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REFLECTIONS ON FOREIGN LANGUAGE TEACHING AND CULTURE IN PROFESSIONAL EDUCATION MEDIATED BY PROJECT METHODOLOGY

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Abstract: This work aims to report pedagogical experiences about the teaching and learning of the Spanish language made possible by the project methodology. The focus is on valuing research, encouraging the acquisition of linguistic, cultural and technological knowledge. The IFAC extension project in the Peruvian Amazon: linguistic and cultural interaction had as protagonists of the actions students from the Federal Institute of Acre – IFAC, Campus Rio Branco, of the Initial and Continuing Training Course (FIC) modality. The research method used was action research, of a qualitative and bibliographic nature, with a theoretical basis in language studies (Bakhtin/Voloshinov, 1995), as well as in the perspective of interculturality and motivation approached by Kraviski and Bergmann (2006). From the information collected by the students through interviews and communicative dialogues, a tourist guide and a blog were created about the history and culture of the city of Puerto Maldonado, in Peru. Various bibliographic sources were used for writing the texts, such as books, magazines, newspapers, etc. As positive results, it was found that students showed greater skills in listening comprehension, writing and oral communication in Spanish, valuing linguistic and cultural diversity. As a reflection, it is worth mentioning that the students learned not only systematic content, but also to value the cultural diversity of the other, recognizing cultural and historical values lived in daily practice outside the classroom, developing autonomy in the construction of scientific knowledge.

Keywords: Teaching. Spanish. Project. Methodology. Interculturality.

INTRODUCTION

Professional, Scientific and Technological Education in Brazil emerged at the beginning of the 20th century with Decree nº 7.566 of

09/23/1909, which established the creation of Schools for Apprentice Craftsmen, when the country was ruled by Nilo Peçanha. Over a long period, this educational modality underwent several changes, including strong wear and tear in its improvement and expansion policies.

However, from Decree 5,154 of 07/23/2004, in order to meet the needs of society, investments in vocational education began again with the creation of Federal Institutes (IFs) throughout the national territory, which came into being with the enactment of Law 11,892/2008, giving rise to the interconnection between High School (EM) and Vocational Education (EP), resulting in the consolidation of Integrated High School (EMI) expressed in the integrated, concomitant or subsequent modalities (ALVAREZ; ACÁCIO, 2019).

EMI's main representative in Acre, the Federal Institute of Education, Science and Technology of Acre - IFAC, Rio Branco campus, has been providing educational services since 2010. Currently, the institution offers technical courses integrated to high school, subsequent, higher and postgraduate.

In addition, through the Language Center, this institution has offered Initial and Continuing Training Courses (FIC) in Spanish, English and Portuguese for foreigners to the internal and external student community. In this context, it was possible to implement an active methodology based on an extension project in order to mobilize teaching and research in the field of language teaching and learning.

Thus, this work presents as a theme the report of pedagogical experiences based on theories and practices applied during the execution of the extension project entitled IFAC in the Peruvian Amazon: linguistic and cultural interaction, contemplated by public notice nº 07/2019, through the Pro-Rector's Extension (PROEX). The objective was to

reflect on the use of active methodologies, aiming to bring Spanish language teaching closer to the practice of field research, with a view to improving orality and valuing cultural diversity between Brazil and Peru. The problem presented was the difficulty of developing oral communication skills in students in Spanish courses at the Language Center due to the little contact with speakers of the language under study.

Obviously, to streamline the teaching and learning process of a code of communication and human interaction, we must consider different concepts of language, language, culture, among other relevant aspects, such as innovative theories and methodologies, to achieve the objectives proposed in the pedagogical actions, reaching meaningful learning (AUSUBEL, 2000) in the stages of knowledge assimilation by the student. As pointed out by Bakhtin/Voloshinov (1995), through the dialogical theory of the study of language, language constitutes an unstable, dynamic communication code that is continuously shaped according to the needs of the society that uses it.

