speaking and listening.

Another study is presented by Angulo, 2012 in her study *Implementation of Task-Based Learning and Cooperative Learning for Promoting and Strengthening Oral Production in English*. Her objective was to design, implement and evaluate a proposal to promote and strengthen communicative competence in English through cooperative learning and task-based learning with tenth graders in a public school in Cali. She followed the action-research methodology. Angulo made 12 hours of observation with 35 students by following the stages of planning, design and implementation.

In her conclusions, Angulo states that the oral production in tenth graders indicates that the type of tasks and activities proposed have an important role in learning a foreign language. Both task-based learning and cooperative learning allow promoting spaces and situations where speaking is carried out. The student is not only embracing his knowledge in the target language but also, his socio-emotional ties in and out of the classroom.

According to Angulo, in task-based learning and cooperative learning one of the privileged skills is speaking. The student is involved in the interaction process which allows him to socialize with his classmates. This has a positive influence of self-recognition in his ability to get in contact with other speakers. Equality in front of the other classmates creates confidence in

regards to his own abilities. Moreover, the other skills are also enriched through the use of this approach.

The type of study and methodology, implementation of a didactic sequence in task-based learning and cooperative learning contribute to the construction of this study since it clarifies doubts and situations that might be present in the classroom where this proposal is to be carried out. The aim of this study is to work on reading and writing; however, speaking is a skill that allows students to communicate and strengthen their socio-emotional ties among one another. That aspect is necessary to work in groups since the topic treated in the study generates debate.

Another project was performed by Ariza, 2003 with 11 students of English as a foreign language in the area of “Extensiones” at Universidad Nacional. In her study *From Strengths to Weaknesses: Guiding Students in their Development of Oral Skills*, the objective was to meet adult EFL learners’ linguistic needs in terms of guiding their development of oral skills and taking advantage of their strengths. This study used action-research and developed the stages of observation, diagnosis, implementation and evaluation.

According to Ariza, a needs analysis demonstrated what students needed the most. Classroom innovation does not necessarily mean to change every single aspect in a curricular plan or to start from zero. An innovation proposal can be designed in a way in which it can be an integral part of curriculum supporting its key components. Task-based learning was an approach that allowed students to express their ideas and get involved in communicative skills. Using the students’ strengths in order to work on their weaknesses proved to be a successful technique in order to tackle those aspects students need more help or practice with.

This study proves that successful learning can be achieved through a variety of components of task-based learning and development of activities to improve aspects in the four skills. This study is also a contribution since the group the researcher worked with had high education level (university). The methodology she followed is also implemented in this study and the results found were satisfactory.

Taking into account the education level of the students, the methodology and the object of study, Quintanilla & Ferreira, (2010) applied a quasi-experimental study. The main objective of this article is to portray how the theoretical principles of task-based teaching, cooperative learning and CALL (Computer-Assisted Language Learning) can be used together in the design of activities for the improvement of linguistic abilities. To achieve this, empirical evidence was

examined in order to determine the efficiency of this integrated methodology vs. the traditional one commonly used for teaching English as a foreign language. Both methods were contrasted and tested in an experimental pre/post test control group research design.

During the development of the tasks, three stages are followed up: pre-task (which involves activities to prepare students), the task (involves the performing of understanding, expression and interaction activities. Students' participation prevails) and post-task (which involves follow-up procedures to monitor learning process and achievement of the objective).

The sample in the quasi-experimental study had 12 students of a language institute in Valdivia, Chile. They were registered in the course *Regular 1* which had three weekly hours divided into two classes of 1.5 hours each one. Their ages went from 23 to 35. The interventions were divided into 14 sessions: nine in the classroom and five in the lab.

Finally Quintanilla & Ferreira, (2010) concluded that the results showed that the experimental group, which used the integrated methodology, had a considerable language improvement compared to the control group that used a traditional one. This suggests that an integrated methodology using the approach of the task-based teaching, the cooperative learning and CALL would be beneficial for the improvement of linguistic abilities especially in the skills of oral and written production.

These results along with the education level of the students, the methodology and the aim of the studies contributes to the integral overview of my own project. By knowing the results and conclusions found are not definite or decisive, the design and implementation of the sequence give place to a variety of results that can enrich the teaching of literature in the classroom of *Habilidades Integradas en Inglés I*.

Indeed, the application of the task-based learning approach with its three stages give the main connection with my paper, but also, the design of a didactic sequence and reading literature in the classroom give both the methodology and type of study of this monograph.

5. CONTEXT

Universidad del Valle is a public university, it is located in the neighbourhood of Melendez in Cali, Valle. Students from all over the country come to study in this university which is known as the third best university of Colombia after Universidad Nacional and Universidad de los Andes in Bogota.

The university has different programs as arts, engineering, medicine and education. In regards to education, the faculty of *Humanities* has nine programs of undergraduate studies. One of these programs is the *Licenciatura en Lenguas Extranjeras Inglés- Francés*. This program has been offered since the year 2000. Before that, it was named *Licenciatura en Lenguas Modernas* when it covered a wider range of languages. After that year, it has become focused only on the foreign languages of English and French.

The essential objective of the program is:

Train a teacher in foreign languages (English and French), an autonomous, creative and comprehensive professional with academic excellence that can give a suitable orientation in foreign languages for media education; with a view of the social function of language, knowing the reality of education in our country, who does his / her academic work with critical coincidence, ethical commitment as a person, with respect and tolerance for others' ideas⁴. (Currículo y Plan de Estudios de la licenciatura, 2006)

Along with this main objective, there are five specific objectives that consider the development of the communicative, sociocultural, pedagogical, research and organizational competencies in the student that allows him / her to participate, analyse and reflect in different educational projects and issues. According to the program curriculum, the profile of a graduating student in this major is:

The graduate student of the Foreign Languages Program has the theoretical, conceptual, research and practical training that will grant him / her the access to postgraduate studies in the areas of Language sciences or related, both nationally and internationally. Previous experiences demonstrate that the high level of commitment and academic performance achieved by those of our graduates who have undertaken studies at other universities of the country and abroad⁵. (Currículo y Plan de Estudios de la licenciatura, 2006)

Both in the objectives and the profile, it can be stated that the program searches to guide the

⁴ This is a personal translation.

⁵ This is a personal translation.

integral development of the professional and the critical thinking with a serious commitment.

According to the decree 272 of the Ministerio Nacional de Educación (MEN), the curriculum of the Licenciatura in Foreign Languages was organized in five basic nuclei:

- *La enseñabilidad*
- *La pedagogía como fundamento de la profesión*
- *La educabilidad y el contexto educativo*
- *La investigación y la práctica profesional*
- *Asignaturas electivas y obligatorias de ley*

From those nuclei, the first one, “*La enseñabilidad*” has 3 subdivisions: a) *Conocimiento y profundización del inglés y del francés*; b) *Fundamentos del lenguaje y la lengua materna*; c) *La enseñanza de la segunda lengua*.

From there, it can be noticed that the language is to be developed in both the native language and the foreign language, giving them the necessary depth to reach a high level of commitment and organization.

The main components in the curriculum are related to pedagogy and didactics, research training, and linguistic bases of the foreign languages – English and French. More precisely, in the foreign languages it is sought to develop in the students the communicative, scientific, cultural, pedagogical, didactic, research, and literary competences in English and French.

Here, it is important to emphasize the importance of the literary competence in developing this literary training program. The program is intended to be offered to students throughout their nine semesters. According to the curriculum of the Licenciatura in Foreign Languages, a literary competence requires “to convert the student into a good reader familiarized with authors of English and French expression; with both basic knowledge and theory management in literary techniques that allows to tell apart different genres, make literary analysis, and moreover produce texts⁶” (Curriculum, 2006). Reading is a skill that has the ability to strengthen the other skills of speaking, listening and writing. If grammar is taken as another skill, reading different genres or literary works helps any reader to gain awareness in the language syntax or structure.

In the curriculum of 2006, English language must be studied for nine semesters. The first levels are *Habilidades Integradas en Inglés I, II, III and IV*. The next level is *Tipologías*

⁶ This is a personal translation.

Discursivas Orales en Inglés V, followed by *Tipologías Discursivas Escritas en Inglés VI*, *Composición Escrita en Inglés VI* and the final cycle, *Literatura en Inglés VIII and IX*. According to the curriculum of 2012, in point 10, the main components state that “The curriculum in foreign languages is structured around four components or fundamental axis of training that are closely related: the foreign languages (English and French); pedagogy and didactics; research training; and linguistic grounds and in native language⁷.”

In relation to both foreign languages in the programme, there are three phases of development, deepening and expression stated in point 10.1 on pages 14 to 16: “**a) Fase I:** *desarrollo de habilidades comunicativas básicas*; **b) Fase II:** *Profundización en el estudio de textos orales y escritos*; **c) Fase III:** *Literaturas de expresión inglesa y de expresión francesa*”.

This project aims to focus on the first phase: development of basic communication skills. At the beginning of the career, “an induction process is started for gaining interest and appreciation of literature and for discovering cultural aspects in the different communities⁸” (Curriculum, 2006). What this project attempts to do is the design, implementation and evaluation of a didactic sequence for teaching literature.

According to the Plan de Estudios, in the first point: *Descripción y Marco Teórico*, it is stated that:

Contact with the English language is set seeking to develop the four basic skills through communicative approaches. It begins with a process of familiarization with the actual use of the language to enable students to understand and communicate orally and in writing about their interests and personal experiences or familiar situations, worked in the classroom. Similarly, an induction process is started to develop a taste for literature and an interest in learning about cultural aspects of English-speaking communities⁹. In this first level students also begin a process of reflection on learning English as a foreign language¹⁰. (Currículo y Plan de Estudios de la licenciatura, 2006)

The highlighted part indicates what is expected from the students: to develop an interest for both literature and culture. In order to achieve this goal, one of the objectives is addressed to reading: the descriptor states the global understanding of magazines, newspapers and short

⁷ This is a personal translation.

⁸ This is a personal translation.

⁹ Highlighted by the author.

¹⁰ This is a personal translation.

stories among others. The conditions include short literary texts with cultural topics, grammatical and lexical structures related to the main topics in the level. The texts are short with familiar and frequently used, simple sentences generally accompanied by illustrations.

If we go to the syllabus of *Habilidades Integradas en Inglés 1*, the first point: description and framework in the syllabus, state that “Este curso está diseñado para estudiantes de primer semestre del plan de *Licenciatura de Lenguas Extranjeras* que tengan un nivel de principiantes” which confirms the nature and level of the course as well as it connects it to the curriculum and *Plan de Estudios* of the program. Moving to the specific section about literature, this first point also states “se inicia un proceso de inducción que desarrolle el gusto por la literatura y el interés por conocer aspectos culturales de la comunidad angloparlante”. This is the objective stated in the *Plan de Estudios* also presented as a basis and framework in the syllabus for the first semester course in the pre-service program of Foreign Languages.

The second section states in a chart the objectives of the course. They are divided into the four skills, descriptors and conditions; this is what students are expected to be able to achieve by the end of the semester.

Table 1. Objectives of the course

Habilidad	Descriptor	Condiciones
Escucha	Comprender un número limitado de oraciones cortas, frases simples y palabras de uso frecuente sobre temas relacionados con su entorno inmediato. Comprender y seguir instrucciones simples. Comprender los aspectos relevantes de historias y emisiones en registros narrativos y expositivos	Diálogos y monólogos cortos claros y a velocidad regular sobre temas familiares y de la vida cotidiana.
Lectura	Comprender globalmente contenidos de revistas para el público en general, periódicos, historietas, comunicaciones informales (cartas, correos electrónicos, postales, foros virtuales, redes sociales) y cuentos cortos.	Obras literarias cortas con temas culturales, estructuras gramaticales y lexicales relacionadas con los ejes temáticos del nivel. Los textos son cortos con vocabulario de uso familiar y frecuente y oraciones simples, generalmente acompañadas de ilustraciones.
Escritura	Escribir párrafos y textos sencillos sobre temas relacionados con información personal y familiar o sobre temas de su entorno cercano.	El contexto es personal y familiar y la producción es generalmente guiada a partir de documentos escritos y audiovisuales de fuentes diversas.
Habla	Comunicar y solicitar información sobre	La interacción es breve con respuestas

	temas familiares del entorno de la clase y temas afines.	precisas, producidas con oraciones y frases simples y generadas por preguntas guiadas a velocidad regular con articulación y entonación pausadas.
Este curso hará énfasis en un componente intercultural que tendrá en cuenta los siguientes aspectos: • Conocer los eventos que marcan o caracterizan la identidad nacional y la de los países de lengua inglesa (estereotipos, productos nacionales, sitios significativos para la memoria colectiva). (knowledge) • Identificar y reconocer perspectivas etnocéntricas en un evento o documento para mediar entre las interpretaciones que puedan generar conflictos en fenómenos tales como la familia, el entorno local y la nación. (skills) Usar en tiempo real el conjunto de conocimientos, habilidades y actitudes desarrolladas sobre las temáticas de clase para interactuar con hablantes de lengua inglesa. (attitudes)		

As stated in the skill of listening, students were asked to understand and follow instructions so they could continue with the other activities proposed in the didactic sequence. The dialogues and presentations were in a familiar context with a regular speed in harmony with their level of language.

In reading, they had to be able to globally understand texts such as newspapers, magazines or literary texts that had a relation with the topics established in the course. In this case, the topic established to work with the course was racism. Also, the texts were to be short with grammatical structures they could follow. Additionally to the objectives of the course, each intervention that I performed had particular objectives:

SESSION 1

Objectives:

- Analyze a video and its topic(s).
- Express your thoughts about racism and races.

SESSION 2

Objectives:

- Discuss racism cases
- Be aware of five basic questions to narrate a story

SESSION 3

Objectives:

- Analyze the text A Party Down at the Square by Ralph Ellison by using the five basic questions to narrate a story.
- Analyze the period, culture, and history of the time the story was written.

SESSION 4

Objectives:

- Express time references to help analyze the story
- Set the plot, conflict or climax of the story

SESSION 5

Objectives:

- Express time references to help analyze the story
- Set the plot, conflict or climax of the story

Some of the steps in Gajdusek's (1988) sequence were adjusted since it was noticed as necessary in the process of reading and analysis in the course. The activities had a close relation with the four levels established and literature had its part in the classroom.

In writing, the production of paragraphs had to be guided from the texts and videos presented to students. Those were two elements used in the sequence: readings and videos to enrich students' vocabulary, grammar and contextualization of a topic so they were familiarized with it. Finally, in speaking, students were expected to be able to produce, communicate and ask for information, in a regular speed, with good articulation and pause, different messages. The final activity in the sequence was to create an ad against racism. In this way, all the previous skills are wrapped-up to get a final result of the process they followed with the didactic sequence proposed in the course. (See Appendix 4)

6. THEORETICAL FRAMEWORK

In this section, the concepts that give a theoretical perspective of this study are hereby developed. Taking into account that the main objective is to design, develop and implement a didactic sequence, this concept is the first stated. Following are the concepts of literature and reading, which are the problem statement of the monograph, focused on culture awareness by following the task-based learning approach.

6.1 Didactic Sequence

Since this project aims to design, implement and evaluate a didactic sequence to teach literature, it is necessary to describe two concepts related to didactic sequence: didactic models and design.

6.1.1 Didactic Models

First, it is necessary to state a brief summary in the theory of three possible directions in didactic models in education that can coexist in the development of a course: the mono-cognitive, the meta-cognitive and fanta-cognitive perspective (Politecnico di Torino, 2011):

The mono-cognitive perspective interprets the intellectual education as cultural literacy, intending to assure everybody the skills necessary to organise content, to know the words meaning and to manage the investigation tools in different disciplines. It deals with existing knowledge; it is focused on the product and the notion of handling or solving specific problems.

The meta-cognitive perspective aims at providing trainees with the “scientific thinking” methods, in order to assume, formalise and solve problems through observation, formulation of hypotheses, experimentation and assessment. In other words, it intends to enhance in a systematic way the use of direct investigation tools (attitudes, methods, techniques) allowing conceptualisation, generalisation and transferability of cultural objects. This perspective interprets education as a critical construction of culture in both the student and the group with attention in the progress of conscious and transferable learning tools.

In the fanta-cognitive perspective the trainee can build original processes of understanding/review and discover not only new or different cultural objects, but also new or different approaches to them. They can be set up thanks to the valorisation of subjectivity. It is focused on the subject, the use of experiences and the ways to use them in daily life. Experiences are the starting and arrival point that make the subject conscious of his /her limits and resources.

With these three didactic models, we can address the perspectives towards the construction and development of the learner and his / her abilities in learning and managing knowledge. Also, how the different experiences in life build conscious knowledge and resources in an aware learner. Those three didactic models also include the concept of culture which would be later extended.

6.1.2 Design of a Didactic Sequence

Another concept that is necessary in this research of didactic sequence is the concept of design. “Designing a language course is a work in progress in its whole, in its parts, and its implementation” (Graves, 1999). For making a design, it is important to take into account that progress and products are an interrelated set that becomes a system.

