



---

**Universidad de Valladolid**

EDUCATION SCHOOL OF SORIA

Degree in Infant Education with mention in English Language

END-OF-DEGREE PROJECT

**North-American cultural contents for EFL in  
Early Childhood Education: a didactical  
proposal**

Presented by Susana Alonso de Pablo

Orientated by:

Iván Bueno Ruiz

Soria, 4th of December 2017

## INDEX

1. ABSTRACT AND KEYWORDS.....	2
2. INTRODUCTION.....	3
3. JUSTIFICATION, OBJECTIVES AND METHODOLOGY.....	4-6
3.1. JUSTIFICATION & OBJECTIVES.....	4
3.2. METHODOLOGY AND DESIGN.....	5
4. THEORETICAL FUNDAMENTATION.....	6
4.1. OVERVIEW ON THE TEACHING OF ESL CULTURE.....	6
4.2. LITERATURE ON THE TEACHING OF CULTURE IN A FL .....	8
4.3 ASPECTS OF CULTURE AND HOW TO TEACH IN FL.....	9
5. DIDACTICAL PROPOSAL.....	13
5.1. JUSTIFICATION .....	13
5.2 CONTEXTUALIZATION.....	14
5.3 OBJECTIVES.....	14
5.4 CONTENTS.....	16
5.5 METHODOLOGY.....	17
5.6 EVALUATION.....	18
5.7 ATTENTION TO DIVERSITY.....	19
6. SYNTHESIS.....	20
7. BIBLIOGRAPHY.....	23
ANNEXES OF THE DIDACTIC PROPOSAL .....	25

## 1. ABSTRACT AND KEYWORDS

In the first part of this project I will examine some of the literature existing about the teaching of English culture and propose techniques, resources and materials for this purpose. The second part is oriented to the work in class in the last year of Preschool Education in Spain, and the place cultural contents occupy within infant scholar didactical materials, analyzing a selection of textbooks, comprised in a determined school year and thematic core.

Finally I will share a didactic proposal to make the teaching of culture a better experience for both teachers and students in EFL (*English as a Foreign Language*) classrooms.

**Keywords:** cultural contents, language acquisition process, EFL, scholar didactic materials.

## 1. RESUMEN Y PALABRAS CLAVE

Al principio de este proyecto se examina alguna de la literatura existente acerca de la enseñanza de cultura inglesa en el marco de la enseñanza de lenguas extranjeras. Se proponen técnicas, recursos y materiales para esta finalidad. La segunda parte del trabajo está orientada al trabajo en el aula en el último curso de educación infantil en la enseñanza del sistema educativo español, y al lugar que los contenidos culturales ocupan dentro de los materiales escolares didácticos de la enseñanza en la escuela infantil, analizando una selección de libros de texto pertenecientes a un determinado año escolar y eje temático.

Finalmente se aporta una propuesta didáctica para hacer la enseñanza de cultura una experiencia mejor tanto para profesores como para alumnos en el aula de ILE (inglés como lengua extranjera).

**Palabras clave:** contenidos culturales, proceso de adquisición del lenguaje, ILE, materiales didácticos escolares.

## **2. INTRODUCTION**

One of the main traits of the society we live in is the great territorial mobility that exists (job possibilities, education possibilities abroad), as well as widespread digital facilities, all of that involving a great multicultural contact for which our pupils need to be prepared beforehand. Nowadays, living in a globalized world, English teaching may occur in a wide variety of contexts including non-English countries.

Culture has become an increasingly important component of ELT (*English Language Teaching*) in recent times and especially in EFL (*English as a Foreign Language*). There are a number of reasons for this related to a view of language that incorporates a wider social and cultural perspective, and to the increasingly multicultural use of English. A culture-sensitive approach to English language education is needed as this will encourage students' interests, affection, tolerance and understanding. Learning a language implies much more than grammar and vocabulary. Any language has a cultural background that must be learnt in order to improve Communicative Competence.

## **3. JUSTIFICATION, OBJECTIVES AND METHODOLOGY**

### **OBJECTIVES**

The first aim of this project is to study the place occupied by cultural contents in the learning of a foreign language in Preschool Education and to analyze didactic materials to see if they have cultural contents for the last level of Infant Education, in the FL acquisition process. The second objective is to outline conclusions that are helpful for the reflection over the teaching of cultural contents in Preschool Education, from the English language teacher's viewpoint.

In the following I will mention those objectives associated to end-of-Degree project that have a direct connection with this project.

The idea of this Project arises from the necessity of “participating in the teaching activity and learning to know to do, acting and reflecting from the practice, with the perspective of innovating and improving the teaching practice” fifth objective of the end-of-degree project.

The proposal included in this Project aims at “[...] doing the tracking of the educative process and in particular of the teaching and learning throughout the mastery of necessary techniques and strategies” third objective of the end-of-degree Project.

For the didactic proposal included in this Project I tried to “know the main foreign language teaching approaches and its application to the learning of English along the different levels established in the curriculum”.

Ultimately, this project is directed at “being capable of transmitting to children the functional learning of a foreign language”.

## **JUSTIFICATION**

The didactic project that later on will be presented is addressed to second cycle Preschool Education students, as the LOMCE specifies “second cycle covers from 3 to 6 years old. It has voluntary and free character”.

Likewise in article 5 of the Royal Decree 1630/2006, 29<sup>th</sup> December it is reflected that “the Second Cycle Preschool Education curriculum will be organized in three areas. The English language is in deep connection to two of them:

Knowledge of oneself and personal autonomy

- ✓ **Knowledge of the environment.**
- ✓ **Languages: communication and representation**

According to the topic chosen to deal in this project, culture in north-America, the second and the third area are going to have more relevance than the first one. Even though learning correspondent to the three areas will be connected to each other.

## METHODOLOGY

At the beginning of this final-degree-project I set as the central objective studying the cultural contents in didactic materials for foreign language teaching in Preschool Education carrying out a comparison on them. But before having in my hands the textbooks I went on some previous steps.

On first place I carried out a bibliographic analysis to figure out what importance is given to culture in the current educational law, and about what versed the literature written about FL culture in general and ELT in particular.

In a second part of this project I was interested in finding out the place that English cultural contents occupy within textbooks and in the editorial's didactic programs. For this purpose I went to three different schools in Soria (Spain) and took three different scholar textbooks as the target material to analyze. The schools were C.R.A. Tierras Altas- San Pedro Manrique, CEIP Sor María de Jesús de Ágreda and Nuestra Señora del Pilar.. The names of the books are: "POMPAS DE JABÓN 5 AÑOS", "CHEEKY MONKEY 2" and "GEAR UP LEVEL III". All the books compared were aimed to the last year of preschool education. In the comparison carried out I revised through systematic observation the contents included by three different editorials (Algaida, Macmillan, Amco) for the whole school year.