This text discusses the promotion of alternative methodologies for teaching and learning the Spanish language with actions initiated in the classroom universe from reading practices and teaching mediated by the use of discursive textual genres in line with the ideas of Bakhtin (2003). Further on, the discussions on the learning of orality will be presented, which will be problematized from experiences lived in the field work. Such actions had the direct participation of the students guided by the teacher and coordinator of the extension project, articulated through the project methodology for the construction of knowledge defended by Moura; Barbosa (2013).

It is worth mentioning the studies by Kraviski and Bergmann (2006), who

reported experiences of teaching and learning foreign languages involving aspects such as interculturality and student motivation to achieve proposed objectives. Another work that deserves to be highlighted is that of Kramersch (2017), whose theme addressed the debate on foreign language studies mediated by the concept of culture.

It is important to reiterate that, in our proposal, we seek to approach, in an innovative way, collective teaching experiences on methodological aspects made possible in the act of teaching a foreign language by carrying out a research project, offering students the necessary conditions to build linguistic knowledge in contact with other cultures, other knowledge, other social values. Furthermore, this work aims to discuss the importance and influence of the active methodology of projects in the teaching and learning of the target language, approaching cultural and technological aspects. The specific objectives expressed in the research project carried out were: to value the study of Spanish mediated by cultural knowledge; learning foreign language content through research; prioritize the field study in a collective and collaborative way and, above all, encourage the construction of student autonomy, prioritizing oral competence.

THEORETICAL AND METHODOLOGICAL PROCEDURES OF RESEARCH

As a theoretical framework, this study is based on the concept of language as a verbal interaction that drives the formation of the subject, an idea defended by Bakhtin/Voloshinov (1995). The study is focused on the pedagogical perspectives that suggest the creation of the learner's autonomy, highlighted by Freire (1996). In addition, we emphasize the discussions on the concept of culture in the view of Hall (1997) and Williams (1969)

that approach, in a broader way, conceptions of "culture", provoking warm reflections on the social and educational environment.

In the context that involves teaching and culture, it is important to mention some activities carried out in the execution of the IFAC extension project in the Peruvian Amazon: linguistic and cultural interaction, applied for educational purposes. As a result of the field research, a tourist guide was prepared containing general information about the Peruvian city of Puerto Maldonado, with texts and illustrations, based on data collected through interviews, visits to museums and educational institutions, making oral and visual of places that served as support to build the textual narrative of the research.

Action research was chosen as a methodology, understood by Thiollent (2011) as a practice of collective analysis to solve problems. The research also presented a qualitative characteristic of a bibliographic nature, for which goals were set to achieve the proposed objectives. In addition, individual and collective reports, events and experiences lived by the students were recorded, which were later exposed through reports. The research work was divided into stages, with a defined chronology. The information collected and written through the textual genre report was organized by the project members (03 students, 01 event coordinator and 01 teacher) to be presented later, in the form of slides, and disseminated through the creation of a blog and a printed tourist guide with texts and illustrations of the city of Puerto Maldonado, Peru.

DIDACTIC RESOURCES AND MATERIALS FOR PROJECT CONSTRUCTION

To carry out the aforementioned research project, the reading of several articles, theses, dissertations, as well as digital and printed

books, as well as visual and sound resources, were used as teaching resources. To record the actions of the field research, cell phones were used to photograph and record interviews with Spanish speakers, in which information about the Peruvian city of Puerto Maldonado, as well as bilingual books and dictionaries were obtained. In addition, T-shirts with the project's slogan were made for each of the participants and, at the end, banners, slides, leaflets and a digital blog were made with information about cultural, social and tourist aspects of the Peruvian city visited.

RESEARCH PROJECT CHRONOLOGY

In August 2019, the writing began that triggered the submission of the IFAC project in the Peruvian Amazon: linguistic and cultural interaction. During this period, meetings were held with the students of the course to provide information about the actions programmed in the research, as well as the choice of 03 students to accompany the professor/coordinator on the trip to Peru for the field research.