Graves (1999) also states that designing a language course has several components which are organized in a flow chart and the processes are described in action verbs and not nouns: to assess needs, to formulate goals and objectives, to develop materials, to articulate beliefs, to define the contexts, to organize the course, to conceptualize content, and to design an assessment plan. In this way two aspects are highlighted: there is neither hierarchy nor sequence in their accomplishment. It is the teacher who is in charge of understanding the options, making choices, and taking responsibility for these choices.

As stated at the beginning of this chapter “designing is a process in development” (Graves, 1999) which is why planning, teaching, evaluating, replanning and teaching again are part of the plan in teaching a course. Bagherkazemi and Alemi (2010) provide ideas for regarding the role of literature in the ESL / EFL classroom. There, they quote Gajdusek.

Gajdusek (1988) in her book *Toward Wider Use of Literature in ESL: Why and How*, offers a four-level sequence for in-class work. She exemplifies her approach with a story, though she claims that it is equally applicable to all kinds of literary texts. Following is a rough sketch of the four levels of the model along with her suggested activities for each stage.

Level 1: Pre-reading activities (essential background information and vocabulary)

Pre-reading vocabulary work

1. Words whose meaning can be derived from the context.
2. Words that contain vital clues to the cultural and emotional context of the text.
3. Words that proficient readers merely categorize.

Additional pre-reading work

1. Student logs
2. Write-Before-You-Read activities

Level 2: Factual in-class work (who, where, when and what – happens)

a. Point of view (who)

1. Identifying the point of view and discussing its implications.
2. Rewriting the story from different points of view.

b. Character

1. Listing the main characters.
2. Analyzing the main characters, their relationships, motivations and conflicts.

c. Setting

1. Providing background information about the author in the pre-reading work.
2. Assigning students to groups to report on the general and specific time and place.

d. Action:

1. Asking questions and checking for comprehension.
2. Having learners work out the time line of the story.

Level 3: Analysis (aspects of structure, theme, and style)

a. Structure-Plot, conflict, climax

1. Investigating the plot in terms of conflict, climax, or turning point.
2. Having learners identify the climax line and then compare their ideas.

b. Theme

1. Eliciting several topics and having learners articulate the theme using those topics.
2. Having learners articulate the theme by analyzing paragraph foci.

c. Style

1. Pursuing patterns and figurative language.
2. Having learners divide the text into significant sections and name them with a word or phrase that reveals the author's purpose.

Level 4: Extending activities (in-class activities that *extend* the ideas or situations encountered in the text; written response)

In-class work

1. Debate of issues and interpretations
2. Role-plays and dramatizations of scenes.

Student writing

1. Writing tasks of journals or critical essays.
2. Practice sentence-level grammar

These steps may be followed in order or they can also be adjusted, depending on the teacher, his / her design of the course, and the students' needs. Also, if the underlying goal is to involve students communicatively in the classroom, to enable them to discover what is significant in the text instead of just telling them, teachers must be willing to cover fewer points in order to make time for richer discussions. With this sequence that Gajdusek states, a deeper process of reading can be followed in or out the classroom. With this sequence, language and literature are taken as meaningful pieces that provide study in both linguistics and culture.

This sequence of activities can lead to an organization or didactic sequence for the development of the project. Literature is a part of a people's history. It might not be *real* but it is *veracious*. If we get in contact with the culture of another country, we can gain awareness about our own culture and history. Literature allows us to compare and reflect on our own behavior. In this way, teaching literature is not only a matter of grammar and vocabulary as many might think, but also, a door to communicating with new viewpoints.

6.2 Literature

Addressing this concept makes part of the core in this study. On the one hand, Johnson (2013) states that "it is necessary to have an understanding on the topic which is addressed for both participants in a discussion". After refusing to take the "relativistic path" and say "literature is whatever each person thinks it is", Johnson (2013) conceptualizes literature by dividing it in three subparts: topic, what and how.

1. *Topic*. Literature addresses topics that are of deep interest to many. For example, the things that make our lives both complicated and worth living: freedom, truth, beauty, love, loyalty, despair, hope, hopelessness, etc. Contemplative people across places and throughout time have concerned themselves with these ideas and have represented and explored them through literature.

2. *What*. The definition of literature above implies that what a work of literature says about an issue or subject of deep interest is important. It is not only about a particular

opinion but also, an insight into the topic that is of permanent and universal interest. A literary text is one that freshens, intensifies, deepens, and/or challenges our understanding of something we are interested in. Many stories and poems deal with love, war, truth, psychology and human emotion, but literary texts will make us feel like we see something about these things that we did not see before or did not see as clearly or did not feel as intensely.

3. *Form*. This is an often forgotten criteria. By form it is not meant novel, poetry, short story, or play; it is meant the specific conventions used within those genres to create particular effects. Usually, in an artistic work, the form of the presentation (the rhythm of a song, the perspective of a painting, the metaphors in a poem, etc.) works to achieve a particular effect—that is, the form works to create a special impact on the ways listeners of a song, the viewers of a painting, or the readers of a story think about, feel, understand, and relate to the ideas represented in the artistic work. The insight that literature offers is not often just mental; it is often felt.

As a final conclusion, Johnson (2013) says that giving a definition of literature is much more complicated than he indicated in the text. Many fine works of literature only possess one of the three qualities he mentioned before but literature needs to possess only the third quality (form) since pure beauty is all that matters and meaning is largely unachievable.

6.3 Concepts of Reading

A concept to be developed in this project is reading. This concept is based on Kenneth Goodman's theory in his book *Psycholinguistics and the Teaching of Reading* (1977). According to Goodman, the study of the reading process, discussions of how reading should be taught, and psychological experiments on the reception of letters and words are just a few of the ways to explore the visual aspects of reading.

“One know from many sources that some of the letters of the Roman alphabet are ambiguous; that even skilled readers misperceive letters and words; and that, indeed, if one were not dependent upon one's visual system for normal reading, books could made of blank pages and man would be none the more ignorant. Normal reading is heavily dependent upon visual inputs, and perhaps because of this dependency early reading instruction emphasizes the distinctively visual aspects of letters and words” (Goodman, 1977).

Goodman argues that the visual aspect of the reading process, while important, has been seriously overstressed both in practice and in theory. Consequently, some experiments and their implication will be emphasized to show how little reading may depend upon the visual

component.

Another author that treats reading is Guilles Thérien (2002) in his book *Lectura, Escalera y Complejidad*. He states that:

The reader [...] is a being of reason, an ideal reader whose position is not evidently social or individual. It is thought, then, that in order to persevere good readings is preferable to "let the text speak" with or without boxing because it does not matter to know who or how it makes it talk".

However, it will not only be the great reader the one who ‘lets the text speak’ but any reader who is led through the process of reading (via the proposed teaching sequence). Using the proposed reading techniques, the reader learns to not only take risks in talking about the text but also to relate their own personal experiences in life or from other texts in order to strengthen the discussion and understanding of a text.

“El acto de lectura es un acto de lectura en la que están involucrados diversos procesos a los que he llamado procesos perceptual, afectivo, cognitivo, argumentativo y simbólico. Aunque estos términos aparecen en un orden y su explicación también puede estar ordenada, ello no quiere decir que en el marco de una lectura concreta esto sea una variabilidad de los procesos de guía de lectura. El orden no es un encajonamiento que se imponga, es algo secundario. Ante el texto, el lector se encuentra como el músico delante de su partitura. Él debe descifrarlo y lo hará con tanto más gusto que, personalmente habrá alcanzado el escenario de aptitudes esenciales para hacer dicho desciframiento y el sentido de la complejidad que le permitirá hacer literatura, así como el músico estará obligado a hacer música con su partitura”. (Goodman, 1977)

Both design of language courses and reading are processes that depend on certain aspects and cycles. In this case, the order of reading is compared to the musician in front of his /her sheet music; continuously deciphering and integrating complex information which allows the reader to immerse themselves in the process. Every time we are set to a text as readers, we test our abilities and understanding of the area. We analyse a text, decipher it, give it sense and make “music” with the words that come out of the written sheet music.

6.3.1 Using Reading Strategies

At the beginning of the learning process in reading, learners often follow the word-by-word, stopping to look up every unknown vocabulary in the text to better understand what is read. When they do this, learners are relying exclusively on their linguistic and organizational knowledge. It is up to the language teacher to teach and show students some strategies so they can improve their reading process and deal with a variety of situations that can face when reading a new text. According to Coker & Bereznick (2004) some strategies that can help to achieve effective reading are:

Inferences. Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences. The purpose of this strategy is to draw meaning from text through explicit details and implicit clues. Also, to connect prior knowledge and experiences to the text in order to make good guesses about what is happening, may have happened, or will happen in the future. In this way, students will be able to both develop greater awareness that texts can be understood on more than one level and also, to become capable and confident in comprehending the subtle meanings in texts.

Anticipation guide. Students work to read and then agree or disagree with each statement. This helps students to activate their prior knowledge and experience to anticipate what they will be reading. Also, it encourages students to make a personal connection with a topic or unit of work so that they can integrate new knowledge with their background experience and prior knowledge.

Organizational patterns. Information can be grouped and ordered in different ways. For example: sequentially (as in a procedure), by order of importance (as in a persuasive argument), or by classification (as in a periodic table). The purpose is to preview the text structure and identify different organizational patterns and well as to become familiar with the organizational patterns of a text. In this way, students will be able to make meaningful connections with the text and learn to read more independently.

Most/ least important ideas. Finding the main idea(s) in text by distinguishing between the most important and least important information. When students practice this strategy, they become familiar with the text and make judgments about the content. They are able to work collaboratively with a partner using a variety of strategies to make sense of the text.

Using context to find meaning. Writers use a variety of ways to convey the meaning of unfamiliar words and concepts. The purpose of this strategy is to help students to infer the meaning of unfamiliar words and concepts by using clues from the text. In this way, they will be able to read subject area texts more independently, discuss important concepts related to the subject and monitor their own understanding while reading a variety of texts.

Reading is a vital part for learning a foreign language and becoming a teacher. When learning to read, we figure out the purpose, relevance of the content, strategies to improve our understanding, and finally, our opinion and final comprehension of the text. These strategies were intended to be put into practice in each lesson plan to help students understand better the variety of text presented in the interventions. Their answers and experiences will be later quoted in the analysis of results of this paper.

6.4 Culture Awareness

Taking into account that the intercultural relation between Colombia and Anglo speaking countries is not very significant or well known by students in our context, literature is a means for two cultures to engage in constant conversation, implying the use of decoding, interpretation and understanding of the written word. When students engage in learning a foreign language, they already have a communicative competence in their mother tongue (MEN, 2009) for this reason, some theorists as Canale and Swain (1980) and Canale (1983), and then Lyle Bachman (1990) stated a reorganization model with 3 main components: language competence, strategic competence and psychophysiological mechanisms. The first one, language competence, is described as self-knowledge and its components which are represented in the following figure (MEN, 2009):

Figure 1. Reorganization model

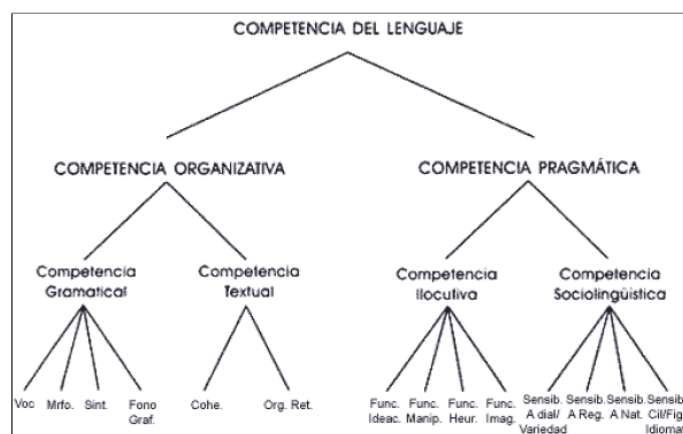


Figura 1. Componentes de la competencia del lenguaje. (Tomado de Bachman, 1990)

According to the Lineamientos Curriculares Idiomas Extranjeros (2009), language competence includes two sub-competences: organizational and pragmatic competence. The first one is grammatical and textual. The second one, pragmatic competence refers to the functional use of the language, includes the sub-skills of illocutive and sociolinguistic competence. Illocutive competence involves controlling functional language features such as the ability to express ideas and emotions (ideational function) to get it to hold something (manipulative functions), to use the language for teaching, learning and solving problems (heuristic functions) and to be creative (imaginative function). Finally, socio-linguistic competence considers aspects such as sensitivity towards types of dialects and registers, the naturalness or closeness to the characteristic features of the language and understanding of linguistic cultural references and figures.

It is the pragmatic competence which helps the learner to follow a process of intercultural awareness and language function to decode, interpret and understand the written word. By putting together the ideational, manipulative, heuristic and imaginative function along with the understanding of registers, dialects, and features, intercultural relations may be observed throughout the didactic sequence proposed in this research project to study a literary text.

The concept of culture is deeply interrelated with the previously discussed concepts. Currently, all aspects of modern life -our jobs, relationships and education- are being affected by globalization. Goods and people are crossing all borders and awareness of international culture is becoming the central issue of our time. Before the Second World War, the term 'culture' meant knowledge about great works of literature, social institutions and historical events, acquired through the translation of written texts (Kramsch, 2001). Language, as part of culture, expresses a cultural reality and reflects the way people give meaning to their experiences and embrace a social identity. It is for these reasons that cultural competence and clear intercultural communication becomes a prominent area of research and study. Cultural competence includes not only familiarity with the language of another country, but also their creations, religions, sports, tourism and business. Both the literary text and culture are at central in the development of this project.

According to Assemi (2012) culture is what brings us together as human beings and as social creatures. Culture gradually converts to personality; and individual personalities, when put

together, form culture. Culture cannot be formed by itself. The most sensible feature of culture is that it is formed imperceptibly i.e. the process is invisible. Change in culture is completely unobservable and nonmaterial. Therefore, we claim that cultures change slowly over time and at the same time, they change all aspects of a society. Due to its complex nature, the word culture is very difficult to define. The concept of culture is something that everybody implicitly understands but is difficult to define precisely.

Despite the many authors who have tried to define this term, before or after the Second World War, papers and theorists around the world continue to contribute their ideas and concepts. As stated before, culture is unobservable and nonmaterial, but the communication, feeding and interrelation among different countries is identifiable and visible. The intelligible discourse between people quite different from each other is visible when we have access to elements of culture as art. Growth in the areas of identification, study, and development of culture coincides with deeper social transformation in society. Intercultural communication continues to be very significant in the process of language learning in the classroom.

One vital element that helps extend culture is the film industry. The other factor that has a great effect on transferring culture is books. “Different types of books help extend culture. One of the best ways to transfer culture through books is translation. Cultural translation is one of the most important concepts in cultural theory today. Translated texts reflect almost all aspects of a culture so it is mentioned as a significant factor for publishing culture. At the end we found that multimedia, films, books, press, and newspapers cause to popular the culture through the language.” (Assemi et al, 2012).

In order to achieve the study of culture, the Ministerio de Educación Nacional has developed a guide for teachers to follow in order to help develop their courses. If we take a look at the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006), we can see the inclusion of culture as a standard to be assessed:

Grado 6,7; lectura: Identifico en textos sencillos, elementos culturales como costumbres y celebraciones.

Grado 8,9; lectura: Identifico elementos culturales presentes en textos sencillos.

Grado 8,9; conversación: Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura.

Grado 10,11; lectura: En un texto identifico los elementos que me permiten apreciar los

valores de la cultura angloparlante.

Grado 10,11; conversación: en interacciones con hablantes nativos de inglés reconozco elementos propios de su cultura y puedo explicarlos a mis compañeros.

However, those standards are thought with the purpose of “*contribuir a tener ciudadanos y ciudadanas capaces de comunicarse en inglés, con estándares internacionalmente comparables*” with the idea of “*crear las condiciones para que los colombianos desarrollen competencias comunicativas en otra lengua. Tener un buen nivel de inglés facilita el acceso a oportunidades laborales y educativas que ayudan a mejorar la calidad de vida. Ser competente en otra lengua es esencial en el mundo globalizado, el cual exige poderse comunicar mejor, abrir fronteras, comprender otros contextos, apropiar saberes y hacerlos circular, entender y hacerse entender, enriquecerse y jugar un papel decisivo en el desarrollo del país. Ser bilingüe amplía las oportunidades para ser más competentes y competitivos.*” (MEN: 3, 2006)

Despite being an official document, those standards are not evident in the students’ training and education in the current course. When they are asked about what they have read in school before, all the texts are quoted in Spanish. They do not have a background knowledge in literature, cultural elements or customs as stated in the standards above. They lack competence in the foreign language to talk about what the standards say they could be able to do.

In this way, the students arriving to the first semester course in English in the program of Foreign Languages need to improve their practices in reading since they do not have enough experience on it. By designing, implementing and developing a didactic sequence in reading to interpret literature, students can improve in their learning process and reading practices.