- In the first book consulted appear two cultural contents that are Halloween decoration (spiders and webs) and Christmas decoration (Santa). These are the only English culture examples that can be found along the entire book that appear as drawings.
- In the second book, CHEEKY MONKEY 2, consulted appears again the topic of Halloween (with an owl puppet, a song about Halloween and vocabulary as witch, owl, monster) and also appears the topic of Christmas (songs like "Merry Christmas" or "Down the chimney", expressions like "We wish you a merry Christmas, Happy New Year" and vocabulary as "Father Christmas").
- In the third book consulted, I found that there is space devoted for socio-cultural aspects in storytelling with a character named Bobby bear.

After having seen that little or no space was devoted to cultural contents in the textbooks compared I decided to change the direction of my work and I opted for the

design of a didactic proposal on cultural contents on my own. For the design of the project I looked for three topics in each three months' period, which makes a total of 9 topics that came to be the centres of interest. Once the topics were chosen I investigated asking to a native North-American which were the traditions, games, songs etc that children have in the U.S.A. after compiling information on how American children celebrate holidays and how they learn about them at school I proceed on designing the contents and later the activities I would include in my didactic proposal.

## **4. THEORETICAL FUNDAMENTATION**

“Culture is often seen as mere information conveyed by the language, not as a feature of language itself” defends Kramsch in *Context and culture in Language Teaching* (1993, p.8).

### **4.1 OVERVIEW ON THE TEACHING OF EFL CULTURE**

To approach the question of teaching culture in English as a FL I will try to give a brief overview of the place occupied by the culture-L2 binomial, taking as reference the work by Arnaudova (2006, p.2) ”Cultural studies in the framework of English language teaching”.

With the arrival of the Communicative Language Teaching, language has no longer been seen as a separate element from culture.

#### **4.1.1 Problems and methods**

In words of Arnaudova (2006, p.2):

“In the English classroom, students receive some information about the foreign people and cultures but such information is usually fragmented, insufficient, stereotyped and in the case of some course books - subjectively selected and out-of-date. And whereas, on the one hand, students learn little about the foreign culture because Cultural Studies is still not a priority when teaching general English. On the other hand, teachers, in spite of their creativity

and enthusiasm, are confronted with the lack of appropriate methodology, very few training courses and seminars in cultural studies”.

We should carefully choose what culture to teach in the FL classroom. A. Arnaudova (2006, p.2) adds:

“Instead, having foreign language students consider their own culture might help them to be aware of the differences. It is necessary for the teacher to explain to the students that these differences are likely due to the fact that we all belong to subcultures that exist within the larger cultural group. Each of these subcultures possesses its own customs and values.

It is also important to demonstrate how culture can interfere with communication. Again, the point is not to say that the British will all use irony or that Americans will all be very direct. Instead, teachers can work on strategies for recognizing and handling cultural misunderstandings. It may be helpful to use examples of breakdowns in communication from movies or stories. Students could identify what they think is happening in each case, and how they would handle that situation. Here is an opportunity for teachers to teach how to ask for clarification or how to apologize.”

Culture is a concept which meaning varies depending on who interprets it. If cultural conventions of a couple of communities are widely different breakdowns in communication can easily occur. As Sarigul (2005, p.4-5) explains, “one consequence of cultural variability is that people from different cultures often misinterpret each other’s signals. People’s actions in different situations are greatly influenced by their culture“. Thus what is done or accepted in a particular situation may not be accepted in another culture even being a similar situation (the custom of greeting somebody you don’t know by giving two kisses is not common among people in English-speaking countries).



## 4.2 LITERATURE ON THE TEACHING OF CULTURE IN A FL

To justify the inclusion of culture in the teaching of languages I will state what is understood by *culture*. The term encompasses: the set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people. Culturally determined characteristics include: dietary practices; intellectual, artistic, and leisure-time pursuits; among others.

One of the problems is that the most common use of the word “culture” is very broad and often becomes mixed up with stereotypes. For instance, Anglo-Saxon culture often tends to be stereotyped with certain customs, even if this is not representative for those who live under the spectrum of the English speakers’ culture.

Sociolinguists such Dell Hymes has changed our view regarding to include the wider context of culture in the position of a language and socio-pragmatics.

Hymes’ (1972) definition of communicative competence highlights the importance of understanding the socio-linguistic aspects of language. This conception of communicative competence has been expanded in recent years to include intercultural communicative competence (ICC) which refers to the ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully.

Larsen-Freeman, D. (2000) defines culture as “ the fifth dimension” of language teaching in addition to the four language skills –listening, speaking, reading and writing- and Kramsch (1993) as not just a fifth skill or even an aspect of communicative competence but the underlying dimension of all one knows and does.

Understanding the cultural context of day to day conversational conventions such as greetings, farewells, forms of address, thanking, making requests, apologizing, giving or receiving compliments means more than just being able to produce grammatical sentences.

### **4.3 ASPECTS OF CULTURE AND HOW TO TEACH IN FL**

When teachers think how they are going to include culture in the syllabus they previously have to establish what cultural contents they want to teach, there comes the difficult question of the selection of the material, of how and what culture to teach.

The central question of what culture should be taught still remains and it has been questioned the relevance of focusing exclusively on English speaking culture in all contexts. Most textbook writers are native speakers who consciously or unconsciously transmit the views, values, beliefs, attitudes and feelings of their own English-speaking society -usually the United States or the United Kingdom. A curriculum (and teaching materials form part of this) cannot be neutral. (Cunningsworth, 1995, p.85)

The relevance of focusing exclusively on English speaking culture in all contexts is questioned by Alptekin (1993) and he defends the division of linguistic and cultural input. An opposite view is that of Cunningsworth (1995) who defends that a curriculum cannot be neutral because it has to reflect a view of social order and express a value system, implicitly or explicitly.

Nowadays English has become a lingua franca across the five continents. ELT materials are designed by many non-native English people and thus the different cultures of them are included in curricular/scholar materials.

As we stated at the beginning of this project, culture and language are inexorably linked and as such cannot be separated. Numerous authors as Valdes, Byram and Kramersch (1990) have supported this view. The content of what we teach will always be in some way linked to a culture, as Valdes (1986) points out with examples, every lesson is about something and that something is cultural.

#### **4.3. 1 MATERIALS AND CONTENT**

Materials and content in EFL teaching should try to make learners aware of the cultural content of language learning and encourage learners to compare English culture with their own. Materials that do this will, as Valdes (1990) suggests, prove successful with learners. Furthermore materials that present English culture through the

perspectives of foreign learners may also provide valuable insights from “third place” perspectives.