The month of September was dedicated to the preparation of documentation for the trip from Rio Branco to Puerto Maldonado, departing on 09/10 and returning on 09/13/2019. In the same month, upon returning from the trip, the drafts written during the field research were organized.

Closing the actions, the month of October was dedicated to writing and preparing folders and slides, while in November the final configurations of the project were carried out, aiming at the culmination and sharing of experiences with the entire academic community. Finally, on December 10, 2019, the dissemination and culmination of the project took place in the IFAC auditorium, Rio Branco campus.

RESULTS

Having observed the difficulties in the students' orality, it was proposed to carry out an extension project to offer direct contact between Spanish students and the native speaker. In carrying out the field work, the students had the opportunity to experience the culture and the Spanish language spoken in Puerto Maldonado - Peru. With this, they learned linguistic, social, commercial, tourist, cultural aspects and, based on their experience, produced descriptive reports and informative texts related to the travel report genre.

It is worth noting that, while carrying out the research project in the city of Puerto Maldonado - Peru, members of the teaching and management community of the Universidad Nacional Amazónica de Madre de Dios (UNAMAD) gave all the necessary support regarding the transfer of researchers to that data collection was successful. Visits were made to museums, schools and various tourist places, as well as historical points of the city. In addition, a visit was made to the Servicio Nacional de Adiestramiento em Trabajo Industrial (SENATI), a professional education institution through which Portuguese language courses are offered to the community in general.

As previously reported, the culmination took place on the Rio Branco campus, in December 2019. Through the event, students highlighted the importance of learning Spanish in practice, involved in everyday dialogue with native speakers during their three-day stay in the country. neighbor. They observed, among other intriguing aspects, the rhythm in the differentiated speech of the Peruvians that constitute the diatopic linguistic variations studied in the theory. Thus, in the context of the classroom, the problem detected about the difficulty in the orality of the students in the classes was, in part, overcome, and,

consequently, it was noticed that most of the class became more participative, developing skills in reading and writing practice, as well as collective study.

DISCUSSIONS: RELATIONSHIP BETWEEN TEACHING METHODOLOGY, RESEARCH AND EXTENSION

This work emphasized the practice of research as an action inseparable from the process of teaching a foreign language in professional education, considering it as an emerging aspect in the construction of a student who is critical and aware of cultural diversity. We understand that the theory allied to the practice defended in Dewey's pedagogy (1979), which prioritizes experience, is considerably indispensable in the teaching process that values the students' experience in intellectual formation. This way, we defend that research and extension become fundamental elements in the teaching activity, constituting a link between the action of teaching/learning and teaching, considering the importance of applying innovative methodologies, observing the linguistic and cultural context to favor the student learning.

To provoke discussion in the Professional Education environment, it is up to us to reflect on the contextualization of teaching and "culture". It is important to emphasize the semantic changes concerning the concept of the latter term, applying as a basis the British historical context presented by the theoretical studies of Raymond Williams (1969), which suggest the interrelationship between language and culture as influential factors in the formation of the subject.

In this direction, in his studies on R. Williams, Tavares (2008) states that when we reach the 20th century, in addition to the broad sense that remains (the word "culture" as agricultural cultivation as opposed to

natural growth), there are at least three distinct categories of use: "culture" understood as a process of mental development, as a specific way of life and as the works and practices of intellectual activities, especially artistic ones, such as: music, literature, sculpture, among others. The author points out that after the Second World War, the word "culture" was used in the social environment with two meanings:

A kind of social superiority, not because of ideas or school education, nor because of money or position, but because of behavior, because of refined taste, something like a permanence of court society. The other meaning would be that related to what we call artistic culture, that is, the knowledge of poems, novels, cinema, plastic arts, theater, etc. Coming back from the war, what Williams heard were two different meanings: in literary studies, the use of the word indicated "some fundamental formation of values" (Williams, 2003a:16), in more general discussions, a use very similar to that of the word society, culture as a particular way of life as in English culture, Chinese culture. (TAVARES, 2008, p.7-8)