6.5 Task-Based Learning

Task-Based Learning is another approach that can be used to teach languages. It can help the student by placing him /her in a real situation that can make the learning process meaningful. Task based learning has the advantages of helping develop language and focusing the student toward achieving a goal where language becomes an essential tool.

6.5.1 Task-Based Learning Framework

Tasks have a goal and role for teachers and learners. According to Willis, 1996 the components of the Task-Based Learning framework are divided in:

Pre-task

Introduction to topic and task. The teacher explores the topic with the class, highlights useful

words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task.

Task-cycle

Task. Students do the task in pairs or small groups. The teacher monitors from a distance and encourages the students. The teacher stops the tasks when most pairs have finished; comments briefly on content.

Planning. Students prepare to report to the whole class (orally or writing) how they did the task, what they decided or discovered. The teacher acts as a linguistic adviser, giving feedback; helping students to correct, rephrase, rehearse and / or draft a written report.

Report. The teacher selects some groups to present their reports of the task to the class. Also, exchange written reports and compare results. The teacher acts as a chairperson, linking the contributions, summing up. The teacher might give feedback on content and form.

Students may now hear a recording of others doing a similar task and compare how they all did it. This cycle might be based on reading or listening a text.

Language focus

Analysis. Students examine and discuss specific features of the text or transcript of the recording.

Practice. The teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

The pre-task cycle is meant to introduce a topic, to recall useful words and phrases, to achieve familiarity with the topic lexis. The task cycle encourages a holistic use of language, often supported by further exposure in the form of a text and/or a task recording. Learners then study specific aspects of that language in detail in the language focus phase with activities that involve analysis and practice. This framework is very useful to use as a basis on lesson planning.

All of those concepts previously announced are integrated in this framework to shape up the main objective of this research project: Design, implement and develop a teaching sequence in reading a literary text to interpret the text *A party Down at the Square* by Ralph Ellison with students of first semester of the *Foreign Languages Program*.

7. METHODOLOGY

In this chapter the methodological approaches that were used to develop this project can be found. Authors including Jimenez, Luna, Marin, McKernan, Hernández Arteaga, Nolla and Briones all recognized the importance of the methodological approaches in the cultural and linguistic aspects of teaching and learning a foreign language. Other stages of the research process will also be presented.

7.1 Research Procedure

Different reviews, reading and stages were necessary to accomplish the project. In the following sections, a deeper reasoning in the methodology and stages of the project will be presented.

7.1.1 Ethnographic Research

In order to start developing this project, an ethnography was conducted. According to Nolla (1998), ethnography is translated as *“the study of ethnic groups, and it means the analysis of a race or group of individuals’ life style through observation and description of what people do, how they behave and how they interact with each other, to describe their beliefs, values, motivations perspectives and how these may vary at different times and circumstances”¹¹*. In this way, it could be said that qualitative research allows describing human societies just as they live, behave, share, and learn.

In the educational field, they also talked about ethnographical research since educational institutions are conceived as communities:

Ethnographic research is descriptive qualitative research. Its main task is to capture the culture of a particular group of people and, therefore, is interested in their values, beliefs, motivations, desires, forms of behavior, forms of social interaction, etc. The researcher tries to gather this information from the perspective of the actors, “within the group”. Therefore, the researcher seeks to interpret and understand the meanings that people give to things, relationships with other people and situations in which they live, as well as the tacit meanings (hidden) they use in daily life”¹². (Briones, 1996)

By observing the interactions of the specific group, their motivations and interaction in an educational environment, an interpretation and comprehension of their values can be performed

¹¹ Translated by the author of this study.

¹² Translated by the author of this study.

to develop an analysis in a specific area; in this case, literature. To study, interpretate and understand these interactions is an opportunity to develop culture, language learning and societal groups in class.

7.1.2 Action-Research

This project also implements a methodology in Action-Research, an approach to inquiry in social environments of education. Action-Research seeks to study actors, people carrying out professional actions from day to day. The purpose of Action-Research is to understand and to improve actions in a professional's development. It is about trying to understand professional action from the inside; as a result, practitioners reflect on their own practices, offering the opportunity for growth and change. Action-Research in education is grounded in the working lives of teachers, as they experience them.

According to Jimenez, Luna and Marin (1993), "*Action-Research is concerned with understanding classroom processes and in this sense it is a potential tool for teachers*". Taking into account that this research not only focuses on the teacher-in-training, but also involves the students since the teaching processes concerns both the researcher and the population of study. Using action research gives the opportunity to get closer to students' concepts, definitions, interpretations and expectations about their readings.

In addition, Jimenez, Luna and Marin (1993) state that "*Action-Research is illuminative in language learning because it pays attention to the way learners handle tasks and activities and how they try to solve their classroom problems*", in this matter, proposing a teaching sequence with certain tasks to be developed during the semester will give elements to analyze and evaluate the way learners handle tasks and solve problems in an educational environment. Interacting with the students and addressing their doubts are crucial parts of the learning processes in this project.

Another definition of action research is given in literature by different scholars stating that it is a reflective process whereby a problem is intended to be improved by practice or personal understanding:

Inquiry is carried out by the practitioner; first, to clearly define the problem; secondly, to specify a plan of action; including the testing of hypotheses by application of action to the problem. Evaluation is then undertaken to monitor and establish the effectiveness of the actions taken. Finally, participants reflect upon, explain developments and communicate those results to

the community of action researchers. Action-Research is systematic self-reflective inquiry by practitioners to improve practice.” (McKernan (1996) in Isabel Hernández Arteaga (2009))

Inquiry is central to a researcher's role. Through this inquiry, the researcher states the problem, develops an action plan to find a solution, and evaluates the action. The effectiveness of this practice is to be evaluated by students and practitioners taking into account the improvements made. During this process of improvement, the weaknesses are overcome and transform into strengths. Moreover, improving teaching practices is a key element to develop this study. The design, development and evaluation of the proposed teaching sequence to work on literature is a way to undertake reflection and its effectiveness for teachers-in-training when reading, teaching and learning literature.

7.2 Research Stages

The project was carried out in the academic period from February to June 2014. This process was accomplished through different stages in the Ethnographic and Action-Research methodology: the training stage, the interventions or data collection stage, analysis of data, results, and conclusions. Finally, writing and editing were the final steps of the process. Each stage is described in the following sections.

7.2.1 Training Stage

In order to develop the theoretical structure of the project and start the lesson planning of each session, a topic was needed for the didactic sequence. It had to be powerful, shocking and impressive. There are different difficulties that affect people's minds in our country, but a deep problem in our more precise society or community was necessary to involve students in the process of gaining interest and like for literature. After watching and reading a variety of texts, racism shocked me the most. After that, a type of text was necessary to choose as well.

When doing a reading in the literature review, the monograph by Rengifo (2006) “Reading fairy tales” called my attention. She did a diagnosis development and evaluation that allowed students to understand better the function of stories although some presented difficulties for the low explicitness in the concepts. In the conclusions, it is stated that teachers need to recognize that not every student likes literary reading, what is important according to the MEN, is to achieve student's competence in reading. Moreover, thanks to this teaching sequence, classroom work in writing and reading was clearer so teachers could take into account the process in choosing and putting in contact students with literature. This helped me realized a

short story was an excellent choice. It was both short as necessary for the basic level, and also, with the function of contextualization and culture necessary for the sequence. In this way, the text *A party Down at the Square* by Ralph Ellison was selected for the development of the practice.

Teachers to be, it means, students in first semester, could achieve competence in reading and also, cultural awareness both from the local and foreigner perspective. They can gain awareness of the discrimination present in black or native communities when they look for a job and are rejected because of the place where they live or for their skin colour. This last statement game me my purest motivation to deal with this problem.

7.2.2 The Interventions or Data Collection Stage

It was agreed with Professor Benavidez that the interventions would be implemented with first semester students in the *Habilidades Integradas en Inglés I* course at Universidad del Valle. Professor Benavidez's role as head teacher, allowed him to both direct and observe the study process.

The process included one observation, six interventions, and three surveys. Twenty-one students were enrolled in the study. One observation was performed before starting the design on the interventions. Following this, six interventions were done once a week consecutively during six weeks. Each intervention lasted one hour for a total of six hours. In addition, the students were assigned tasks to be developed at home, increasing the total number of hours that the students dedicated to the study of literature.

Before implementing the interventions, the lesson plans were designed taking into account information such as students' preferences, theory in lesson planning, tutorships with Professor Benavides, and the structure and topics of the didactic sequence to study literature. Then, data collection techniques including the diary, surveys, recordings, and writing activities were used at each intervention stage.

Finally, feedback sessions with professor Benavides helped improve my design and performance as teacher in the classroom. His suggestions included offering reminders to students, developing better transitions in the lesson plans, and improving the data collection tools.

7.2.3 Surveys

The first survey was conducted in order to get to know the students' background in

reading literature. (See Appendix 2. Page 73). The survey was written in Spanish and uploaded in the virtual campus. Students had a week to complete it.

Before giving the survey to the first semester students, an in-search was completed with three other students with a similar context: two students recently graduated of high school and one student of Foreign Languages. The purpose of the in-search was to make sure the questions in the survey were well stated, that those were clear as well as understandable for them. They took around 10 to 20 minutes to answer the two questions: first: “What is literature?” And second: “Make a list of the texts you have read and mention the reasons why you read them.”

The second survey was also written in Spanish. It was done in order to explore the students’ evaluation of and reflection on the didactic sequence proposed by the researcher. This survey was done in the classroom in the sixth and last session of the interventions.

From the beginning of the study, the students were ensured of their confidentiality. They were informed that their names and answers were only going to be used for academic purposes and it would in no way affect their course of study. It was confidential.

Table 2. Sessions’ Description

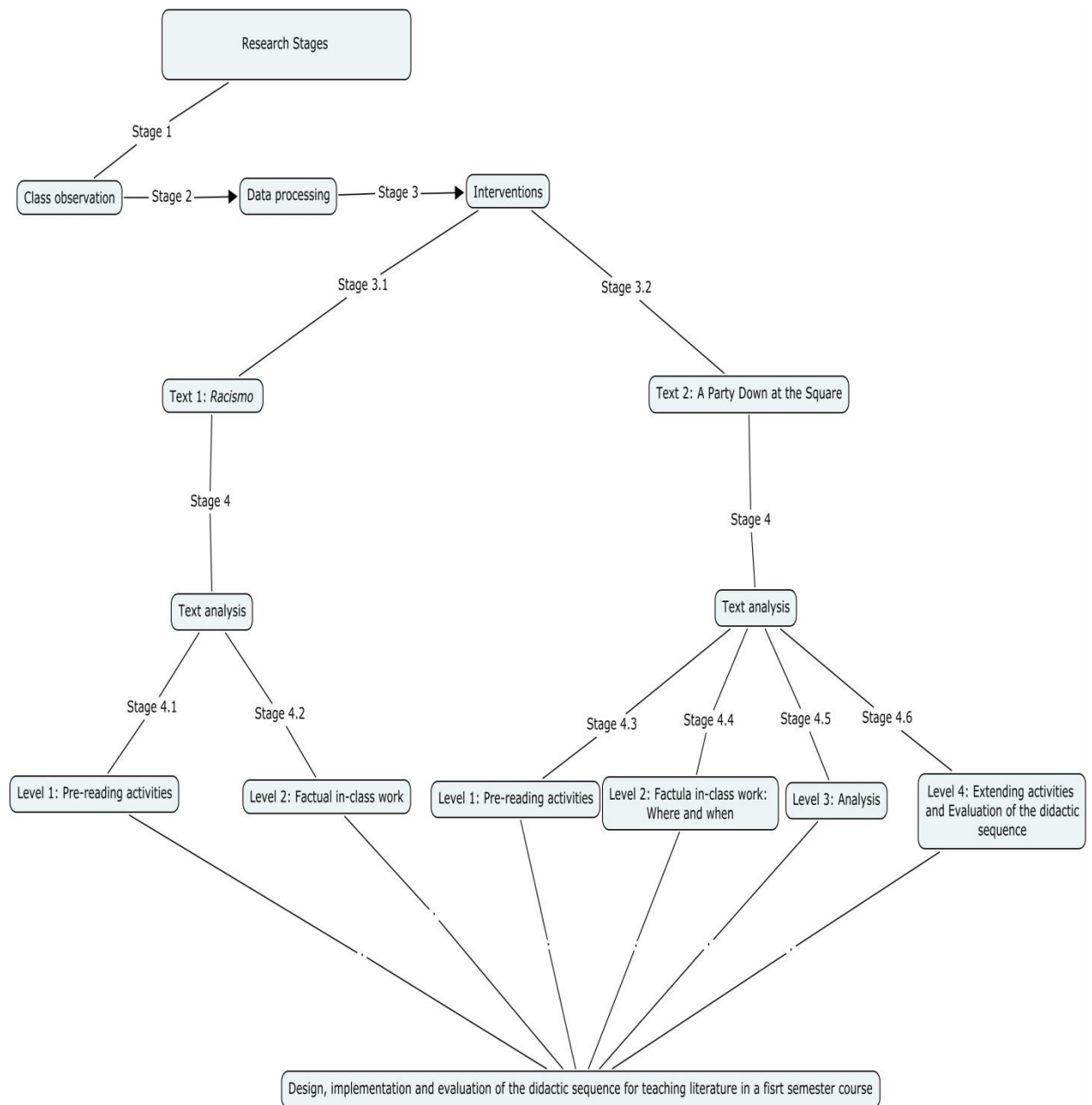
Number	Date	Activity	Description
0	March 12	Class observation	Non-participant observation in the group
1	March 19th	First intervention	Introduction to Text 1
2	March 26th	Second intervention	Level 1 analysis of Text 1
3	April 2nd	Third intervention	Introduction to Text 2
4	April 11th	Fourth intervention	Level 1 analysis with Text 2
5	April 23rd	Fifth intervention	Level 2 and 3 analysis with Text 2
6	May 2nd	Sixth intervention and evaluation	Level 4 analysis, presentations and evaluation of the didactic sequence.

7.2.3 Diary:

There are a variety of entries in the diary but most were written after each intervention. According to Jimenez, Luna and Marin, 1993 “through the use of interviews and self-reporting, the researcher can find a path to find different styles of learning as well as the kind of procedures and activities that do not clash with certain styles”. In this way, self-reporting and analyzing the procedures, how they went, what was good and not so good, helped me to improve in each

session. Overall, the study conclusions and results are enriched through the use of the diary entries.

Table 3. Research Stages



8. ANALYSIS

8.1 Observation: Background Knowledge

In any study or attempt at discussion about a topic, both sides implicated need to know the subject of discussion. In this case, we need to find a definition of literature. It might be hard to define, it might change in time, but a definition can be found in dictionaries, theorists or even students that give their opinions when asked the question: “What is literature?”

A first example is provided by the Diccionario de la Real Academia Española (www.rae.es, 2014):

Literatura.

(Del lat. *litteratūra*).

1. f. Arte que emplea como medio de expresión una lengua.
2. f. Conjunto de las producciones literarias de una nación, de una época o de un género. *La literatura griega. La literatura del siglo XVI.*
3. f. Conjunto de obras que versan sobre un arte o una ciencia. *Literatura médica. Literatura jurídica.*

Another example is taken from the online dictionary wordreference, 2014:

Literature /'lɪtərɪtʃə 'lɪtrɪ-/ n

1. written material such as poetry, novels, essays, etc, esp works of imagination characterized by excellence of style and expression and by themes of general or enduring interest
2. the body of written work of a particular culture or people: Scandinavian literature
3. written or printed matter of a particular type or on a particular subject: scientific literature, the literature of the violin.

And finally, an in-search was performed with three different students with similar educational characteristics and context. Their answers in defining literature were:

- Julian, 17 years old. Recently graduated from high-school: “*La literatura son libros y poemas*”.
- Valentina, 15 years old. Tenth grade: “*Para mí la literatura es la ciencia que se basa en los libros o en lo que culturalmente transmiten. Y para mí es la pasión o gusto que se*

tiene naturalmente por la lectura”.

- Andrea, 23 years old. Tenth semester of Foreign Languages: *“La literatura es la expresión de la construcción social y cultural humana a través de la cual es posible entrever las prácticas sociales y la idiosincrasia de ciertas sociedades”.*

Although each response is different from one another, all of these definitions offered are both vague and broad. We have to try to go beyond these general concepts and find something more specific and descriptive. Literature is something that reflects society which makes us think about our society, and ourselves and as stated by Johnson (2013:18):

It won't work for us to take a relativistic path and say simply that 'literature is whatever each person thinks it is.' If we do that, then we won't really be able to have a conversation about literature since you may be using the word to refer to poems and I may be using it to refer to my "to-do" list or to coupons in the newspaper. We don't have to agree exactly on every aspect of our definition, but we do need to be in the same general area together.

In this way, Johnson proposes to address the term in three different stages: topic, what and how. (See 6.2 Literature; page 19). Students' descriptions and definitions in the first survey are later classified according to this subdivision of literature.