However in preparing such materials it is necessary to avoid the kind of oversimplifications and stereotype. These materials must encourage to compare cultures and to take a critical perspective.

Tomalin and Stempleski (1993) propose a range of tasks such as class discussions and role-plays using materials drawn from English speaking countries that promote comparisons and reflection on English culture and the learners own culture. These can be arranged around cultural symbols and products e.g. popular images, architecture, landscapes, cultural behavior e.g. what is considered appropriate, values, attitudes, patterns of communication...

#### Practical techniques for teaching culture in the EFL classroom

Dunnet (1986) suggests some aspects of culture that learners should be familiar with:

- Languages cannot be translated word for word. Individual words have idiomatic uses and connotations.
- The intonation pattern carries meaning.
- Cultures have taboo topics.

According to Lee McKay (2007) the reason for the use of cultural contents in language lessons is the assumption that these foster the learner motivation (2000). Thereby, when the function that culture plays in didactic materials is to raise interest among pupils towards a new language, this presence will be recommended. But a wrong use of cultural materials in the foreign language class will provoke a decline in motivation and will generate problems not only among pupils but also in teachers. Moreover, McKay argues that in scholar didactic materials there should be a wide cultural variety instead of the excessively western cultural input that is common to find in this kind of materials.

In support for an attitude that leads for a more integrated learning of language and culture, in this project I embrace the coexistence of the original culture schemes together with the foreign language culture. Robinson-Stuart y Nocon (1996, p. 435) refers to that integration and states that “we are only conscious of our own cultural

vision when we recognize that people belonging to foreign cultures appreciate reality from a different prism”. This statement is in close relation with the Communicative Competence defined in 1980 by Canale and Swain –as the set of linguistic, discursive, communicative and sociological competences that are related each other.

It should exist in these materials a varied form culture instead of a specific one that stereotypes cultural aspects belonging to the native speakers. Furthermore, through the use of cultural notions pupils are able to interact in a more real context feeling that what they are learning has an application great beyond the classroom. Considering this last argument, it is proper to think that including in Preschool Education cultural contents that allow filling the gap existing between competence and performance of those who are learning a FL. Problem which could be minored through the application of the language to real life situations. The key point is that we should create relaxed environments where our pupils have opportunities to experiment the differences among their culture and the *target language*- culture in a context of significant tasks for them.

According to McKay (2007, pp. 9-10) the use of intercultural didactic materials is supported for the teaching of culture, “this type of materials are going to encourage the interest of students for the learning of a new culture instead of imposing a unique culture all the time, and it is going to mitigate the rejection maintained towards the assimilation of a new culture”. For all this, it is intended that through the helping of pupils in the acquisition of an accurate cultural perception about the world around us, we are also contributing to the en la Social and Citizen Competence which is required for cohabitate in society and is present in the curriculum of the following stage, Primary Education.

Teaching culture is considered important by most teachers but it has remained limited in most language classrooms. There are several reasons for this including uncertainty about which aspects of culture to teach, and lack of practical techniques. In this section it will be presented a range of practical techniques that can be helpful to make the teaching of culture a better experience.

Here comes a suggestion to present our students with different kinds of cultural information. The list below shows possible sources of cultural information:

- Video

- Cd's: songs, stories
- Illustrations, photographs
- Guest speakers

### **Some Strategies for Teaching Culture:**

- **Native Speakers as Cultural Resources**

Exchange students, immigrant students or native speakers who speak the target language at home can be invited into the classroom as cultural resources. They can give information about the cultural life of that language.

- **Kinesthetic and body language**

It is important for students to understand how gestures from different cultures are unconsciously used and may be easily misunderstood. Very few gestures are universally understood and interpreted. What is perfectly acceptable in one culture, may be rude, or even obscene, in other cultures. Thus, activities using pictures, role plays, dialogues and discussions allow participants to look a little closer at how body language might be interpreted by other people

- **Semantic Mapping**

Ask class members to think of as many related words as they can think of that are related with the topic of the centre of interest.

- **Authentic Materials**

Using authentic materials, from the target language community helps students to have authentic cultural experiences. Sources can include films, news broadcasts and television shows, web sites, and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials. Teachers can adopt their use of authentic materials to suit the age and language proficiency level of students. (Peterson and Coltrane 2003)

## 5. DIDACTIC PROPOSAL

### 5.1. JUSTIFICATION OF THE DIDACTIC PROPOSAL

This is a didactic proposal which has been designed for children in the last year of preschool. The focus is set on the learning of North American cultural contents. Although the main aim along the following didactic proposal is to bring children closer to North American culture, this is designed to be taught with other contents which cannot be classified as just cultural contents.

First, I chose the topic of culture to make pupils better citizens in this world, more empathic and tolerable with others. Second, and this is the reason by which I studied teaching English as a second language, to contextualize the situation of children learning vocabulary, feasts, dances and games in a real frame as they can have a greater interest in the English language as a consequence of the culture. The third reason is that they may need this culture in the future of their lives when getting in touch with north-Americans or when living in any place of North-America.

The reason for this proposal is that some preschool children in Spain know the traditions in the U.K. but very few really know celebrations in north-America at this early age (3-6). This proposal could be also applied in the two first years of Primary Education with the inclusion of the written word in flashcards and worksheets.

My target is that children keep good memories from their learning of English culture and thus they have an easier way when learning the English language. A personal opinion is that for a piece of knowledge to endure in time it is a need to move the owner of the knowledge, so this will be the main aim when carrying out my activities with children.

In this proposal, I pretend to foster discovery learning. This is, based on action, manipulation of the environment and problem solving. Therefore the dynamics in the class must be interactive. Content cannot be poured on to the pupil as if he/she was a mere container and the teacher was the unique owner of the knowledge. This doesn't mean that the teacher supposed to be aside of the pupil's investigation process. Bruner (1966) introduces together with Lev Vigotsky (1978) the idea of the teacher as mediator

to get the integral development of the pupil. This arbitration will help to promote the interaction with their peers and with the teacher as well.. The teacher looks to connect with the pupils' experience. Jean Piaget is pioneer in the constructivist approach that later Lev Vigotsky would define and David Paul Ausubel completed.

Within the didactic proposal, learning is approached as a personal construction, being this a social actor that is totally implied from these three dimensions: cognitive, social affective and motor. It keeps the harmonic development of the personality of the children and not only that they develop communicative skills in the English language.