The discussion on the concept of "culture" inspired R. Williams to write the book *Cultura e Sociedade*, first published in 1958. The author asks:

But what the experience will be, based on such means, we cannot know or translate. The idea of culture is based on a metaphor: the care for natural growth. And it is undoubtedly on growth, as fact and metaphor, that final emphasis must be placed. In no other area is the need for reinterpretation greater. (Williams, 1969, p. 343)

Bringing these ideas to the educational context, it is possible to affirm that culture and language influence the complex changes that have taken place in society. Therefore, it is understood the urgency of applying alternative methodologies that strengthen the teaching and learning of a second language,

in the sense of considering the semantic relationship of terms such as language and culture, allowing pedagogical actions to offer students the conditions to act as protagonists of knowledge built collectively and collaboratively. Therefore, it is essential to mention the pedagogy of projects as an alternative pedagogical resource to obtain better results in the process of meaningful learning in Technological Vocational Education (EPT) (MOURA; BARBOSA, 2011).

Moura and Barbosa (2011) point out that several publications and school experiences considered the potential of learning projects (also called work projects) as a high-value contribution to the educational process. Among them, we can mention the studies by Moura (1993); Higino (2002); Freitas (2003); Barbosa, Gontijo and Santos (2004); Pires (2006); Godoy (2009); Araújo (2009); Araújo (2009) and Costa (2010). Specifically, with regard to the promotion of meaningful learning, as opposed to traditional verbal, rhetorical, bookish, theoretical and decontextualized learning. These characteristics of Project-Based Learning (PBL) are of great value in EPT training processes (MOURA; BARBOSA, 2013).

The authors describe Gadotti's (1994) ideas regarding meaningful learning.

Learning is facilitated when the student participates responsibly in its process. Self-initiated learning that involves the whole person of the learner – their feelings as well as their intelligence – is the most durable and penetrating (GADOTTI, 1994 apud MOURA; BARBOSA, 2013 p. 62).

This way, we understand that the project methodology is one of the most effective ways to obtain positive results in the process of teaching and learning a foreign language, as it offers several opportunities for interaction between the student and the native speaker, developing the learner's critical sense. This

constitutes the symbolic representation of the pedagogy of autonomy defended by Freire (1996), in which the student is recognized as an active subject in the teaching and learning process.

Moura and Barbosa (2013) emphasize the contribution of the studies of John Dewey and William H. Kilpatrick in the scope of the pedagogical experience explored through projects in universal education. To carry out the projected actions, these authors, based on Kilpatrick's studies, mention four phases: "intention, planning, execution and judgment" (MOURA; BARBOSA, 2013 p. 61). In addition, Dewey (1979) highlights the importance of the teacher monitoring the actions during the execution of the research project for educational purposes.

Furthermore, we can suggest that learning a foreign language from a perspective focused on the studies of the Bakhtin Circle will provide the possibility for the subject of the discourse to know the "other", to approach the culture, accepting differences through interaction in reading. of a literary text, a short story, a novel and so on.

However, Kramsch (2017) states that the role of culture in the teaching of foreign languages occupies a scenario of debates in school curricula. The author states that there is a rigid separation of these concepts within the school curricula and reveals her criticism: "It is expected that language teachers teach nothing more than language; culture, in turn, is reserved for literature teachers" (KRAMSCH, 2017, p.2). Therefore, it is necessary to deconstruct this vision of separation of these terms and encourage the insertion of methodological proposals that cause impacts for the creation of unification between language teaching and cultural practices.

In this sense, Gordino (2012) addressed the importance of cultivating intercultural

education within the school curriculum to meet educational needs, awakening critical reflections in the student about learning intercultural contents and themes and valuing the “other”, especially in what it concerns learning the Spanish language in interaction with cultural events.