In the same way, Pimienta (2012) in his paper *Estrategias de Enseñanza-Aprendizaje* states that there are strategies that serve to collect previous knowledge which constitutes a resource in graphic organization in the previously explored knowledge. The key in meaningful learning is to relate new material with pre-existing ideas in the cognitive structure of the student. In such way, learning efficiency is in function of its meaningful nature and not simply in the memory techniques.

Pimienta (2012:20) states two types of questions: limited or simple (response only) and wide or complex (implying analysis or judgments). One type of questions that serves to delve into students' previous knowledge, their way of thinking and reasoning critically, is through the use of exploratory questions. Exploratory questions are questionnaires that refer to meanings, explores their implications and awakens one's own interests. In order to make use of these type of questions, a topic is chosen and then the question is formulated.

In this case, the topic chosen is literature. The first question formulated by the researcher as a tool to explore the students' previous knowledge, way of thinking, and critical reasoning in the first survey was: “What is literature?” Students' answers will be classified according to Johnson

(2013) stages in his paper: *What Is Literature?*

1. Topic. Literature addresses themes that are of a deep interest to many people. For example, topics addressed by literature that both complicate and add value to our lives include freedom, truth, beauty, love, loyalty, despair, hope, hopelessness, etc. Contemplative people across the world and throughout time have concerned themselves with these ideas and have represented and explored them through literature.

Taking this into account, definitions by students are presented. Their statements clearly reflect the concept that literature is focused on the expression of feelings and addresses topics of deep interest via the written word:

- *Para mí la literatura es un arte, es la capacidad de plasmar de manera escrita y a través del lenguaje muchas cosas a cerca de temas de todo tipo de una manera que capte y además satisfaga la necesidad real de las personas que la consumen, además de la de los que la crean.*
- *Mi concepto acerca de la literatura es: Una forma de expresión artística que utiliza como elemento fundamental la palabra. Artística de crear y recrear.*
- *Para mi literatura es el arte o medio para expresar de forma creativa el lenguaje, nuestra manera de comunicarnos....bien sea de manera escrita o de manera oral.*
- *Para mi literatura es el mundo de la creación del lenguaje plasmado en letras, signos y símbolos que se acompañan de una diversidad amplia de cualquier contexto de la vida misma y la imaginación humana. También se puede entender por una gran diversidad de géneros literarios existen que componen textos de lectura.*
- *Para mí la literatura es un arte que se compone de diversos géneros, todos ellos tienen como base la palabra y son de forma escrita. De los cuales obtenemos conocimientos y enriquecemos nuestra imaginación.*
- *Para mi literatura, es la forma poética de escribir una historia ya sea esta, real o fantasía.*
- *En mi opinión, la literatura es un medio que permite la expresión de sentimientos, estados de ánimo, y además permite comunicar pensamientos, ideas o situaciones que se vivencian en la realidad, o en algunos casos son producto de la fantasía. Yo la llamaría “el arte a través de la escritura”.*
- *Para mí la literatura es la forma correcta y el punto máximo de expresión de nuestra lengua, plasmada en documentos y libros.*

In order to have a concept of what literature is, we need to explore both the actual process of reading and the reaction to the reading. Goodman (1977) states that *“El acto de lectura es un acto de lectura en la que están involucrados diversos procesos a los que he llamado procesos perceptual, afectivo, cognitivo, argumentativo y simbólico. Aunque estos términos aparecen en un orden y su explicación también puede estar ordenada, ello no quiere decir que en el marco de una lectura concreta esto sea una variabilidad de los procesos de guía de lectura. El orden no es un encajonamiento que se imponga, es algo secundario”*. With this concept of reading, it is argued the reader’s perceptual process and topic of interest which reinforces the students’ beliefs and definition of literature.

2. What. The definition of literature above implies that **what** a work of literature says about an issue or subject of deep interest is important. It’s not only a particular opinion we are looking for in literature, but also, an insight into the topic that is of "permanent and universal interest." A “literary” text is one that freshens, intensifies, deepens, and/or challenges our understanding of something we are interested in. Many stories and poems deal with love, war, truth, psychology and human emotion, but literary texts will make us feel we understand something about these things that we were previously unaware of, confused by, or apathetic to.

The definitions here presented by students are related to expression of deep interest and impact. One student also addresses the fact that the kind of audience a text has affects the impact the literature can have.

- *Personalmente literatura es la habilidad para producir textos en los cuales un autor representa diferentes contextos de la vida real los cuales también se pueden recrear en la fantasía, son textos en donde se desea expresar cualquier tipo de sentimiento o dejar enseñanza y dependiendo su contenido puede ser para un público infantil, juvenil, y adultos.*
- *La literatura es la recolección de información oral o escrita que surge a través del tiempo y que describe, lugares, personajes, acontecimientos importantes y situaciones de carácter real o fantástico.*
- *Es saber escribir y transmitir a través de las letras impresas en un aparente “simple papel” cada emoción, sentimiento, información, o lo que se busque con la escritura de cada obra.*
- *Literatura para mi es el género en el cual, escribiendo, podemos lograr transmitir sentimientos, conocimientos, experiencias y hechos fantásticos que impacten.*

It is not only the literature itself but also the judgment of the reader that determines the impact

of the text. *“El lector [...] es un ser de razón, un lector ideal cuya posición no es evidentemente social ni individual. Se piensa, entonces, que con el fin de perseverar las buenas lecturas es preferible “dejar hablar el texto” con o sin encajonamiento porque da igual saber quién lo hace hablar y cómo”* (Thérien, 2002). In this way, the readers above express their view of literature as something that both intensified their understanding of a topic and also left them with a desire to keep learning.

3. Form. This is an often forgotten criterion of literature. By form we do not mean genre or text type as novel, poetry, short story, or play; we mean the specific conventions used within those genres to create particular effects. Usually, in an artistic work, the form of the presentation (the rhythm of a song, the perspective of a painting, the metaphors in a poem, etc.) works to achieve a particular effect—that is, the form works to create a special effect on the way one listens a song, views a painting, or reads a story. The form has a direct effect on how the audience thinks about, feels, understands, and relates to the ideas represented in the artistic work. The effect that literature has on the reader is often not just mental; it is often felt.

The following definitions by the students of first semester show not only the *what* and *how* previously stated, but also, the relation to their feelings: what is expressed and understood. These definitions use words as art, magic, fantasy and the creation of new worlds.

- *Para mí la literatura es el medio que tiene un escritor por medio del cual puede plasmar sus ideas, sus pensamientos, expresar toda su creatividad a los demás por medio de los libros, los cuales son un puente entre el escritor y las personas que lo leen. La magia de los libros es que tienen la capacidad de transportar a cualquier persona en cualquier parte del mundo, a un mundo diferente lleno de fantasía, de misterio, de seres mágicos o lo que escritor halla plasmado en las páginas de su libro.*
- *La literatura es un género escrito, en el cual las palabras y el uso de las mismas, se consideran artísticas, porque la prosa o la manera de cómo se redactan estos textos, pueden contener rasgos poéticos, drama, humor, etc. Normalmente la literatura es un género que segrega a los demás escritos, como por ejemplo: los textos científicos, periodísticos y cualquier otro que muestra objetividad. Pero Actualmente hay quienes defienden el acto de escribir y rechaza dicha segregación, claramente Daniel Cassany lo hace en algunos ensayos académicos, en donde muestra estas diferencias y a su vez el por qué no debería ser así.*
- *En opinión personal, la literatura es el camino que muchos genios utilizan para expresar sus*

sentimientos, sus pensamientos, sus deseos y es el método más eficaz para conquistar el corazón de las personas. La literatura es un arte, un don que no todos tienen, pero que los que han logrado descubrirla en sí mismos le han sacado un gran provecho y nos han dado un grandísimo regalo al darle un nuevo mundo a nuestra mente.

Ezra Pound in Johnson (2013) states, “[literature] is simply language charged with meaning to the utmost possible degree”. But that meaning must be communicated to have the effect of intensifying and deepening the understanding in readers that results in the final arousing of emotions.

Literature is something that reflects society, which makes us think about ourselves and the society or community we live in. It reflects on the human conditions and its behaviour. It allows us to enjoy language, culture, and art. It both reflects ideology and changes ideology since its social and emotional effect transforms over time. For many, literature is the creation of another world, and indeed it is; it is the creation of a world that can only be seen through reading literature.

The second question asked in the initial survey was: make a list of books – novels or stories- that you have read and mention the reason to read them (*Haz una lista de los libros –novelas- o cuentos que has leído y menciona la razón por la cual los leíste. -Tarea en el colegio, proyecto escolar, preferencia personal, recomendación, etc.*).

All students reported texts they had read in school, mainly, for academic purposes such as homework or projects. Some frequently cited authors were Gabriel García Márquez, Milan Kundera, Mario Benedetti, Julio Cortázar, Andrés Caicedo, Jorge Luis Borges, Carlos Cuatemoc Sánchez, Antoine de Saint-Exupéry, Jairo Anibal Niño, and Paulo Coelho. Taking this information into account, some conclusions can be drawn.

The first one is that all the texts quoted here are texts in Spanish. Although some writers or authors are French or English speaking writers, the texts are reported to be read in Spanish. This reflects the few or any experience in reading literature in a foreign language. Even though some texts are originally in English or French, the students read the translations to their mother tongue for academic purposes.

The other conclusion is related to the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Even though there are specific sections for the four skills in the foreign

language as reading, writing, listening and speaking, students do not report a recognition of neither literature nor culture in their answers.

Both conclusions strengthen the proposal of following a didactic sequence to teach literature with students of first semester to encourage interest in reading literature and improve the weaknesses presented and recognized in those students.

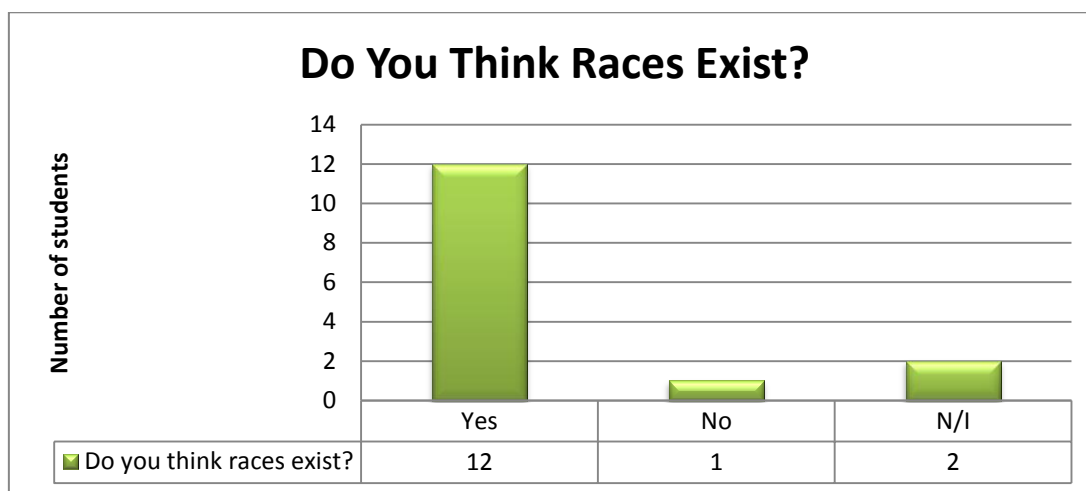
8.2 First Session: Students' Thoughts on Races and Racism.

After a session with Professor Benavidez, he recommended that I watch a talk show called Televidente Capital, which was aired in a regional channel. The purpose was to enrich my search and background in the topic. After watching the chapter “Raza y Racismo” directed by Judith Sarmiento, I decided to take the five questions used in the program and apply them as part of my study. 15 students participated in the survey.

The panellists invited to this talk show, modality of debate, were Claudia Mosquera Rosero-Lavé, director of the Grupo de Estudio de Investigación sobre Igualdad Racial y Diversidad Cultural y Racismos en las Americas Negras del Centro de Estudios Sociales de la Universidad Nacional de Colombia. Also, Idalmi Minota, lawyer and commissioner of black communities. And finally, Maria Claudia Duque, professor at Universidad Javeriana and researcher of the Grupo de Procesos Sociales y Salud.

The objectives of this session were both to analyze a video and its thematic and also, to express thoughts about racism and races. The first question stated was: Do you think races exist?

Graphic 1. Do You Think Races Exist?



For this question, the 80% of the students said they thought races existed. Some answers were:

“Yes, I think that in the world there are many different races”.

“Yes, I think it exist because If it doesn’t exist, everyone would be similar”.

However, according to Claudia Mosquera, it is scientifically proven that races do not exist. It is no more than a historical and cultural idea. There are no differences in the human genome. According to Idalmi Minota, there is only one race: the human race that comes from Africa. Finally, Maria Claudia Duque says that races do exist as a historical, cultural and social construction. It helps to legitimize inequality, exclusion and discrimination.

Only three students said they did not believe in races or they did exist but “it did not matter”. Their answers were:

“I think that the races are very different in the person, but is not important because we are all of the race human”.

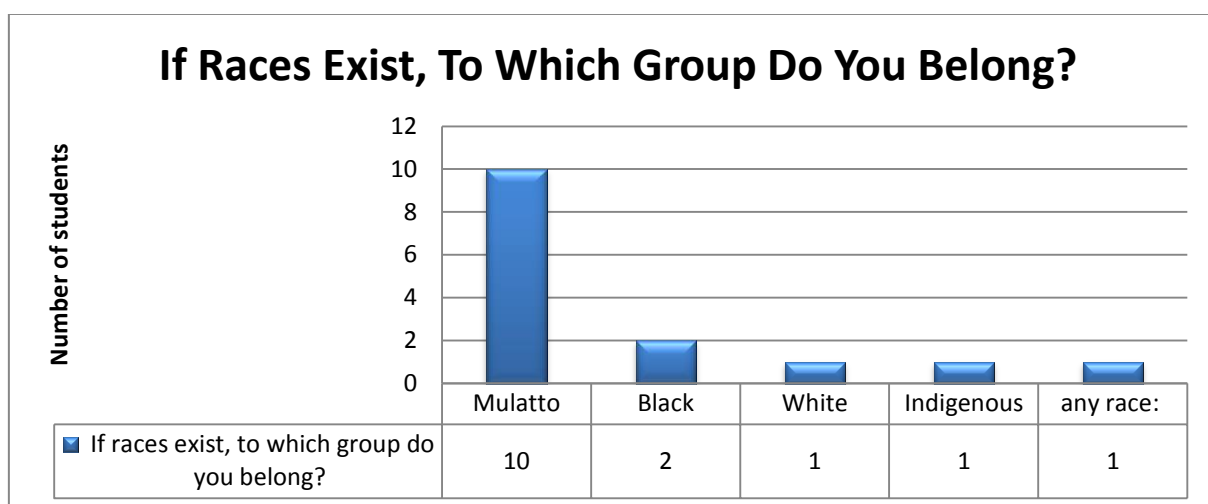
“Actually the concept’ races is ambiguous, because the persons define themselves with other idea like ethnic group”.

“Yes. The races exist only like a social construction, but in essence we are equal”.

Those answers allow to see that each person has a concept or idea of the topic. They are related with the problematic and stand on one side of the story. What is intended with these questions is to help them be aware and recognize their thoughts and recognition of a topic.

The second question stated in the survey was: If races exist, to which group do you belong?

Graphic 2. If Races Exist, To Which Group Do You Belong?



The categories here stated were given by students in their answers. To this question, 70% of the students said they belong to the mulatto race, 13% to the afrocolombian group, 6,6% to the indigenous group, 6,6% to the white race, and 6,6% said they did not have a race.

“I think if the races exist, I would be mulatto”

“I belong a the mestizo, but a I don’t give importance to that”

“I have always problems defined what races I belong, because people usually said that I am white but I am not sure to be white or if white is a race.

“I am not belong group”

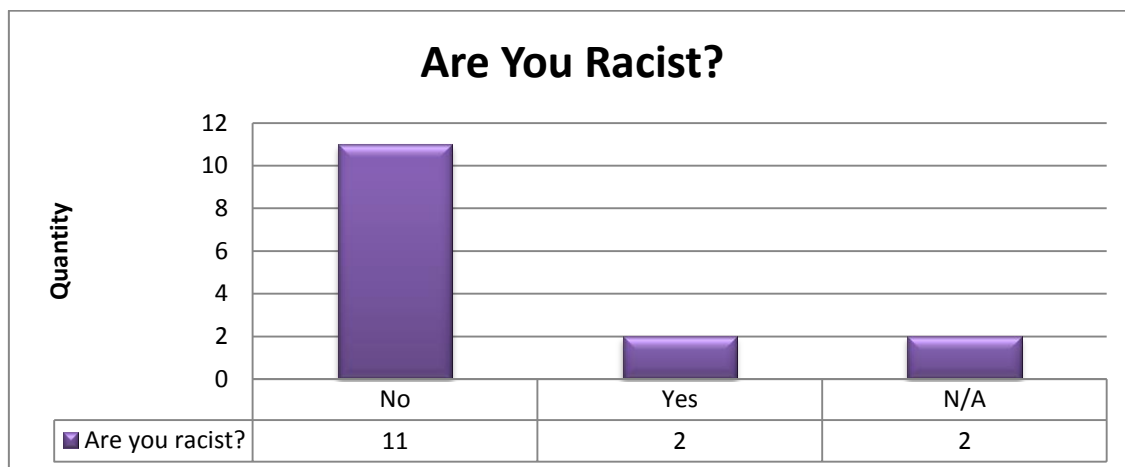
“I’m black or Afrocolombian”

“I’m Nasa, Nasa is an indigenous ethnic, and the Nasa persons is from Cauca, a region in the south of Colombia.”