## 5.2. SOCIO-CULTURAL AND ACADEMIC CONTEXT

This didactic proposal is aimed to a rural grouped school. I have made an effort to cover topics which are related to animals or have an application with nature, given the children belonging to the rural environment. The families of the pupils are diverse in what nationalities concern. They arrived to the town looking for better working and economic conditions. These families belong to the working class and they value the fact that children go to school and learn English didn't have the chance to learn the English language or North-American culture. As a consequence the contact children have with the foreign language only happens at school.

I am in a school which comprises the Infant and Primary Education stages in the same building. I am in charge of the school children in their foreign language hours of class. The timetable in this school devotes two hours a week for English lessons.

## 5.3 GENERAL OBJECTIVES

- Promote an integral and harmonic development of the children personality.
- Approach pupils to the North-American culture.
- Facilitate opening attitudes towards linguistic and cultural diversity.
- Have fun while working corporal expression.
- Work social conventions: Greetings and farewells.

- Recognize and appreciate the communicative value of foreign languages and the own capacity to learn to use them while showing respect to the speakers and the foreign culture.

## 5.4 CONTENTS

Contents are arranged around 8 centers of interest: going back to school, Halloween, thanksgiving time, Christmas, Carnival and St. Valentine, Easter, the arrival of spring and holidays in North-America.

The timing of the contents has been design to be developed along the school year 2017-2018.

### SEQUENCE OF UNITS

DIDACTIC UNIT	MONTH	TERM
“WELCOME BACK”	<b>Second half of September</b>	<b>1st</b>
“HALLOWEEN”	<b>October</b>	
“THANKSGIVING’ DAY”	<b>November</b>	
“CHRISTMAS WITH SANTA!”	<b>December</b>	

“CHRISTMAS WITH SANTA!”	<b>January</b>	<b>2nd</b>
ST. VALENTINE AND CARNIVAL	<b>February</b>	
WINTER SPORTS IN NORTH-AMERICA	<b>march</b>	

“EASTER BUNNY”	<b>April</b>	<b>3rd</b>
“THE ARRIVAL OF SPRING. MAYDAY”	<b>May</b>	
“HOLIDAYS IN NORTH AMERICA”	<b>June</b>	



## 5.5 METHODOLOGY

The development of the English lessons should be done in exclusively English, in a way that children find themselves inserted in the language, they internalize sentences and grammatical structures and they imitate them according to their learning pace.

Although the exclusive use of English must be considered in a flexible way, as far as we explain an activity and children don't understand it is better to explain it in the mother tongue of the pupils and later in English. By the same way, conflicts among children can arise and these require an L<sub>1</sub> intervention by the teacher.

In Infant Education routines are very important so that the child can build an adequate concept of time and feel sure that he can foresee what comes next. In English lessons we will keep a basic structure: greetings and initial routine, group activities and farewell.

Total Physical Response ,TPR, (Asher, 1977) will be used in this proposal in songs like the maypole song moving clockwise and changing direction when the lyrics demand it and in the skeleton dance moving the parts of the body that the song says. The TPR method was designed for the teaching of languages at early ages, this method is chosen due to its effectiveness among infant education pupils as with the use of gestures and mimicry for the expression and comprehension of the foreign language, every single pupil can take part in the activity, even those who have not achieved the pre-operatory stage yet.

The fact that we use James Asher's method does not mean that the pupil's role will left relegated to listen and act in response to commands. Together with the TPR method we will use other techniques such as chorusing lyrics, drills activities to practice oral production. On the other hand written production will be introduces by tracing letters so that they reinforce word recognition, gain confidence with their handwriting and familiarize with the spelling of some basic words they have previously worked in the oral language belonging to the centre of interest they are studying.

Some other didactic resources which suit well with the type of thinking development proper of the pre-operational stage are interactive games and the use of realia which will help to enrich the children experience.

Learning will be attained throughout communicative exchanges, cooperation and work in groups.

Translation is only avoided when the explanation of new words through gestures or pictures is clear and we are sure that pupils understood them.

The methodology used in class also includes some of the principles of the Natural Approach method:

- As much comprehensible input as possible is presented.
- Whatever helps comprehension is important (visual, auditory, gestures, realia)
- Focus on listening and reading, speaking should be allowed to emerge. Learners silent periods should be respected.
- In the classroom there is a relaxed and enjoyable atmosphere.

There also two principles of the silent way:

- Learning takes place if the learners discover rather than repeat what they have to learn.
- Physical objects are used in the learning process
- Traits of Communicative Approach that are included:
- Language is always practiced within the framework of a context and a situation.
- Creative abilities are encouraged
- The aim is to enable students to communicate outside the class.

#### 5.5.1 MATERIAL RESOURCES

It will be needed an overhead projector or an IWB to display videos in some of the centres of interest. We will make use of flashcards for the vocabulary, a maypole, crayons, pencils and rubbers.

## 5.6 EVALUATION OF THE TEACHING-LEARNING PROCESS

I will depart from the previous knowledge of English that my pupils have so it will be essential to carry out an initial evaluation at the beginning of the didactic units so that I can link the previous knowledge with the new knowledge.

### 5.6.1 EVALUATION CRITERIA

1. Makes simple oral productions in the foreign language integrated in the dynamics of the class such as introducing himself/herself, the weather or date routine.
3. Recognizes the essential content in brief oral texts in the foreign language about significant topics accompanied by gestures or pictures.
4. Follows instructions given in the foreign language and contextualized in the class routines by verbal and non verbal answers.
5. Uses the conventions of the language to greet, apologizing, say “thank you”, etc., and regulate their own behavior.
6. Uses gestures, pauses and an adequate tone in their messages.
7. Uses vocabulary socially accepted.
8. Discriminates words by listening to them.
9. Interprets pictures, posters and pictograms.
10. Communicates feelings and emotions through painting and art crafts.
11. Reproduces talking aspects of rhythm, accentuation and intonation, in songs and rhymes.
12. Moves about the space with different movements adjusted to the actions carried out.
13. Shows respect towards the foreign language as a tool of communication and means to get to know other cultures.

### 5.6.2 EVALUATION TOOLS

The tools used will be:

1. Direct systematic observation during games, songs and activities.
2. Analysis of productions.

## TEACHER ASSESSMENT CRITERIA

- If the sequencing of objectives and contents of the English language really answer the necessities of the pupils' context in relation to their level of development.
- If methodological principles have been taken into account along the didactic proposal and if their adaptation has been the right one.
- If all the pupils have taken part in the activities developed
- If it had been considered individual differences when planning activities.
- What type of relationships has been established in the class: pupils with the teacher, the teacher with the pupils and among peers.