In the view of Kraviski and Bergmann (2006), it is important to highlight the relationship between interculturality and the teaching of foreign languages, considered as one of the motivating aspects of learners in acquiring a second language. For the authors, students feel more enthusiastic when they approach the native speaker, showing interest and curiosity in knowing historical, social and cultural aspects of other peoples.

It is noticeable that the students' aspirations are reflections of the “Cultural and technological revolution” defended by Hall (1997) as one of the impacting factors in the learner's experience inside and outside the classroom. It is essential to propose to students a reading about culture and language in Hall's studies so that they can develop a critical sense about the discursive, ideological, subjective and political connotations made possible by society. Thus, it is possible to question in Hall, that the centrality of culture can influence “the rise of new domains, institutions and technologies associated with cultural industries that transform the traditional spheres of economy, industry, society and culture itself” (HALL, 1997). , p. 27).

FINAL CONSIDERATIONS

Therefore, from the analysis of data collected and discussed through theories, it was found that the teaching of Spanish in Vocational Education, mediated by research projects and applied according to active methodologies, constitutes one of the most efficient alternatives with regard to the form

to work on language and culture. Thus, it was possible to perceive greater dedication and progressive self-esteem of the students, in addition to the interest and increased curiosity to learn in practice, not only writing, but mainly orality in contact with the native speaker.

For this reason, we understand that it is necessary to constantly reflect on the teaching practice, implementing innovative actions carried out by the teaching staff to build a professional of the future, identified as an active, creative and autonomous being, capable of developing intellectuality and encouraging others. .

Therefore, it becomes essential to offer the student the challenges of practical learning, articulating the study of language and culture as a basis for understanding knowledge, research and technology, valuing the culture and history of a nation, since language it is one of the forms of cultural representation of a people.

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Figure 1: Elementary School of a riverside community in the city of Puerto Maldonado – Peru







Figure 2: Teachers, students and supporters of the IFAC extension project in the Peruvian Amazon:
Linguistic and Cultural Interaction

Blog Interação Linguística e Cultural



Acesse nosso blog para conhecer mais sobre o guia de viagem do IFAC de Rio Branco a Porto Maldonado









TOURIST GUIDE ON THE RIO BRANCO-AC ROUTE. TO PUERTO MALDONADO-PERU



HOTELS AND ACCOMMODATIONS		IFAC IN THE PERUVIAN AMAZON: LINGUISTIC AND CULTURAL INTERACTION
• Pueblo Verde	DOCUMENTATION REQUIRED FOR THE TRIP	TOUR GUIDE RIO BRANCO-AC./ PUERTO MALDONADO-PERU
• Puerto Amazónico	- Passport or identity card	
• Hotel Enai	- Vaccination card	City of Rio Branco – Acre
• Wasai Tambopata Lodge	- If you use your own car (copy of vehicle doc.)	
• Monte Amazonico Lodge	- Assis Brasil (Show documents to the Federal Police when leaving Brazil from 7:00h to 12:00h and from 13:00h to 19:00h)	City of Puerto Maldonado - Peru
• Bambú	FEDERAL POLICE OPERATION (BR)	ITINERARY
• Tambopata	- From Monday to Sunday (07:00h – 12:00h; 13:00h – 19:00h)	-WHITE RIVER; SENATOR GUIOMARD; CAPIXABA, ARAXÁ; XAPURI; BRAZILIAN; ASSIS BRAZIL.
• Copasu	WORKING IMMIGRATION (PERU) - 24-hour visitor service)	IÑAPARI; IBERIA; SAN LORENZO; ALERT; MAVILA; HAPPINESS; PLANCHON; PUERTO MALDONADO
• Corto Maltes Amazonia		DISTANCES
• Estancia Bello Horizonte	Peruvian immigration post	- RB to Assis Brasil (355 km)
• Hostal Peru Amazonico	ATTRACTIONS	- Iñapari to Puerto Maldonado (220 km)
• Sotupa Eco House	-Mariposario Tambopata eirl;	- RB to Puerto Maldonado (575 km)