However, when we go to the texts, it states that the ethnic races are Caucasians (whites), Mongolic (yellow) and Ethiopic (blacks). Here, it lays the difference between race and ethnic groups. The differences are cultural. There are ethnic groups as mulattos, blacks or natives. Our differences lie on culture such as language, customs or religion. As stated before, our genes are the same, our human genome is the same, our bones are the same; we belong to the human race, and that race has a variety of ethnic groups. With this question some students had troubles defining or categorizing themselves into a “race” or ethnic group. Others simply gave an answer to the questions but others analyse what was behind. Getting aware once again of the topic of the didactic sequence.

The third question is related to believe and expression: Are You Racist?

Graphic 3. Are You Racist?



As seen in the figure, 80% of the students affirmed they are not racist.

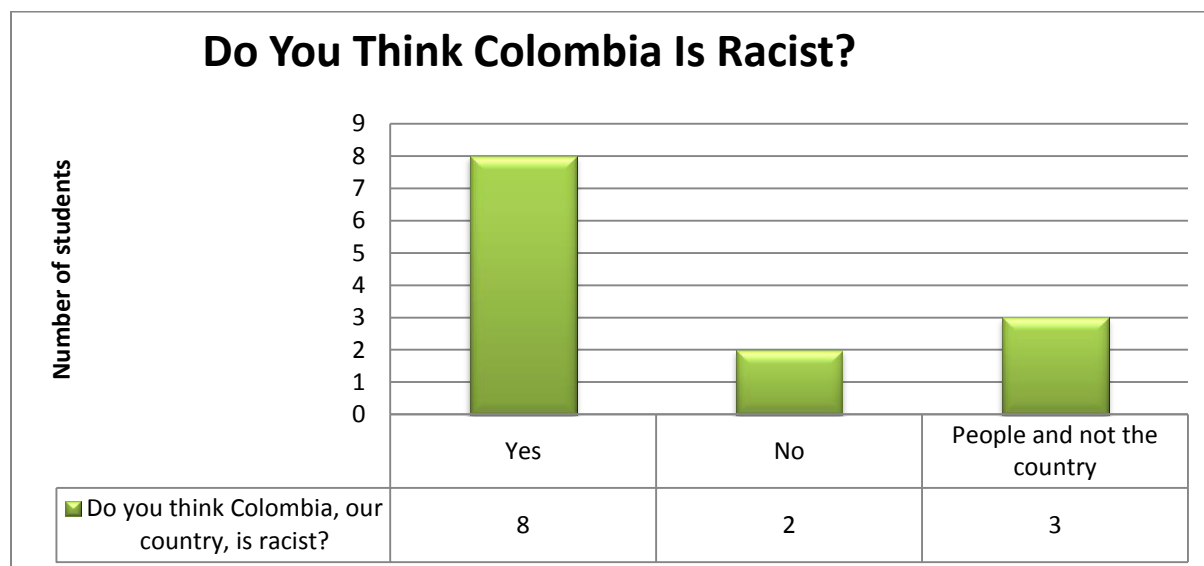
“No, I’m not , I think that all the people have to be treated equally”

“I am not a racist person, because I consider that all people should be respected.”

“I don’t think I’m racist, and I believe that tolerance and respect are the most important elements in a happy society. Also, suppose if I am a students of languages I can’t be racist because I have to be in contact with other cultures, people with others thoughts and their customers.”

However, for the next question “Do you think Colombia is racist?” 55% of the students reported that they did think Colombia was racist, which raises the question: where are the racist Colombians? If it is not ourselves and it is not our classmate, then, who?

Graphic 4. Do You Think Colombia Is Racist?



We do not want to accept ourselves as contributors to the problem. Occasionally, some people do accept their own difficulties in accepting other races. On the other hand, 13% recognize themselves (or their society) as racist.

“Yes for my culture, but I do not give importance.”

“I think that everyone is racist, somehow. Not only with some kind of races.”

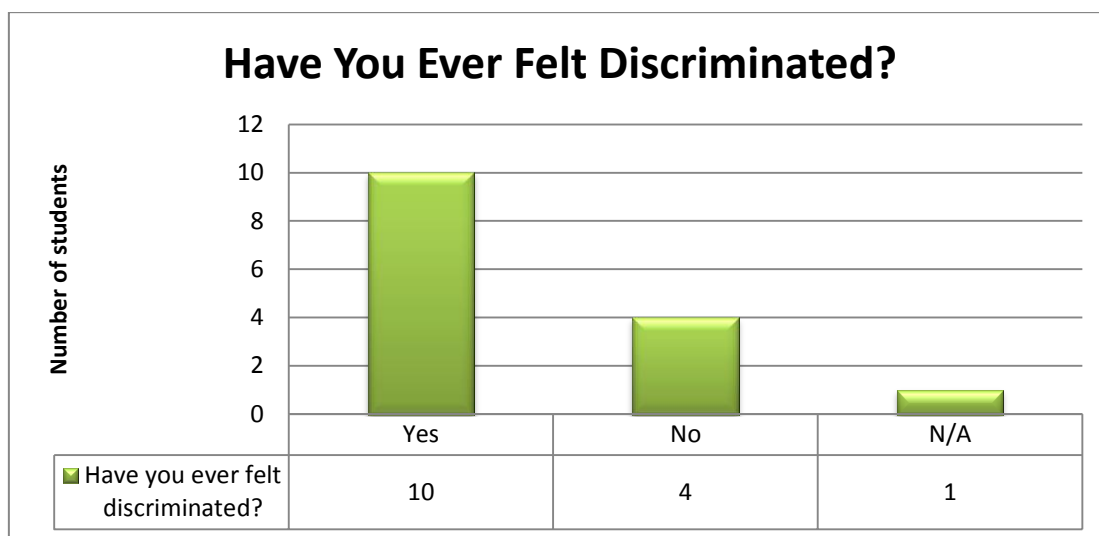
And 20% of students say it is more related to people and not the country being racist.

“I think that in Colombia there are too many people racist, but not all people in Colombia is racist. I think that best thing is not generalize.”

“I think a lot of people in Colombia are racist and not the country as such.”

The next question was focused on their experiences with racism. It could be for any kind of discrimination: Have you ever felt discriminated by any reason? (Race, gender, physical appearance)

Graphic 5. Have You ever Felt Discriminated?



70% of the students declared they had been discriminated for any reason when they were children, teenagers or even in their adulthood.

“Yes, sometimes, but when I was a boy, now I don’t mind the comments of persons”

“Yes, I’ve felt discriminated because of my gender, some men think that the women are the weak gender or that we are here just for cleaning, cooking and cleaning again.”

“Yes, because overweight in my body or for my form to be.”

“When I was in the high school some people called me ugly all the time.”

Only 26% of them said they had never felt discriminated against.

“No, never.”

They go from themselves to societal thinking. These types of questions enables them to see both sides of discrimination: when expressed and felt. It is bidirectional and percentages show most of us have felt discriminated by some reason in our childhood or still in our adulthood.

8.3 Second Session: First Text Analysis: *Racismo*

For the second session, the text *Racismo* (2013) by Oscar Collazos was already assigned for students to read. In order to begin with the analysis of the text, Gajdusek’s (1988) sequence was taken into account. As preparation for the discussion, students were given the task in Level 1: Pre-reading activities (essential background information and vocabulary): *Pre-reading*

vocabulary work

1. Words whose meaning can be derived from the context.
2. Words that contain vital clues to the cultural and emotional context of the text.

They were given a list of vocabulary. They had to look up the meaning of those words and find a description for each one in English.

The objectives for this lesson were to discuss racism cases and to be aware of five basic questions to narrate a story. To accomplish that objective, it was followed Gajdusek, 1998 proposal. The Level 2: Factual in-class work (who, where, when and what – happens) states:

a. Point of view

Identifying the point of view and discussing its implications.

b. Character

Listing the main characters.

Analyzing the main characters, their relationships, motivations and conflicts.

c. Setting

Providing background information about the author in the pre-reading work.

Assigning students to groups to report on the general and specific time and place.

d. Action:

Asking questions and checking for comprehension.

Having learners work out the time line of the story.

The students' analysis of the text was guided. Using dynamic techniques on a white board, the chart and five questions were drawn so students had a visual organization. Then, the class worked together to analyze the reading.

Table 2. Guided Analysis

	Case 1	Case 2
Who	Jackeline Howard, former beauty queen	Claudia Mosquera Rosero-Labbé, researcher at Universidad Nacional, her husband and the aggressor, a “white” woman.
Where	Airport Rafael Nuñez in Cartagena	Supermarket in Cartagena
How	Verbal aggression	Verbal aggression
When	In the same week	January 19th
Why	Racial discrimination	Racial discrimination

After doing this activity, students had a clearer understanding of the text and the purpose of the activity. So in order to continue with the analysis construction, students had to think of a case of racism or discrimination they knew about. The source could be the news, Internet, or personal experiences. They had to use the five questions to organize and narrate the event. Those are three stories collected in class.

Table 3. Students' Analysis

	Student 1	Student 2	Student 3
Who	<i>Dark skin people</i>	<i>A student of the USACA</i>	<i>Freddy Rincon</i>
Where	<i>In banks</i>	<i>Park of the student or Jovita's Park</i>	<i>Madrid, Spain</i>
How	<i>Banks usually don't hired people with dark skin, it was published in a newspaper.</i>	<i>Skin heads (an urban tribe) persecuted and punched the student for his skin color.</i>	<i>Verbal aggression. Exclusion of a team.</i>
When	<i>Last year</i>	<i>June, 2013</i>	<i>1997</i>
why	<i>Because of racial discrimination</i>	<i>The student had a different skin color.</i>	<i>Because of racial discrimination</i>

Students had the opportunity to share their stories in English. They used new vocabulary learnt in the previous session so they could participate more actively in this session. They were able to demonstrate newly achieved awareness of the problem through the use of both personal and publicly known cases of discrimination. The purpose of the activity was achieved.

8.4 Third Session: First Analysis for the Text *A Party Down at the Square*

For the third session, the text *A Party Down at the Square* (1997) by Ralph Ellison was assigned for reading (it was available in paper and digital form). The students had a week to read the text and identify new vocabulary words from the reading. To start the analysis of this text, Gajdusek's level 1 and 2 were used. Level 1: Pre-reading activities at home; students were asked to identify and describe the vocabulary that interferes with their understanding of the text. For level 2: Factual in-class work (who, where, when and what – happens). In the third session, students were asked to get in pairs or groups of three. They had to construct the same chart we used in the last class but in reference to Ellison's short story.

Table 4. Students' Analysis Charts

Group 1

Who	The white people cluster (including the narrator) and the victim (a black man)
Where	In the uncle Eds place, in USA
When	In the middle of the night
How	First, the white people cluster lynching to the black man, then they put gasoline around him and burn him and shot their guns to him. Finally he dies.
Why	Because they was racism and cruel people.

Group 2

Who	Nigger ¹³ , the boy, uncle Ed.
Where	In the square, in a city call Cincinnati
When	This happen on Saturday. The time of the year around 1940. 12 pm
How	All people are on the square and they have guns for lynching.
Why	Because people hates the niggers

Group 3

Who	Ed, the nigge*, party boys, folks, Jed Wilson
Where	Party down at the square. Jackson Avenue
When	Saturday. At the night.
How	Ed and his uncle going at a party. Everybody are mad and quiet around the nigger*. The people in the party lynch him. An airplane falls. They burn the nigger*. They burn his toe fingers.
Why	Racism, discrimination, they don't believe in Christian's thinks.

Group 4

Who	-The nigger*: he is about 25 years. He looks thin. He is black. He's low class. He wears an old pants and a shirt. -Narrator: he is about 20-25 years. He looks middle class. He looks tall, average build. -The narrator's uncle: his name is Ed.
Where	In the square, in front of the courthouse.
When	On Saturday at midnight.

¹³ *The word "nigger" is used by students in these charts since it is used in the original text to make the impact and contextualization of the time and story.

How	A group of people were lynching the nigger. They made a fire and put the nigger inside of it. After an airplane crashed and a woman died. Finally the nigger was dying in front of the narrator.
Why	Racial discrimination.

Group 5

Who	Narrator, narrator's uncle Ed, Jed.
Where	Square
When	12 at midnight
How	They go to the square lynching the nigger, Eds and the others leave.
Why	Racism, he didn't want to unpocket his hands.

Group 6

Who	White folks, nigger and the narrator.
Where	Uncle Eds place going to be party down at the square.
When	In the midnight
How	A bunch of white folks lynch to nigger. First hit him. Second shoot him. Finally they burn him. The nigger die.
Why	For the color skin.

Group 7

Who	The nigger, the boy, Jed, the woman.
Where	At the square in Cincinnati.
When	At the night.
How	A group of guys call the boy for a party at the square. When the boy came to the square a folks was lynching the nigger. Then a plane came over the square and crashed and accidentally electrocuted a white woman. Folks burned the nigger. The boy far away from the square.
Why	Because the nigger go out alone.

Group 8

Who	Nigger, racist person, influential folks.
Where	My uncle Eds place, courthouse, Phoenix city, in a circle square.
When	Started 12 o'clock. A day on night and part of the morning of the next day.
How	The people heating and abusing the black man.
Why	For the discrimination.

Each student was in charge of analysing and socializing the way of perceiving the short story's sequence according to Gajdusek's five questions. This is an analysis needed to understand better the short story and self-evaluate the knowledge of vocabulary and grammar.

With the purpose of deepening comprehension, students were told we were going to focus on the "when" of the story, when it is located and the history time. For doing so, they were asked to watch the video *Racism: A History* [2007].

<https://www.youtube.com/watch?v=efl6T8lovqY>¹⁴

The following topics were listed on the board with the aim that each student could choose a topic, read about it and make a three or four minute presentation in the class.

The KKK

Rosa Parks

Malcom X

Martin Luther King

Slavery in the US in the 20's

Jim Crow system

Civil Rights Movement

Students were assigned to different groups. Once again they were told about the length of the presentation, the topic, and the relation to the text they read: *A Party Down at the Square*. They had to be aware of the relation text-context to deepen in the understanding of the cultural and historical points of the literary text.

8.5 Fourth Session: Context: When and Where

The objectives for the fourth session were to express time references to help analyze the story and set the plot, conflict or climax of the story. This session had as a purpose to awaken students' knowledge in the context of the story, particularly, *when* and *where*. To accomplish this aim, each student presented their research on a selected topic (The KKK, Rosa Parks, Malcom X, Martin Luther King, Slavery in the US in the 20's, Jim Crow System, and the Civil Rights Movement).

¹⁴ <https://www.youtube.com/watch?v=efl6T8lovqY>¹⁴ video accessed on March 28th 2014 at 9:25 am

Following Gajdusek's (1988) proposal, this belongs to the Level 2: Factual in-class work;
Setting:

1. Providing background information about the author in the pre-reading work.
2. Assigning students to groups to report on the general and specific time and place.

Students got in three different groups to do the presentations simultaneously. The presentations were recorded but due to audio quality and continuity, only one is transcribed and here presented.

Transcription

Student 1: Martin Luther King.

Martin Luther King. American pastor, activist, humanitarian and leader in the African-American Civil Rights Movement. He was born Michel King but his father changed his name in honor of German reporter Martin Lutero. King began doctoral studies in systematic theology at Boston University. King became pastor of the Bap church in Alabama when he was 25 years old in 1954.

King became a Civil Rights activist in his career. Organized non-violent protests that attract national attention. Inspired by Mahatmah Gandhi's success with nonviolent activities.

In 1957, Martin Luther with Ralph Albert, another activist, found the Southern Christian Leadership Conference. The group was created to the moral authority and organized power of black church to conduct in the service of Civil Rights reform.

Montgomery bus. On December 1st 1955, Rosa Parks was arrested for refusing to give up her seat a white man. The Montgomery bus bycotte urged and planned by King. For days and the situation became so tense that King's house was burned and King was arrest.

Student 2: Malcom X

He was one of the greatest leaders about movement to... fight for the civil rights of the African-American people. He was born in 1925. His house was burn when he was like 4 years old. His father was murder. When he was like 20 years old, he was to the jail because he was a thief. When he was in the jail, he became part of a group of people, the Black Muslims. When he went out of the jail, he became part of a religion, National... National Islam. (The religion)¹⁵. The religion. This religion believe that the Afro-American people have their own territory where they were free to create their politics without any interference of white people.

¹⁵ The parenthesis () mean the inclusion of other voices while x student was presenting.