## 5.7 ATTENTION TO DIVERSITY

We will work different capabilities: physical, cognitive and social affective in an interrelated way considering the three areas of knowledge and experience.

It is crucial to consider our group as heterogeneous, accepting differences among pupils: their interests, motivations, learning paces, family stimulation towards the English language, etc.

In every moment I will encourage our pupils to produce words, sentences, and songs in English, but never from an imposing perspective. Each child will produce English when he or she is prepared for that. If we encourage them to repeat a sentence and they refuse, we mustn't force them but rather accept it and try on another occasion.

Moreover, I will have special consideration for pupils with special education needs as a four year-old boy with ADHD. For this child I will have responsibilities to do some physical activity in the class, like giving out worksheets or realia, picking up material and I will sit him next to calmed pupils. With this pupil explanations will always be brief and simple and at the end of the lessons he will relax with English slow music.

## 6. SYNTHESIS

Generally speaking we can state that learning a language affects/influences linguistic, social and cultural aspects of the general education of every person. For this reason how we deal with culture in the FL class it is something that is going to affect the way in which a foreign language is acquired and the latter concept of it our students may have. In the learning of a new language it is needed to pay special attention to the cultural aspects of the speaking community, for being them understood as facilitators in the acquisition of the linguistic contents. In this respect, it is important that the pupil gets into contact with the cultural and social reality of the country, noticing that the learning of a language is not only the learning of determined linguistic signs, but also its culture. In the same way, the concept of culture of a determined country or group of countries constitutes the ideal vehicle for the representative character of a language to be learned by the student.

### 6.1 REFLECTION OVER CULTURE AND WHY WE TEACH IT IN PRESCHOOL EDUCATION

Culture is a social aspect of language which represents a cornerstone in the FL learning process. So it is its importance that getting to know other cultures and understanding them is the only vehicle to avoid problems of misunderstandings or even worse, any xenophobic reaction.

We, teachers, introduce culture in the classes with the not only objective of transmitting cultural contents but also motivating pupils to apprehend the language. Thus, the teaching of culture is an integral and essential part of foreign language instruction. Culture is a message to our students and the language is our medium as teachers. Culture should be addressed in lessons from the very beginning of instruction and continue throughout the entire teaching period.

The key point is creating relaxed environments where our pupils are eager to discover the *target language* culture in a context of significant tasks. This is going to help students to be convinced that what they do has a purpose beyond the academic one.

We won't be wrong if we state that few topics are more central to FLT than the role of culture on the pupils' syllabus. Even though, in Infant Education there is still little space devoted to the teaching of Anglo-Saxon culture. Along the creation of this essay I had the intention of studying the cultural contents in didactic materials for foreign language teaching in Preschool Education. I could not continue with the analysis work of the textbooks because of the limited cultural information they offered.

Finally, after having proved the role of culture when learning a FL and the lack of cultural contents seen as result of the textbooks analyzed, it can be stated that as teachers that care living in harmony in a multicultural world we need to create more cultural materials to include them in our FL lessons at the preschool stage.

## 6.2 CONCLUSION ON WHAT AND HOW CULTURE TO TEACH IN PRESCHOOL

Concerning the inclusion of foreign cultural contents in the English class I conclude that is needed to treat English as a language bearer of characteristic features that are convenient that accompany linguistic contents. I recommend a varied culture that avoids stereotypes and includes social and cultural aspects of the native speakers.

A good definition of what culture to address if we aim at developing cultural awareness incorporates the histories, texts, values, beliefs, customs and traditions and perspectives of a community of people.

Cultural contents should be taught together with linguistic contents and not as something separated. At early ages and especially at preschool there is not still build a concept of culture but children already have notions of some characteristics that may exist among different cultures. Thereby, we, teachers can help them to compare between North-American traditions as well as their style of life and the Spanish or the pupil's original culture.

The answer to the question what and how culture should be taught is complicated but I hope the didactic project attached to this essay might help to clarify that any kind of culture which is significant for the pupils and appropriate for their age is susceptible to be teachable (cultural) contents in Preschool.

### 6.3 REFLECTION ON MY DIDACTIC PROJECT

The didactic project presented is not completely ended and it is open to be amplified and to go into detail on it. Nevertheless I tried to set the bases of what I think should include a didactic proposal which aims to develop cultural awareness for Preschool children.

I would like to add that although teaching cultural contents in Infant Education may be considered not an easy task, considering that pupils still don't have a high linguistic competence in the foreign language, we as teachers should take advantage of the existing possibilities keeping in mind that by learning their first cultural contents of the studying foreign language students will be laying the groundwork of further work with this language.

To finish with I would like to share a quote:

“Through learning a language, we learn about culture.

Though learning about culture, we learn respect for others.

Through learning respect for others, we can hope for peace.”

Mario Kaplún

## 7. BIBLIOGRAPHY

- Byon, A. S. (2007). “The use of culture portfolio project in a Korean culture classroom: Evaluating stereotypes and enhancing cross-cultural awareness”. *Language, Culture & Curriculum*, 2007, 20, 1-19.
- Tang, Y. (2006). “Beyond behavior: Goals of cultural learning in the second language classroom”. *The Modern Language Journal*, 90, 86-99. Consulted the

12th of July 2013, <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2006.00386.x/abstract>

- Sarigul, Ece and Ashton-Hay, Sally (2005) Culture and English Language Teaching: Raising. Consulted the 20<sup>th</sup> April 2017 , [http://www.academia.edu/9698386/Sarigul\\_Ece\\_and\\_Ashton-Hay\\_Sally\\_2005\\_Culture\\_and\\_English\\_Language\\_Teaching\\_Raising\\_Awareness\\_In\\_Proceedings\\_9th\\_International\\_INGED\\_Turkish\\_English\\_Education\\_Association\\_Conference\\_New\\_Horizons\\_in\\_ELT\\_Economics\\_and\\_Technical\\_University\\_Ankara\\_Turkey](http://www.academia.edu/9698386/Sarigul_Ece_and_Ashton-Hay_Sally_2005_Culture_and_English_Language_Teaching_Raising_Awareness_In_Proceedings_9th_International_INGED_Turkish_English_Education_Association_Conference_New_Horizons_in_ELT_Economics_and_Technical_University_Ankara_Turkey)
- Gu, Q. (2005) The perception gap in cross-cultural training: an investigation of British Council English language teaching projects in China. *International Journal of Educational Development* 25, pp. 287-304
- Hadley, Omaggio A. (2003). *Teaching Language in Context* . Boston: Heinle and Heinle Publishers
- Peterson, E. and Coltrane, B. (2003). *Culture in Second Language Teaching*. Centre for Applied Linguistics
- McKay, Sandra L. (2002). Teaching English as an International Language: rethinking goals and perspectives. New York: Oxford University Press. *TESOL Journal*. Consulted in [www.tesol.org/wordpress/issues/volume7/ej25/ej25r5/?wsc](http://www.tesol.org/wordpress/issues/volume7/ej25/ej25r5/?wsc)
- Alptekin, C. (2002). “Towards intercultural communicative competence”. *ELT Journal*, 56(1), 57-64.
- Guillen, Carmen & Alario, Carmen (2002). “Didáctica de la lengua extranjera en educación infantil y primaria”. Madrid: Síntesis.
- Murano Bouso, José Luis (2010). “Didáctica del inglés en educación infantil: métodos para enseñanza y el aprendizaje de la lengua inglesa”.
- Florio-Ruane, Susan (2001). “Teacher Education and the Cultural Imagination”.