A few years later, he went out of this religion and he created an organization for the fights of Civil Rights. Martin Luther King thought that fight with no violence, he thought that it is necessary to fight in any way they could have. Later, he was murder when he was 40 years old by racist people.

Student 3: Excuse me, Malcom trabajó (worked) worked with Martin?

Student 2: they were not in the same time. But...

Student 3: Same time? Same time? But no...

Student 2: No, because Martin Luther King not fight...

Student 3: Not together. Not together. Martin Luther King in United States y Malcom?

Student 2: Malcom X in United States too.

[...]

Student 3: Rosa Parks

Because Rosa Parks worked together Martin Luther King. Rosa Parks is the mother of the American Civil Rights Movement. She... Your name Rosa Louis McCullin. Her father was carpenter. Her mother teacher. She say, "Remember going to sleep, as a girl, the Ku Klux Klan arrive at the night, afraid, the house would burn down". She was scared because the Ku Klux Klan burned the houses.

On December 1955, she was order by the bus driver to give up her seat on a public bus so that a white man could seat. She refused, was arrested and fined \$14 dollars. The African-Americans organized a boycott ¿contra? (Against) the public transportation. A young minister, Martin Luther King became involve [...] ¹⁶

The boycott was on 22' December 1956. Rosa Parks founded the foundation with your husband (HER husband) her husband Raymond Parks. She married with Raymond Parks in 1952 and both began to work for the National Association for the Advancement of Colored People for together. Interesting... She published Rosa Parks, my life story and "hacen" a movie about their life. And Parks died on 24 October ¿dos mil cinco? (two thousand five) at the age of 92 from natural causes.

Student 4: Ku Klux Klan

The Ku Klux Klan is the name of [...] organization in the United States. [...] It has advocated revolutionary behavior such as white supremacy and nationalists. [...] The Ku Klux

¹⁶ The inclusion of square brackets [] means that the message was not understood.

Klan was founded in 1865 in Tennessee by six veterans of the Civil War. They promote the violence (against) against to the black people. One of the political parties [...] They pull terror in all country, massacre of black people even on political members.

Student-researcher: guys, I have a question for everyone: do you know what is the relation between Martin Luther King, Malcom X and Rosa Parks with the Ku Klux Klan? What is the relation? How are they connected?

Student 2: Martin Luther King and Rosa Parks were against the racism, worked together. And Malcom X was, he was not, he wasn't work with them because he thought that the African-American people have fight in any way that they could defend themselves of violence of white people but they were at the same time for the, for Civil rights of African-American in the United States. And the Ku Klux Klan were the people...

Student 4: they believe in supremacy white, white supremacy. And force taken that right. Massacre of black people. And social members are politicals, democrats (polititians) polititians, sorry.

Student 2: the president of the United States "Rosen" was part of the Ku Klux Klan. The president of the United States Roser was part of the Ku Klux Klan. The president of the United States. The Ku Klux Klan burned the house of Malcom X when he was little, when he was like 4 years old, they burned his house. I don't know if the same people but they killed his father.

Student 4: the Klan disappeared in the early 70s but it was [...] 1950 by William James Simons. The women participate too in the Klan. Actually, in some parts of history of Texas don't receive teachers, Catholic teachers in public schools, in the past.

Student 5: The Civil Rights Movement

The Civil Rights Movement was a fight long of non-violence for the equality of rights for the black Americans that began with Montgomery bus boycott and finished with the death of Martin Luther King. This period began from 1955 to 1968.

Student 6: The Jim Crow System

The Jim Crow System is violence, violence in the United States. Jim Crow System laws were racial segregation. Racial segregation is when the white people and the black people is separate. In all class of the cotidianus life for example, (daily life) in the daily /dait/¹⁷. Jim Crow laws enacted between 1876 and 1965 in the United States. The segregation in all public facilities in

¹⁷ The inclusion of the slash // makes reference to the student's pronunciation.

southern states of former confederation with starting in the 1890 as status for African-Americans. The name of television studios when a white man painted his face with, digo black, this was a fenomenous in the United States and then. This system enforced racial segregation in the south between the end of the former reconstruction period in 1877.

Teacher: but Germain don't read because that's boring. It's sharing what you found about that topic. It's telling not reading.

Student 6: those are some racial laws. For example, property owners, the property of house.

Student 3: excuse me. Jim Crow system is...

Student 6: laws, laws. It's laws that segregate people

Student 3: But Jim Crow?

Student 6: Jim Crow was a actor. The name of a series. There came the name. The name Jim Crow came of this series. (TV series?) Yes, this series was many populars.

Student 4: ok, Hugo continue.

Student 7: Slavery in the USA

Good evening everybody, my topic is slavery in the /usa/ (U.S.A) in the USA, ok. Slavery began in 1520 when the white person need black person for the crows. For example, tabacco and cotton. The cotton crows is very important for the U... US (/iu-es-ei/) USA for the industrial. The slave holder, you understand? Slave holder?

Student-researcher: for example, I'm white, she's black so I owe her. So, I'm the slave holder.

Student 7: the slave holder say or think that black person are animals, for example mule that serve to hard work. After, there are laws of segregation, for example, Jim Crow. Jim Crow is a system and separate black person from black person.

Student 4: I have a question. I note that all of this staff occurred (happened) in the south of the United States. Only in the south. I don't know. This is curious. Why happens that?

Student-researcher: why do you think it happened? He is talking about slavery in the United States, right? Why do you think it happened in mainly the south?

Student 4: in the south, the way... Agriculture is more...

Student-researcher: Did you speak about the Ku Klux Klan? What are the bases of the Ku Klux Klan? How is it formed?

Student 4: white supremacy?

Student-researcher: and? What is the symbol of the Ku Klux Klan?

Student 2: how do you say...? The cross in burn

Student-researcher: a burning cross. A cross on fire. What does it mean? We are doing a context. Finish and then you keep discussing this question and why it happened in the south. So, finish and then you discuss.

Student 7: the slavery in the USA finished when the Civil War in 1884. The black person only separates place is over.

Student 3: excuse me, the southern states for religion? The type religion?

Student 4: I don't know because all the United States is not the same religion?

Student 6: no. Catholics and Protestants. Religion has a division and this division caused problems all time.

Student 4: Chronologically is the first slavery in the US, then The Civil War, then the Ku Klux Klan, began to attack the black people.

Student 2: After the slavery is over, the black people start to work for the white people.

(This recording was stopped before time. Students made a summary of the information presented and asked questions to one another. Unfortunately, this was not recorded)

After students made their oral presentations, we closed with a round table to wrap-up all the information presented. Comprehension questions were asked in order to monitor students understanding of the content. Some students gave summaries of the information they retained and found most interesting.

With this approach students had the opportunity to discuss context (where and when), delve in the organizational and pragmatic competence, deepen in the emotional ties with their classmates and share knowledge in a communicative and critical thinking way.

8.6 Fifth Session: Second analysis for the text *A Party Down at the Square*

In the fifth session, the objectives were to focus on time references to help analyze the story, and also, set the plot, conflict or climax of the story. Gajdusek's proposal was followed to design the activities to be carried out in this session.

Level 3: Analysis (aspects of structure, theme, and style)

a. Structure-Plot, conflict, climax

1. Investigating the plot in terms of conflict, climax, or turning point.

2. Having learners identify the climax line and then compare their ideas.

b. Theme

1. Eliciting several topics and having learners articulate the theme using those topics.

2. Having learners articulate the theme by analyzing paragraph foci.

First, students were asked about the themes they considered were presented in the text. After this list, the concepts of the Bystander Effect, Desensitization to violence and innocence were explained to students. They gave oral examples and extracts from the text where they could identify these concepts.

After recognizing a variety of themes, they were asked to work in groups of three to four people in order to determine the plot or climax of the story by underlining the sentence or sentences where it could be found. In order to follow this step, students received a hand-out in which Gajdusek explains this concept.

"In establishing the action, we were concerned with "what happened," whereas the closely related concept of plot shifts our concern from content to structure-the way pattern makes action more significant. One way of analysing the plot-the structure of the action-is in terms of the climax, the turning point (usually the moment of greatest emotional intensity). Since the climax usually leads to the resolution of the main conflict, the ideas of climax and conflict are closely related and help define one another.

First, we have to figure out who or what is in conflict. We should note that in defining a significant conflict, we are effectively beginning to analyze motivation (to ask why) and to articulate theme. This conflict may be between two characters or between values that struggle within one character. Of course, a conflict between characters often reflects a value conflict. As long as the conflict is growing or getting worse, the climax has not yet been reached. After the climax, the conflict is (usually) somehow resolved (although the problem may not have been solved). (Gajdusek, 1988:245)

After setting the *where* and *when* of the story, students were asked to set the conflict. Afterwards, they needed to set the plot. A further explanation was given in terms of *trigger* and the turning point meaning the moment of greatest emotional intensity. Students could read again the text and feel that moment of emotional intensity to set the sentences that highlighted the plot. The sentences students selected were:

- “Folks started yelling to hurry up and kill the nigger. Somebody yelled: “Take your hands out of your pockets, nigger, we gonna have plenty heat in a minnit.” But the nigger didn’t hear him and kept his hands where they were.”
- The fire was pretty small, and they put some logs around the platform they had the nigger on and then threw on some gasoline, and you could see the lames light up the whole Square.
- Everybody was yelling crazy ‘cause they were about to set fire to the nigger, and I got to the rear of the circle and looked around the Square to try to count the cars. The shadows of the folks was flickering on the trees in the middle of the Square.
- “Take your hands out of your pockets, nigger, we gonna have plenty heat in a minnit.” But the nigger didn’t hear him and kept his hands where they were.
- God, it was a hell of a night. It was some night all right. When the noise died down I heard the nigger’s voice from where I stood in the back, so I pushed my way up front. The nigger was bleeding from his nose and ears, and I could see him all red where the dark blood was running down his black skin.
- I watched the flames burning the logs up closer and closer to the nigger’s feet. They were burning good now, and the rain had stopped and the wind was rising, making the flames flare higher.

Each group wrote the sentence they considered was the plot of the story. The moment with the highest emotional intensity. To close the activity, all of the students’ answers were written on the board. They were told there was not a “real” or definite answer but each had the opportunity to participate and analyse the short story according to their reading processes.

At the end of the class, students were given the final task: create an ad against racism. Three examples were presented to students. They were told the themes, sequence and format were of free selection. This final task was to be presented in the sixth and last intervention.

8.7 Sixth Session: Evaluation of the Didactic Sequence Proposal

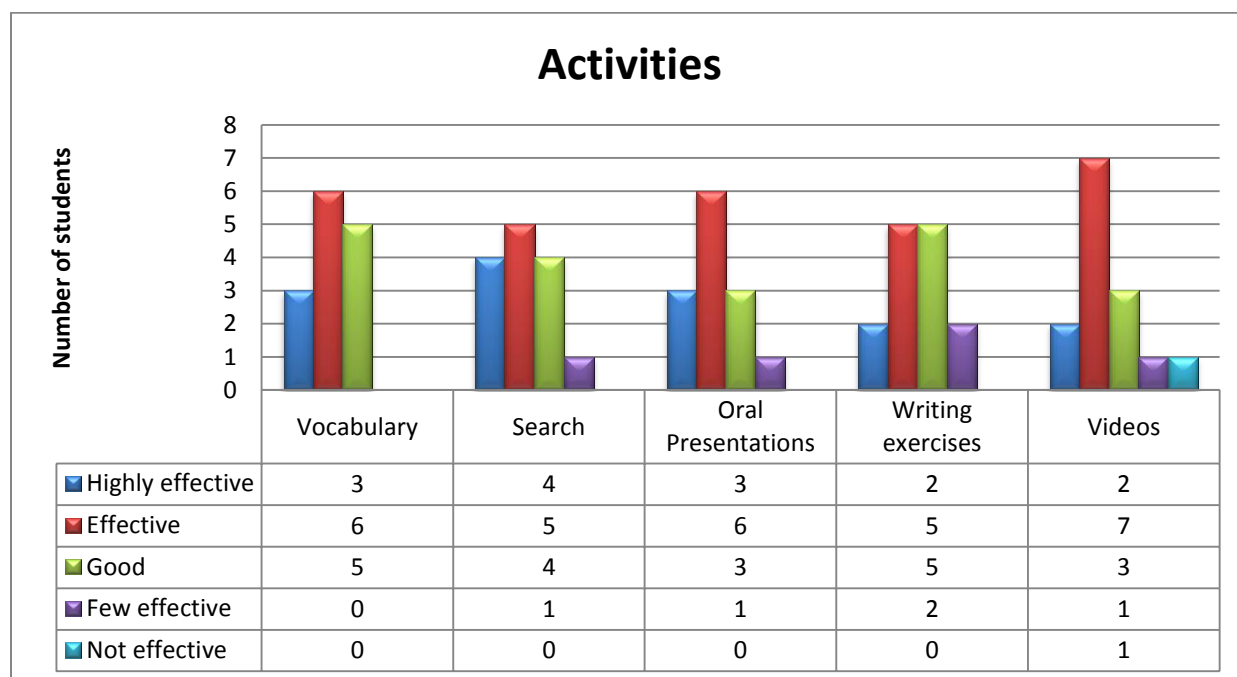
To evaluate and get a feedback from students, the second survey was designed. (See Appendix 3, page 75). The students had the opportunity to state some comments and assess different tools, activities and abilities gained in the process. Finally, they made some comments and stated some difficulties that will also be quoted to support results and conclusions.

The first four questions were related to Part 1: Demographic contextualization:

institution, course, gender and age. Four men and ten women participated in the survey. Their ages go from 17 to 27. The next section is Part 2: about the activities in class.

The fifth question was related to the assessment of activities in class. They had to grade the activities of vocabulary, search, oral presentations, writing exercises and videos done in the sessions within a scale from 1 to 5. Being 1 Highly effective, 2 effective, 3 good, 4 low effective, and 5 not effective. The students gave the following answers:

Graphic 6. Assessment of Activities in Class



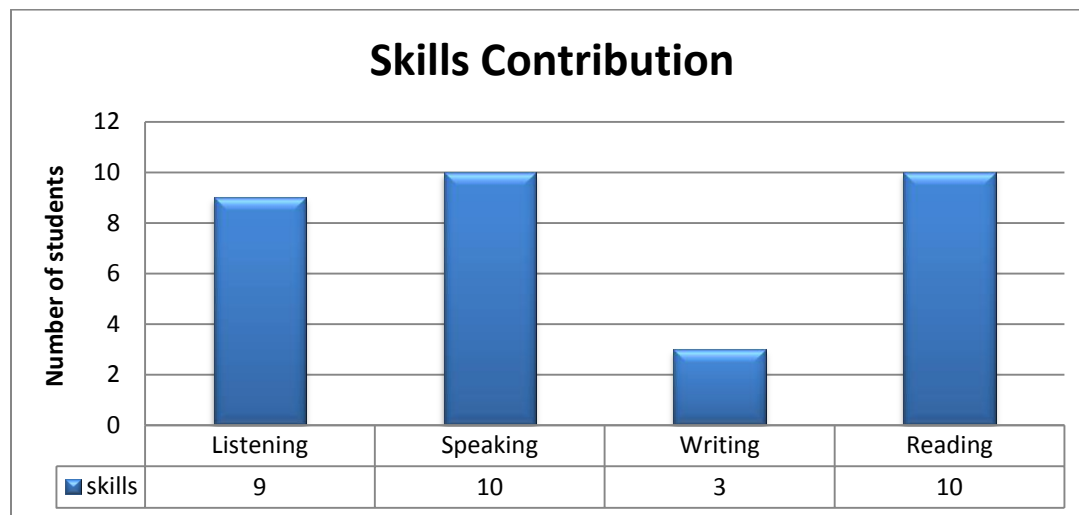
The activity with the best results was vocabulary. It obtained a 42% as effective and a 21% as highly effective. 0% of the students thought it was few or not effective. In the lesson planning, I tried to take into account what I observed in my first visit: activities that students enjoyed doing and also, activities in which students had the opportunity to practice the language both orally and written. Later in the lesson planning, I came up with the idea of a vocabulary competition. Students were going to speak and review vocabulary from the homework left in the previous lesson. The idea was trying to make every student participate. However, in the development of the lesson, the words were not enough. Although some students were shy to do it, most of them participated in the activity.

Search and videos also had a good grading. Both activities were linked since they were the input to get a result in writing exercises and oral presentations. In this last activity, most of

the students did their presentations and any of them felt uncomfortable for being recorded. This was a very satisfying activity since students were organized and prepared for it.

In the sixth question, students were asked which of the four skills (speaking, listening, writing and reading) they felt helped them in the process of analysis, discussion and understanding of the topic.

Graphic 7. Skills Contribution



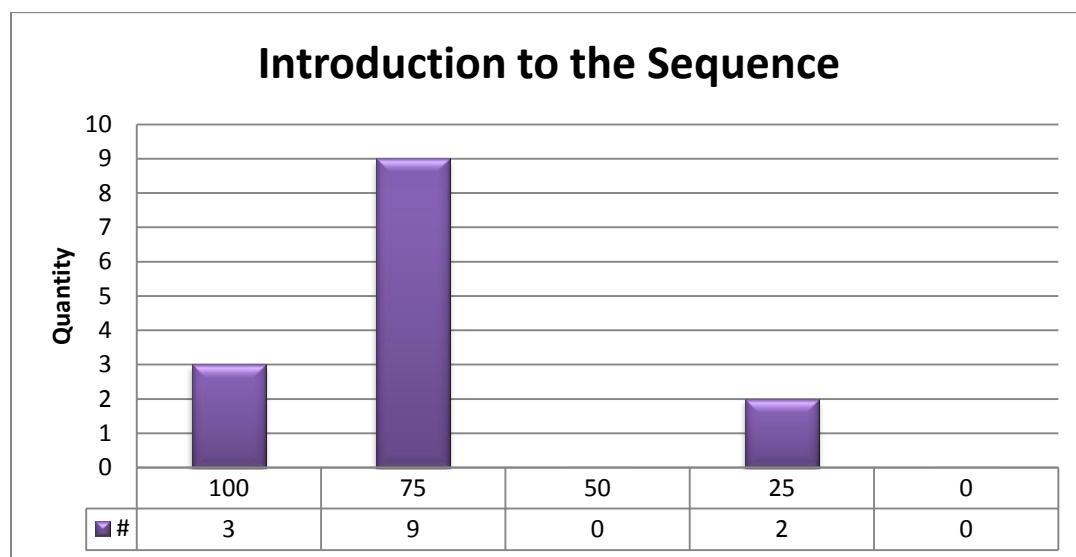
According to the results, 71% of the students think that speaking and reading are the two skills that helped them more in the process of analysis, discussion and understanding of the topic. Reading is understanding and linking ideas in regards to the learning of a foreign language, is more than translating content, it is a goal that students of basic levels in foreign languages search to achieve (Kolers, 1968). Reading is an input activity that students receive when they look for it, they connect their background knowledge with the new information they are acquiring and obtain a result. In this way, the reader is familiarized with different authors and gets a basic knowledge and management of the topic to *speak* about it, which becomes the result. By speaking, we can tell apart different genres and reproduce what we previously read with a proper speech.

The skill with the lowest percentage is writing with the 21%. I would argue this answer by inferring that before writing about an area or topic, we must have a certain level of knowledge of the terminology and topics interrelated to the core of our topic in order to provide a new text or speech. Reading and listening are two comprehension skills. Listening had a 64%, perhaps due to the level students have in a basic level, but those two input skills have the tools to strength the

other output skills of speaking and writing.

In the seventh question, students were asked about the appropriateness of the introductory text in the didactic sequence: *Racismo* by Oscar Collazos.

Graphic 8. Appropriateness of the Introductory Text



According to the results, 64% of the students think the text as an introduction to the didactic sequence was appropriate in a 75%. The other 21% thinks it was 100% appropriate to start the sequence. Some comments are:

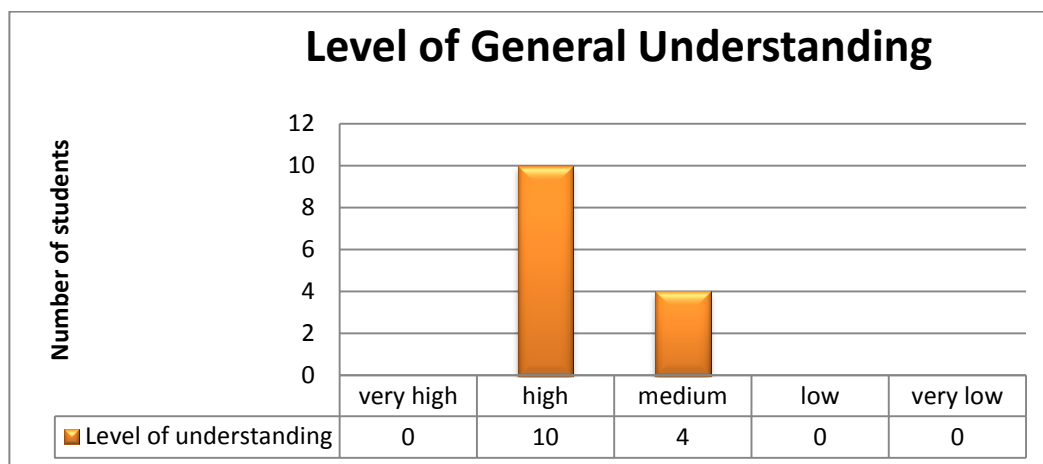
“El tema fue interesante de conocer”

“Me gustaron las clases pues aprendí cosas nuevas desde el principio”

Those comments state that most of the students could make a connection from the beginning of the sequence with the literature sequence and the topic. Only 14% - 2 students- think it was not very appropriate to introduce the sequence and gave it a 25%. One student said he *“felt incapable of involving with the topic”*. This comment made me go back to Rengifo’s (2006) conclusion: “teachers need to recognize that not every student likes literary reading, what is important is to achieve student’s competence in reading”. And finally, any of the students think that the text was 0% appropriate to introduce the didactic sequence which gives a good overall grading for the text and its introduction.

The next question is connected to that competence of understanding a text. In the eighth question, students were asked about the level of understanding they had in the different texts presented by following the analysis and activities in class.

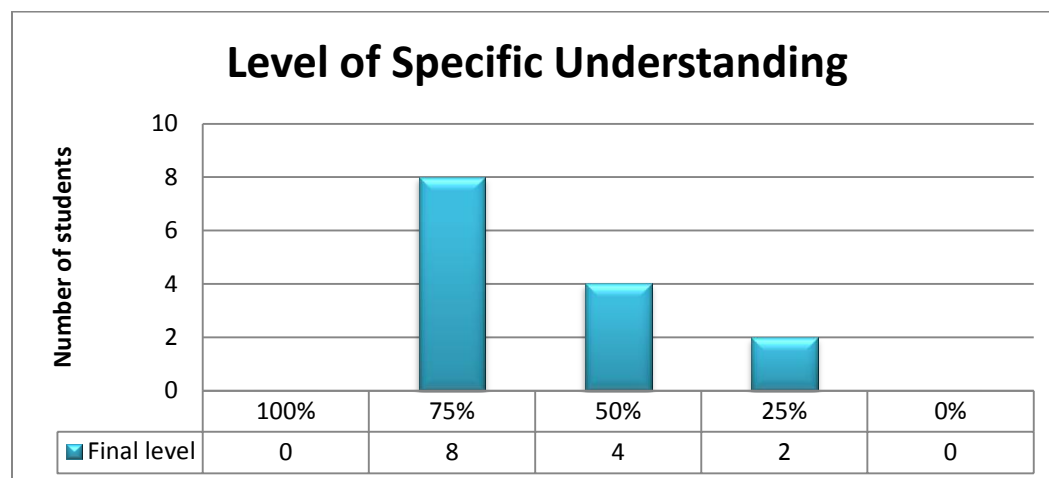
Graphic 9. Level of General Understanding



71% of the students stated that their level was “high” when they followed the sequence. 29% states that they reached a “medium” level. Yet, this is a high percentage to take into account in the success of the didactic sequence. This reinforces Rengifo’s conclusion and states according to students’ answers that they achieved a competence in reading

Yet, the results have a variable in the ninth question, when students were asked about the process and level of understanding in the main text, *A Party Down at the Square* by Ralph Ellison. According to their comments, this text had a higher level for them and was difficult to follow.

Graphic 10. Level of Specific Understanding



57% of the students stated they had understood the text in a 75%. 28% stated they understood the text in a 50% which is still good. Some comments are:

“Encontré la actividad muy acorde y efectiva para mejorar mi comprensión de lectura”

“El análisis fue importante para aprender una lengua”

And finally, 13% said they had a low understanding of the text with a 25%. However, some comments about their difficulties expressed some reasons for this low percentage.

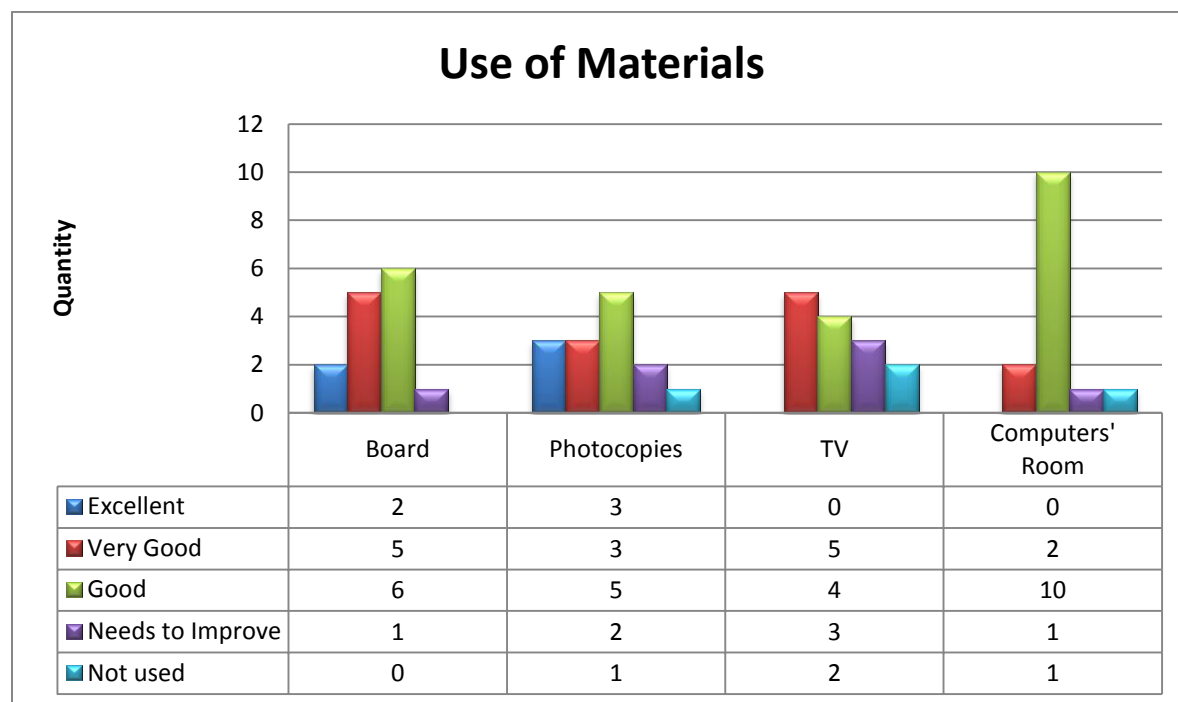
“Incapacidad de involucrarme detalladamente en el tema”

“Me falta mucho vocabulario”

One reason has to do with personal likes or interests, but the other suggests that a deeper study in vocabulary must be taken into account for the next time this sequence is performed in a class. Other elements or tools can be used to overcome this difficulty and give it a further study.

In the tenth question, materials are the elements to be assessed. Students were asked to grade the use of materials in the classroom such as the board, photocopies, TV and computers' room.

Graphic 11. Use of Materials



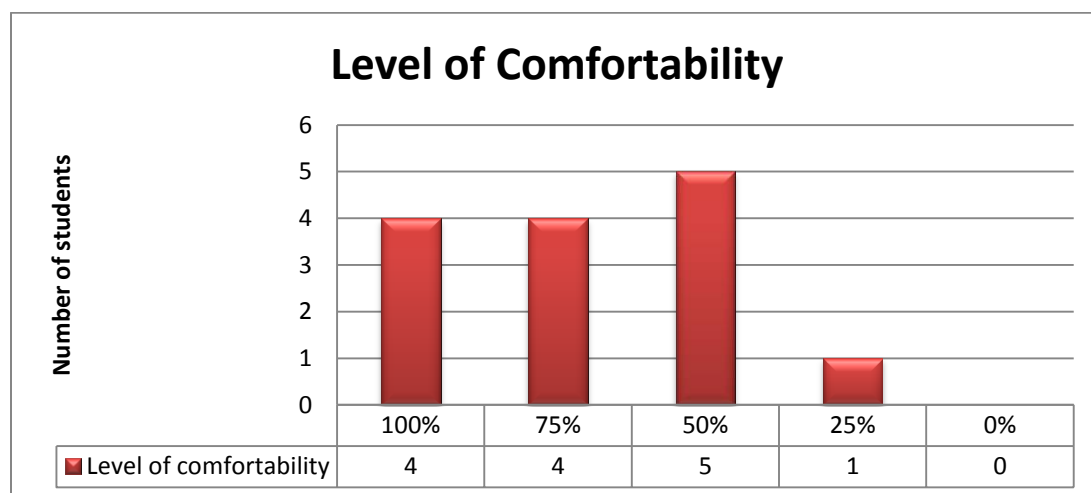
The average of materials is a very good grading. A student states that *“Hubo buen manejo de las herramientas”*. The material with the best grading was the board. 50% stated it is between excellent and very good. This is the tool that was used the most throughout the process of the didactic sequence. Brainstorming ideas, reflections, corrections, charts, among others were visually captured in the board which makes it the most useful tool in the interventions.

Related to the other tools, we find photocopies with a 42% between excellent and very good, TV with a 35% and computers' room with a 13%. Although the TV was used twice to present some slides and a video, 14% - 2 students- said it was not used. Yet, 21% stated the use of the TV can be improved for future occasions.

The computers' room was used once to complete a survey and then the intervention was carried out there. Although 71% thought it had a good use, I noticed the students were distracted with the screen (using social networks, e-mail or the Internet in general terms) and the session could have been more productive in another space.

The last section of the survey was related to Part 3: Methodology. In the eleventh question, students were asked about their level of comfortability with the interventions and worked performed by the researcher.

Graphic 12. Level of Comfortability with the Interventions



According to the answers, 29% of the students felt a 100% comfortable in the sessions. 29% of the students felt 75% comfortable with the sessions and the development. Two comments written by students reflect these percentages:

“Me gustaron las clases con la estudiante porque pude aprender mucho más”

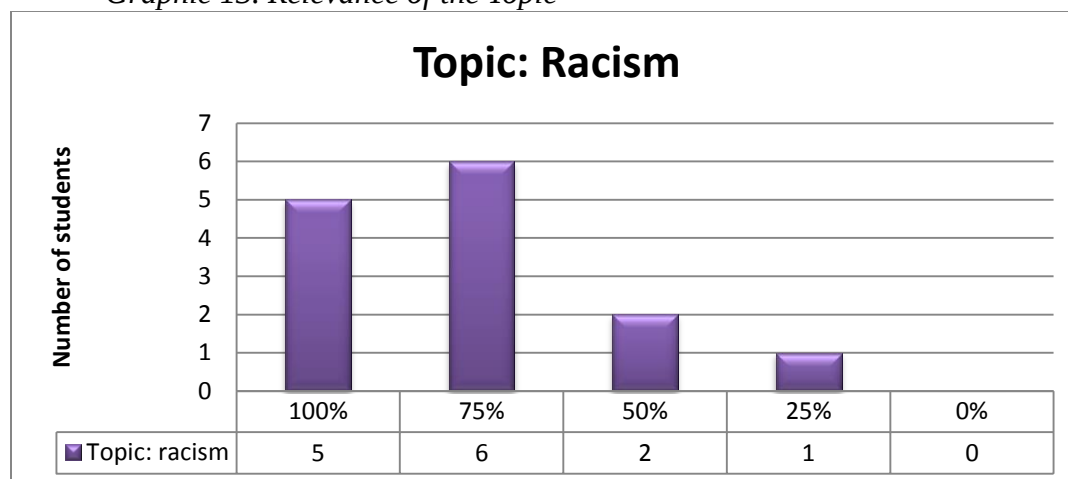
“Realizó muy buen trabajo, fue muy explícita y explicó cada lectura o video muy bien”

And 35% felt a 50% comfortable. Those percentages added to one another give a result of 92% which gives a good level of comfortability in the students.

Only one student corresponding to the 7% states a 25% of comfortability in the interventions. This might be due to his language level. In order to overcome this difficulty, a deeper work must be followed by both the teacher and the student.

For the twelfth question, students were asked about the relevance of the topic: racism.