- Thanasoulas, D. (2001). "The Importance of Teaching Culture in the Foreign Language Classroom". *Radical Pedagogy*
  
- McKay, Sandra L. (January 2000). Teaching English as an International Language: Implications for Cultural Materials in the Classroom. *TESOL Journal*, 9, 4 7-12. Consulted in  
[www.researchgate.net/publication/234609830\\_Teaching\\_English\\_as\\_an\\_International\\_Language\\_Implications\\_for\\_Cultural\\_Materials\\_in\\_the\\_Classroom](http://www.researchgate.net/publication/234609830_Teaching_English_as_an_International_Language_Implications_for_Cultural_Materials_in_the_Classroom)
  
- Hampden-Turner, Charles and Fons Trompenaars. 2000. *Building Cross Cultural Competence. How to Create Wealth from Conflicting Values*. New Haven and London: Yale University Press.
  
- Hinkel, Eli. (Ed.). (1999). "Culture in Second Language Teaching and Learning", *Cambridge University Press*, pp. 90-108. Consulted 15th of July 2016 in,  
<http://www.elihinkel.org/downloads/Objectivity%20and%20Credibility%20in%20L1%20and%20L2%20Academic%20Writing.pdf>
  
- Peck, Deborah. (1998). *Teaching Culture: Beyond Language*. Yale: New Haven Teachers Institute.
  
- Alan Cunningsworth Heinemann (1995). "Choosing Your Coursebook (Handbooks for the English classroom. *Macmillan Education*. Consulted " *ELT Journal*, Volume 51, Issue 1, 1 January 1997, Pages 83–85,  
<https://doi.org/10.1093/elt/51.1.83>
  
- Alptekin, C. (1993) "Target-language culture in EFL materials", *ELT Journal*, 4712: 130-145, "The question of teaching in non-English speaking countries", *ELT Journal*, 3811: 14-20.
  
- Kramsh, C. (1993). *Context and culture in Language Teaching*. OUP Oxford.
  
- Tomalin, B. and Stempleski, S. (1993). *Cultural awareness*. OUP Oxford.

- Valdes, J.M. (1986) *Culture bound; Bridging the cultural gap in Language Teaching*. Cambridge University Press.

➤ **Legislative References**

DECRETO 122/2007, de 27 de diciembre; por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León.

ORDEN ECI/3854/2007, de 27 de diciembre; por el que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro.

LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación.

REAL DECRETO 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de educación infantil.

**ANNEXES**

**Unit 2: HALLOWEEN**

<b>AIMS</b>	<b>INTENDED OUTCOMES</b>
<ul style="list-style-type: none"> <li>• <b>To know what is Halloween</b></li> <li>• <b>To take part in Halloween celebration</b></li> </ul>	<ul style="list-style-type: none"> <li>-Identifying Halloween characters</li> <li>-To show emotions (scared)</li> <li>-To role-play treat or tricking</li> </ul>

## CONTENTS

## ACTIVITIES

**Costumes: witch, skeleton, ghost**  
**Verbs: Boo-ing or ghosting**  
**Adjectives: scary, scared**  
**Nouns: Jack O’lantern**

- watching a presentation  
-memory matching food  
-skeleton dance  
-play apple bobbing

## RECYCLED VOCABULARY

## RESOURCES

**Parts of the body (bones)**  
**Classroom language:**

- foods’ flashcards  
- real pumpkin  
-cardboard, rounded-tip scissors

## EVALUATION CRITERIA

## EVALUATION TOOLS

**-Listens and verbalizes the song**  
**- Takes part in dancing and accomplishing instructions**  
**-Knows the names of two different costumes**  
**-Recognizes some of the letters learnt**  
**-Shows interest in making art crafts (bats, spiders and witches)**

Direct and systematic observation  
Worksheets analysis  
Teacher evaluation

## ATTENTION TO DIVERSITY ADAPTATIONS/SPECIAL EDUCATION NEEDS

The vision- impaired student will be by the side of the teacher for assistant and complementary explanations. He will be helped to cut the art crafts and if necessary he will have them cut by the teacher or a classmate.

## Unit 3: THANKSGIVING

### AIMS

### INTENDED OUTCOMES

- **To know what is thanksgiving’ day**
- **To take part in American fest**
- **To be thankful for the food, friends and family**

-To know who was Christopher Columbus  
-Identifying food on a table  
-To show gratitude saying “thanks”  
-To invent a menu

- To get the main ideas the explicative ppt about thanksgiving with the help of the images

-To remember different food

#### CONTENTS

#### ACTIVITIES

**Food: gravy, cranberry sauce, smashed potatoes, turkey, pumpkin pie**  
**Utensils at the table: plate, fork, spoon, napkin, glass, knife**

- presentation video
- memory matching food
- TPR in a thanksgiving song
- dinner role-playing about thanksgiving
- draw a favorite menu

#### RECYCLED VOCABULARY

#### RESOURCES

**Food: potatoes, carrots, beans...**  
**Structure: "I am ...."**  
**Expressions: "here we go", "thank you"**  
**Classroom language: " please, help me"**