Graphic 13. Relevance of the Topic

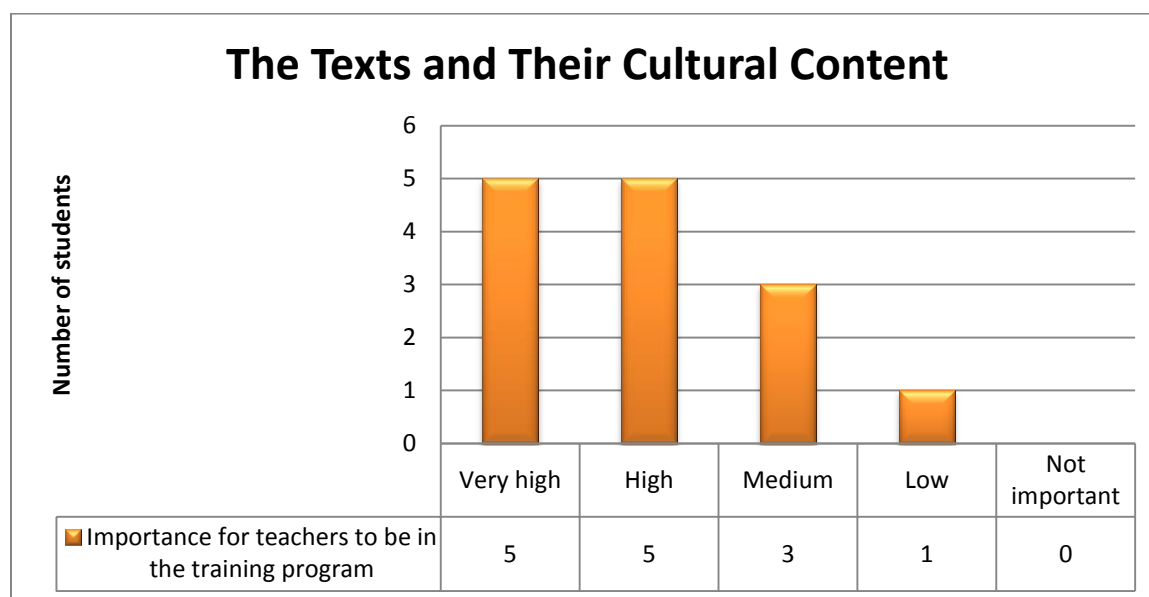


According to students' answers, 36% stated that the topic of racism was a 100% relevant for the class. Another 43% stated that it was a 75% relevant. Finally, 14% thought it was a 50% important topic. The three percentages combine give a total of 93% which remarks the relevance and importance of the topic for students.

In a previous survey presented on page 43, 70% of the students declared they had been discriminated for any reason when they were children, teenagers or even in their adulthood. Being discriminated is a situation that lowers our socio-emotional ties with society. By reinforcing and recognizing that conflict, students gain both interest and strength to reject that social behavior and encourages other practices as self-recognition, acceptance and integration.

For the thirteenth question, students were asked about the cultural content of the texts and its relevance. This is a similar question to the previously stated that allows to reinforce students' answers in a more general pattern as well as to make a relation to the literary texts and not only the topic itself.

Graphic 14. The Texts and Their Cultural Content



According to Assemi (2012) culture is what brings us together as human beings and as social creatures. The importance students give to the cultural content of the text go from very high, high, medium, low and not important. 36% of the students stated the cultural content was very high. Other 36% stated the importance of the content was high. 21% said it had a medium relevance and finally the 7% thought the level of the cultural content was low. An average of 93% stated the cultural content was relevant in the sequence.

According to the Lineamientos Curriculares Idiomas Extranjeros, language competence includes two sub-competences: organizational and pragmatic competence. The first one is grammatical and textual. The second one, pragmatic competence refers to the functional use of the language, includes the sub-skills of illocutive and sociolinguistic competence. In the sociolinguistic competence, aspects such as sensitivity towards types of dialects and registers, the naturalness or closeness to the characteristic features of the language and understanding of linguistic cultural references and figures is stated. From there, the relation and closeness students' feel in regards to the cultural component of the texts is relevant to connect with both the organizational and pragmatic competence.

However, in order to generate a pragmatic competence that helps the learner to follow a process of culture awareness and language function to decode, interpret and understand the written word, it is necessary to put together functions along with the understanding of registers,

dialects, and features. (Lineamientos Curriculares Idiomas Extranjeros, (2009))

The fourteenth and last question refers to reading strategies. In the development of the interventions, a variety of reading strategies were practiced with the students. They had to grade the use and effectiveness of six reading strategies used in the didactic sequence.

Graphic 15. Reading Strategies Effectiveness



According to students' answers, 64% stated that using context to find meaning was the most effective strategy in the reading process. When struggling with unfamiliar words, inferring the meaning by using clues in the text was a way to figure out some meanings and for such, monitor the understanding of the text. (Coker & Bereznick, 2004)

The other two skills with a similar grading were organizational patterns and inferences. On the one hand, organizational patterns had a 64% of effectiveness and a 21% of medium effectiveness. By grouping and organizing, students became familiar with the organizational patterns of a text and for such, they could make meaningful connections and read it in a more independently way. On the other hand, inferences had a 64% of effectiveness and a 7% of medium effectiveness. By connecting prior knowledge and experiences they were able to make guesses and develop awareness of the content.

The next reading strategy with a good grading is anticipation guide. With a 28% of high effectiveness, 57% of effectiveness and 14% of medium effectiveness, students found this strategy useful. By asking questions and agreeing or disagreeing, they connected prior knowledge to experience to new knowledge.

The final reading strategy graded by the students was most/ least important ideas. 42% thought it was highly effective; 14% effective and 35% medium effectively. Making judgements and working in group give results to some students but not as well as the strategies previously stated.

Reading and using a variety of strategies were intended to be used as a path to learn the language, get content information and gain cultural knowledge and awareness. Two comments by students connect this analysis to their statements:

“Encontré la actividad muy acorde y efectiva para mejorar mi comprensión lectora”

“El análisis de textos me parece muy importante para aprender una lengua.”

The majority of the students stated to have used the strategies. In that way, they stated to have had a better development and learning process.

9. CONCLUSIONS

After being through a variety of stages in the process of designing, implementing, developing and writing a didactic sequence for teaching literature to first semester students of the Foreign Languages Program at Universidad del Valle, different aspects and final conclusions are drawn after a long process of study, discussing and writing.

Reading is not only translating from one language to another so the code can be deciphered. Reading is a skill that needs to be improved to raise students' abilities in all fields since the standards and expectations in school are not achieved. It was found that although the *Lineamientos Curriculares en Idiomas Extranjeros* state that the student in eleventh grade must have the ability to identify elements that allows the appreciation of culture and the ability to speak about it, students of this first semester course have not actually had the experience of reading in the foreign language. In this way, it is more than difficult for students to talk or write about something they are still not familiarized with.

As presented in the *Plan de Estudios*, the objective is to start "an induction process for gaining interest and appreciation of literature and for discovering cultural aspects in the different communities". Also, in the syllabus of the course *Habilidades Integradas en Inglés 1*, the section about literature states "se inicia un proceso de inducción que desarrolle el gusto por la literatura y el interés por conocer aspectos culturales de la comunidad angloparlante". This leads to the implementing and improvement of this skill, reading, to improve students' proficiency in the organizational and pragmatic level.

The design of the didactic sequence to decode and read literature with the students of first semester allowed to implement a variety of elements to enrich this practice. Among the elements are references to Action-Research methodology, the Task-Based Learning Approach, reading strategies, and students' interests and motivation.

According to the results found in the data, the activities proposed along with the materials and references provided, involved and immersed the students in the processes of decoding and reading literature. At the beginning of the course, they only had as reference in reading Spanish texts. After the proposal was accomplished, they not only had more references in English texts (both oral and written) but also, students gained knowledge in cultural terms. Thanks to the

approach at the literary texts studied in the didactic sequence, students realized of a recurrent problematic in Colombia and the United States.

According to the students' evaluation of the sequence, it was stated that they reached a high percentage of improvement in reading by using reading strategies such as inferences, using context to find meaning, anticipation guide, organizational patterns and most/ least important ideas.

In the development of the project, Linda Gajdusek's (1988) didactic model was followed to design the activities in the classroom. It was necessary to adjust the sequence to focus on aspects students needed most such as the levels 1: Pre-reading Activities (essential background information and vocabulary); 2: Factual In-class Work (particularly the where and when); 3: Analysis (essentially the plot or climax of the stories); and 4: Extending Activities (focused on the advertisement students produced by the end of the didactic sequence). Students achieved the follow-up sequences of analysis in the four levels (Pre-reading activities, factual in-class work, Analysis and extending activities). It is recommended that more time be used in each intervention in order to leave less homework and more in-class work to listen to students' questions and answers that might raise after a video or reading activity.

The methodology of task-based learning has the characteristic of allowing students to work in groups which helped socialized the guided process and made it meaningful for students' involvement with the local and foreign culture. Throughout the interventions, the pre-task, task and language focus cycles were followed. In the pre-task cycle, both teacher and students explored the topic of racism by reading the text by Oscar Collazos: *Racismo*. In this way, they prepared themselves in vocabulary and expressions to discuss in English. In the task-cycle, students analysed this text by following Gajdusek's model. The task was to plan an oral and written report to the class about the five questions to analyse a text. These results were written on the board for a visual organization of all students. And finally, in Language focus, analysis and further practice was performed in the following sessions with the main text *A Party Down at the Square*.

They achieved the final purpose of the sequence that was to create an ad to promote anti-racism behaviour. By presenting the final result in the *Summer Festival* in the *Escuela de Ciencias del Lenguaje*, it made it more meaningful and attractive for both the students and the student-teacher.

In the appreciations observed on the students, the topic racism had an impact on them. Fortunately, they went beyond and covered the major theme: discrimination. A variety of topics emerged from that theme such as gender, religion, and race discrimination. Students stated their reading skills improved when they went from the word by word looking up every word in the dictionary to the use of the strategies, activities and analysis performed in class.

Although the results do not give a hundred percent of effectiveness and success, it is understandable that not every student enjoys reading and that not every learner gains interest for the same topics. It is up to the language instructor to motivate students and help them get involve in the process but it is also up to the learner to adjust behavior to deal with a variety of situations, types of input, and reading purposes.

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APPENDIX

APPENDIX 1. Lesson Plan

SESSION 2

Name of the institution: Universidad del Valle

Date: March 21st 2014

Head teacher: Luis Humberto Benavidez

Time: 1 hour. 6:00 to 7:00

pm

Student-teacher: Linda Marcela Monsalve Erazo

Number of students: 21

Course: HII 1

Objectives:

- Discuss racism cases
- Be aware of 5 basis questions to narrate a story

Materials: Text 2: Racismo by Oscar Collazos, vocabulary in slices of paper, board, markers.

Warm up: (15 min)

To start the session, T asks: did you look up the vocabulary you didn't know? We're going to do an activity now!

Activity: guessing game

Ss divide in 2 groups. One st is going to start but every student must participate. There are slices of paper on the desk with words in English from the text they had to read. One st from group 1 comes and has 1 minute to give as many definitions-descriptions of a word; his / her classmates must guess the word. Then, the second group must come and do the same. The group with more points is the winner.

While: (10 min)

T: after reviewing some vocabulary, I would like to know what do you know about the author, Oscar Collazos?

Who is he? Where is he from? What has he done? Ss can give answers orally.

Ask comprehension questions about the text:

- What is the author stating in the text?
- What are the two cases about?

Draw chart on the board to give a summary taking into account:

who (people involved)

where (department, city or neighborhood)

how (timeline or order of events)

when (day, month or year)

why (reason why it happened)

Post: (20 min)

T: “do you know about other famous cases of racism in Colombia?”

Activity: tell (narrate) a case

First, do a brainstorm. State: who (people involved), where (department, city or neighborhood), how (timeline or order of events), when (day, month or year) and why (reason why it happened). (Gajdusek, 1988) . Then, get in groups of four and tell your classmate about it.

The purpose of this activity is to help students realize about the cases of racism existing in the city or Colombia. How big and important is this issue and how aware they should be about the matter. Increasing their awareness is the way of captivating them so they produce the last activity of the sequence, an ad against racism.

Finally, leave the text A party Down at the Square by Ralph Ellison and the guideline to analyze next class.

APPENDIX 2. Survey 1

Encuesta 1. Conocimientos previos

Responde las siguientes dos preguntas de acuerdo a tu opinión y conocimientos.

1. ¿Qué es literatura?
2. Haz una lista de los libros – novelas y cuentos- que has leído. Menciona la razón por la cual los leíste. (Tarea, proyecto estudiantil, recomendación, interés propio)

APPENDIX 3. Survey 2

UNIVERSIDAD DEL VALLE LICENCIATURA EN LENGUAS EXTRANJERAS

ENCUESTA #2 EVALUACIÓN DE LA SECUENCIA DIDÁCTICA PROPUESTA PARA LA ENSEÑANZA DE LITERATURA A ESTUDIANTES DE PRIMER SEMESTRE

Esta encuesta es dirigida por la estudiante (a cargo del proyecto) de la Licenciatura en Lenguas Extranjeras de la Universidad del Valle, con el fin de conocer las impresiones, percepciones y evaluación que hacen los estudiantes del curso de *Habilidades Integradas en Inglés I* de la Universidad del Valle, con relación al diseño e implementación de la secuencia didáctica para enseñar literatura en primer semestre.

La información obtenida se utilizará con fines académicos y es **absolutamente confidencial**. Agradecemos a los participantes por responder sinceramente a las preguntas.

PARTE 1: CONTEXTUALIZACIÓN DEMOGRÁFICA

Fecha: _____

1. Institución: Universidad del Valle
2. Curso: Habilidades Integradas en Inglés I, vespertina
3. Sexo: Masculino () / Femenino ()
4. Edad:

PARTE 2: SOBRE LAS ACTIVIDADES DE CLASE

5. De las actividades realizadas en las sesiones, selecciona las que consideres te ayudaron a reflexionar y tomar conciencia en el proceso de aprendizaje de la lengua extranjera y literatura. Además, califica su implementación.

(1 altamente efectivas, 2 efectivas, 3 acordes, 4 poco efectivas y 5 nada efectivas)

	1	2	3	4	5
Vocabulario					
Búsqueda					
Presentaciones orales					
Escritura					
Videos					
Otros ¿Cuáles?					

6. De las actividades que se desarrollaron en las sesiones para analizar los textos en inglés, ¿Cuál o cuáles te ayudaron al proceso de análisis, discusión y comprensión?:

- | | | | |
|---------------|-----|----------------|-----|
| a. Escuchando | () | c. Escribiendo | () |
| b. Hablando | () | d. Leyendo | () |

7. Considero que como introducción al tema y análisis de la secuencia didáctica, el texto *Racismo* de Oscar Collazos y las actividades fueron adecuados y comprensibles en un:



8. Los análisis y actividades realizados en clase me permitieron tener un nivel de comprensión de los textos y su contexto:

- a. Muy alto b. Alto c. Medio d. Bajo e. Muy bajo

9. Para el texto principal, mi proceso de decodificación y comprensión fue alcanzado en un:



10. Califica los materiales y recursos que la profesora utiliza en el desarrollo de la clase:

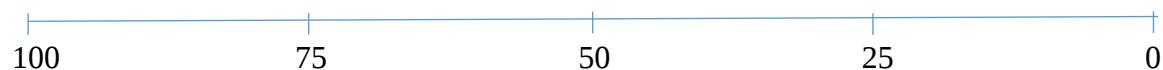
MATERIALES Y RECURSOS	EXCELENTE	MUY BUENO	BUENO	POR MEJORAR	NO SE USA
a. Tablero					
b. Fotocopias					
c. Televisor					
d. Sala de Informática					
e. Otro					

PARTE 3: SOBRE LA METODOLOGÍA

11. En el trabajo realizado a lo largo de las intervenciones hechas por la estudiante, me sentí cómodo (a) en un:



12. La temática de la secuencia, el racismo, fue relevante para mí en un:



13. Considero que los textos y su contenido cultural tuvieron un nivel de relevancia:

- a. Muy alto b. Alto c. Medio d. Bajo e. No relevante

14. Las estrategias de lectura que más aportaron para mi proceso de aprendizaje fueron: (Puede marcar varias opciones). Califique aquellas respuestas marcadas.

(1 altamente efectivas, 2 efectivas, 3 acordes, 4 poco efectivas y 5 nada efectivas)

Estrategias	1	2	3	4	5
Realizar inferencias					
Formulación de preguntas					
Categorizar y clasificar					
Elaborar hipótesis y verificarlas					
Anticipar o predecir					
Sintetizar información					
Lectura de palabras por contexto					

15. Otras dificultades que tuve en el proceso de la secuencia didáctica fueron:

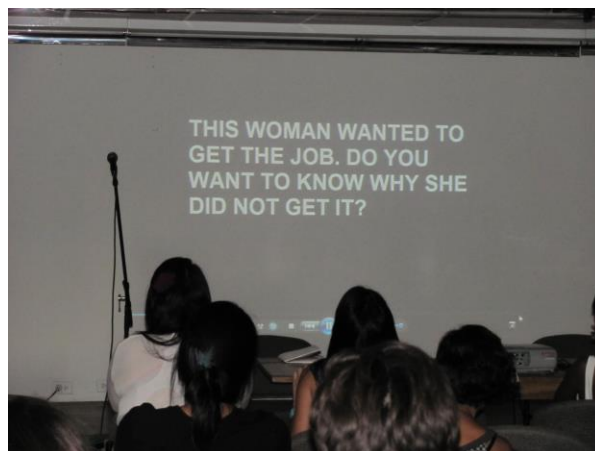
_____.

16. Comentarios

_____.

APPENDIX 4. Ads and Pictures





Link:
<http://m.youtube.com/watch?v=TLSmouAPhPU>