- foods' flashcards
- real feast
- drawings for painting

#### EVALUATION CRITERIA

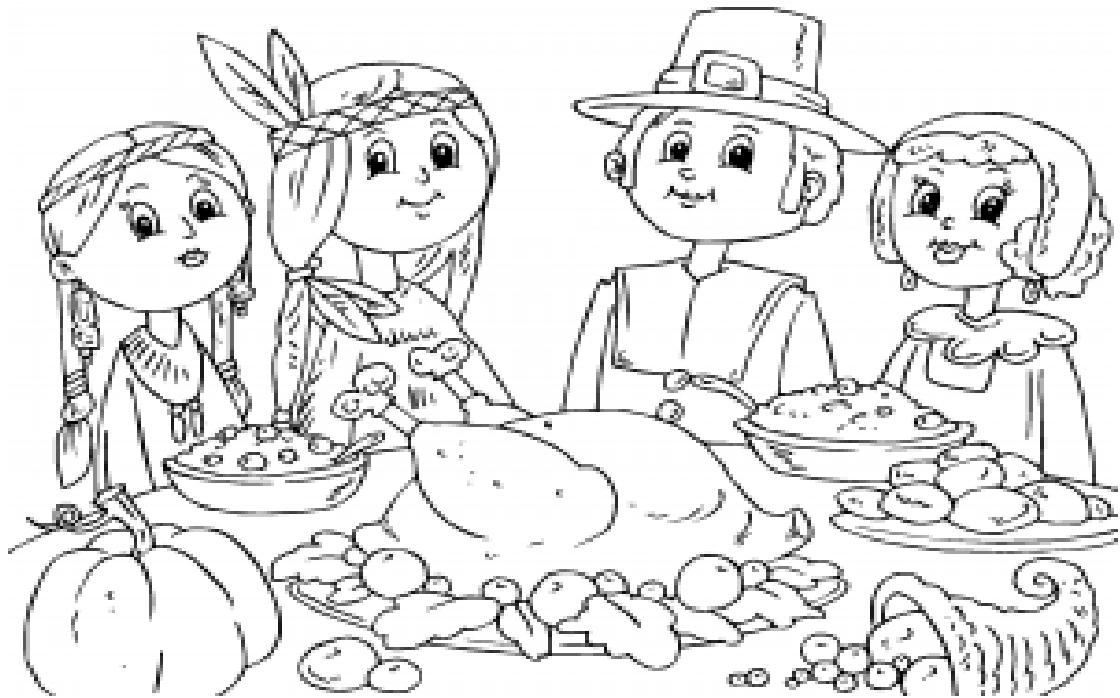
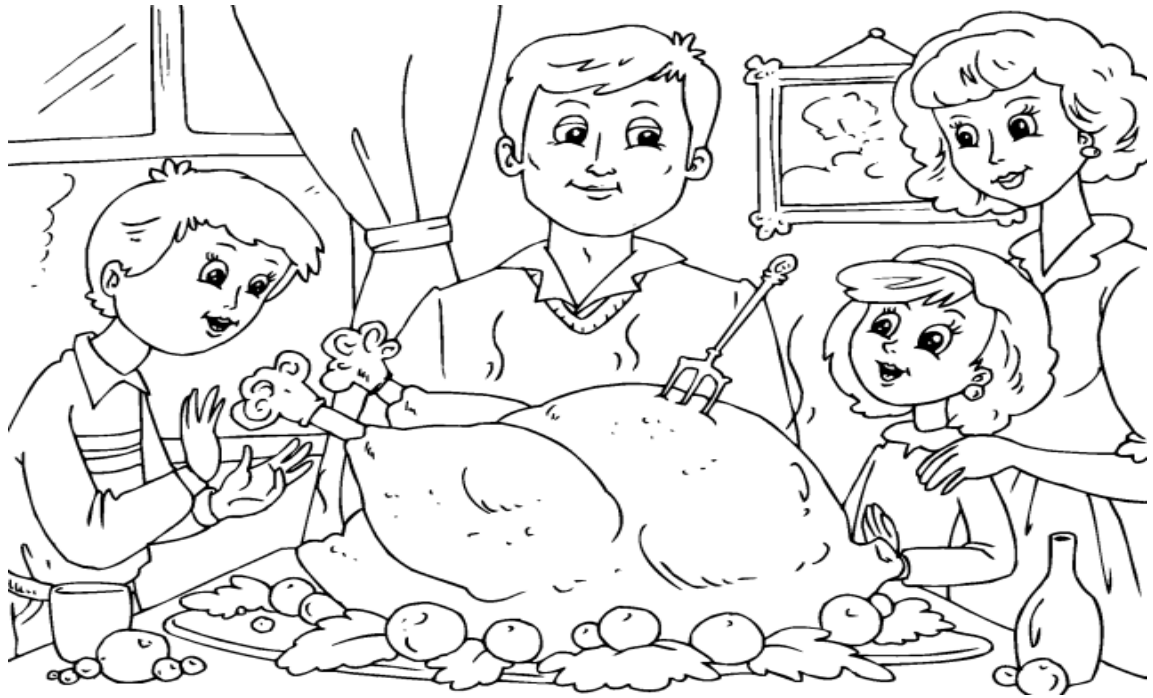
#### EVALUATION TOOLS

- Listens and verbalize the song
- takes part in dancing and accomplishing instructions
- knows the names of two different flowers and three insects
- Recognizes some of the letters learnt
- shows interest in making art crafts

Direct and systematic observation  
 Worksheets analysis  
 Teacher evaluation

#### ATTENTION TO DIVERSITY ADAPTATIONS/SPECIAL EDUCATION NEEDS

The vision- impaired student will be by the side of the teacher for assistant and complementary explanations. He will be assisted for the drawing of a menu.



## Unit 4: CHRISTMAS WITH SANTA!

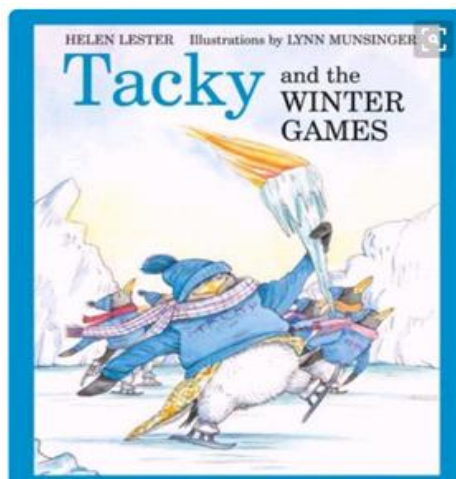
AIMS	INTENDED OUTCOMES
<ul style="list-style-type: none"> <li>• To know typical food in a Christmas dinner (pudding, gravy, roast potatoes, carrots, Brussels' sprouts)</li> <li>• To take part in Christmas celebration.</li> </ul>	<ul style="list-style-type: none"> <li>- To remember two foods of the Christmas dinner.</li> <li>-To know when Christmas is celebrated.</li> <li>-To know what happens on Christmas eve.</li> </ul>
CONTENTS	ACTIVITIES
<p><b>Verbs: sing, give, pull</b></p> <p><b>Key words of the topic: advent calendar, Santa, Christmas tree, decorations, cards, carols, presents, crackers, crown, joke.</b></p>	<ul style="list-style-type: none"> <li>-Listening to the story of Rudolph the red-nosed deer</li> <li>-Singing Christmas carols</li> <li>-Designing a card</li> </ul>
RECYCLED VOCABULARY	RESOURCES
<p><b>Saying: "merry Christmas and a happy new year"</b></p> <p><b>Expressions: "here we go", "ready, steady, go"</b></p> <p><b>Classroom language: " stop, start"</b></p>	<ul style="list-style-type: none"> <li>-The book "Rudolph the red-nosed deer"</li> <li>-Stereo and IWB</li> <li>-Free space to move into the class</li> </ul>
EVALUATION CRITERIA	EVALUATION TOOLS
<ul style="list-style-type: none"> <li>-Pays attention to Rudolph's story.</li> <li>-Knows the names of different foods from Christmas dinner.</li> <li>-Recognizes some verbs as "give" (a present), "pull" (the cracker) etc.</li> <li>-Shows interest in following carols</li> </ul>	<ul style="list-style-type: none"> <li>Direct and systematic observation</li> <li>Worksheets analysis</li> <li>Teacher evaluation</li> </ul>
	<p><b>ATTENTION TO DIVERSITY ADAPTATIONS/SPECIAL EDUCATION NEEDS</b></p> <p>The vision- impaired student will be by the side of the teacher for assistant and complementary explanations. He will be supported in the designing of a Christmas card.</p>

## Unit 5: WINTER SPORTS

AIMS	INTENDED OUTCOMES
<ul style="list-style-type: none"> <li>• <b>To do a sports routine</b></li> <li>• <b>To know typical sports in North America</b></li> <li>• <b>To remember the main action verbs and sports</b></li> </ul>	<ul style="list-style-type: none"> <li>-To distinguish motion verbs moving arms and legs according to instructions</li> <li>-Identifying sports with their names</li> <li>-To participate in steps of a fitness routine</li> <li>-To start to develop spatial orientation, physical co-ordination and fine motor skills</li> </ul>
CONTENTS	ACTIVITIES
<p><b>Sports verbs: swim, run, jump</b></p> <p><b>Adjectives: Slow-fast</b></p> <p><b>Key words of the topic: winter, games, snowman</b></p>	<ul style="list-style-type: none"> <li>-memory matching with actions</li> <li>-TPR in a song</li> <li>-guessing game for sports' verbs</li> </ul>
RECYCLED VOCABULARY	RESOURCES
<p><b>Parts of the body</b></p> <p><b>Structure: "I am ...."</b></p> <p><b>Expressions: "here we go", "ready, steady, go"</b></p> <p><b>Classroom language: " stop, start"</b></p> <p><b>Seasons: winter/summer</b></p>	<ul style="list-style-type: none"> <li>-The book "Tacky and the winter games"</li> <li>-Stereo and IWB</li> <li>-free space to move into the class</li> </ul>
EVALUATION CRITERIA	EVALUATION TOOLS
<ul style="list-style-type: none"> <li>-Listens and verbalize actions</li> <li>-Takes part in dancing and accomplishing instructions</li> <li>-Knows the names of different sports</li> <li>-Recognizes some of the action verbs</li> <li>-Shows interest in following the dance steps</li> <li>-Develops spatial orientation, physical co-ordination and fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Direct and systematic observation</li> <li>Worksheets analysis</li> <li>Teacher evaluation</li> </ul> <p><b>ATTENTION TO DIVERSITY ADAPTATIONS/SPECIAL EDUCATION NEEDS</b></p> <ul style="list-style-type: none"> <li>Helping the vision-impaired student to do the dance steps.</li> </ul>

ROUTINE TO DANCE

<https://www.youtube.com/watch?v=sLMGJ9S0seE>





## Unit 6: MAYDAY

AIMS	INTENDED OUTCOMES
<ul style="list-style-type: none"> <li>• <b>To take part in American customs and celebrations</b></li> <li>• <b>To sing along the Maypole song</b></li> <li>• <b>To know the names of different flowers and insects you can find in North America</b></li> </ul>	<ul style="list-style-type: none"> <li>-To distinguish up &amp; down weaving ribbons according to instructions</li> <li>-Identifying flowers with their names</li> <li>-To show appreciation to others giving a flower</li> <li>-To decorate a basket</li> <li>-To remember some parts of a dance</li> </ul>
CONTENTS	ACTIVITIES
<p><b>Prepositions: up-down-round</b>  <b>In the basket/ on the table</b></p> <p><b>Flowers: daisy, lily, rose, tulip</b></p> <p><b>Key words of the topic: may, first day</b></p> <p><b>Insects: butterfly/bee/ladybird/fly/ant</b></p>	<ul style="list-style-type: none"> <li>-memory matching with flowers</li> <li>-TPR in a dance and song</li> <li>-guessing game for insects</li> <li>-Art crafts</li> </ul>
RECYCLED VOCABULARY	RESOURCES
<p><b>Colors, numbers up to 10</b></p> <p><b>Structure: “I am ....”</b></p> <p><b>Expressions: “here we go”, “thank you”</b></p> <p><b>Classroom language: ” please, help me”</b></p>	<ul style="list-style-type: none"> <li>-real flowers, insects’ flashcards</li> <li>-maypole ribbons</li> <li>-worksheets for tracing letters</li> </ul>
EVALUATION CRITERIA	EVALUATION TOOLS
<ul style="list-style-type: none"> <li>-Listens and verbalize the songs</li> <li>-takes part in dancing and accomplishing instructions</li> <li>-knows the names of two different flowers and three insects</li> <li>-Recognizes some of the letters learnt</li> <li>-shows interest in making art crafts</li> </ul>	<ul style="list-style-type: none"> <li>Direct and systematic observation</li> <li>Worksheets analysis</li> <li>Teacher evaluation</li> </ul>
	<p><b>ATTENTION TO DIVERSITY</b></p> <p><b>ADAPTATIONS/SPECIAL EDUCATION NEEDS</b></p> <p>The vision- impaired student will be helped to learn the letters by touching its shape. He will be provided with adapted worksheets.</p>

### **Maypole Song**

Here we go around the pole,  
Round the pole,  
Round the pole,  
Here we go around the pole  
On the first day of May.

(Student's name) goes around the pole,  
Round the pole,  
Round the pole,  
(Student's name) goes around the pole  
On the first day of May.

Now go the other way.

[They turn and move in the reverse direction until the streamers are unwrapped. When all the streamers are unwrapped, the dance is finished.]

### **Dancing round the Maypole**

Dancing ALL THE DAY

On the first of May

What a merry bunch

Til it's time for LUNCH

Shouting out with glee

Til it's time for TEA

Blue and white and red

Til it's time for BED