• D Milez	- Tambopata National Reserve;	
• Tambopata Inn	- Amazon shelter;	<i>El Mirador (Puerto Maldonado-Perú)</i>
• Posada Amazonas	- Praça Almirante Miguel Grau;	
• Hotel Centenario	- Biodiversity Lookout;	Square: Miguel Grau (P. Maldonado-Perú)
• Don Marco	- Serpentarium	FINANCIAL TRANSACTIONS
• Passiflora Camp	- Zoo el jaguar	FOREIGN CURRENCY ACQUISITION- Iñapari and Pt. Maldonado (1.00 reals equivalent to 0.80 soles) in 2019
• Green Diamond Amazon Lodge	WELCOME TO PUERTO MALDONADO	
• Tambopata Hostel		
• Hospedaje Arco Iris	HISTORICAL ASPECTS	CLIMATE ASPECTS
• Arco Iris	- Puerto Maldonado	The equatorial climate that is established in the region is humid and sub-humid, which mean that annual temperatures are at an average of 28 degrees, with variations between 21 and 42 degrees. A typical day in the region usually has high temperatures throughout the day, with high humidity and certain showers in the late afternoon..
• Villa Hermosa De Tambopata	- Department of Madre de Dios	ARTS AND CULTURE
• Principe I	- Tambopata Province	<i>Puerto Maldonado é a capital da biodiversidade peruana por apresentar densa floresta amazônica. Os povos Indígenas, descendentes de incas, valorizam a relação cultural, mantendo harmonia com os povos da cidade.</i>

• La Habana Rural Inn	- Capital of Peruvian biodiversity	TRANSPORT, FUEL AND TRAVEL AGENCIES
• Estancia Bello Horizonte	- Founded 1902 as Old Town	- Em ñapari (van real eldorado ñapari-Pto Maldonado)
• Inkaterra Guides Field Station	- 85,000 inhabitants (2017 census)	- taxi ñapari-pt. maldonado)
• Ñape Lodge		- motocar (ñapari-assis brasil)
• Lupuna Vacations	LINGUISTIC ASPECTS	- moto taxi (Assis Brasil-Ñapari)
• Treehouses In The Jungle	- internet (LAN house)	-Em Pto Maldonado (mundo viajero e.i.r.l)
• Paititi Hostel	- recharge (cell phone credit)	-empresa de turismo collpas tambopata inn s.r.l.
• Hospedaje Elah	- breakfast (1st meal)	-inversiones turísticas baawaja expeditions s.a.c
• Rulman	- Less common (Quechua) dialect	-peruvian safaris as
• Tambopata River	- There are few Portuguese speakers (Brazilian descendants)	-tambopata amazon peru s.r.l
• Confort Inn	TRADE AND MEDIA	
• Inkaterra Reserva Amazónica	-Radio: Madre de Dios	HIGHER AND TECHNICAL EDUCATION
• Ecoamazonia Lodge	- Lan house, functioning as game rentals.	- Universidad Nacional Amazónica de Madre Dios (UNAMAD)
• Wasai Puerto Maldonado Ecolodge	-Telephone operators (Claro, Bitel, Movistar and Entel.	- Servicio Nacional de Adiestramiento em Trabajo Industrial (SENATI)
• Hotel Cabana Quinta	-Frequency of Brazilian music in different places (sertaneja, brega, forró and lambada).	- Instituto Jorge Basadre Grohman (IESTPJBG)
• Anaconda Lodge	- Radio 94.4 (Brazilian music plays daily).	
• Vivencial Parayso	- Musical presentation by Raynon Nogueira in several places.	

<ul style="list-style-type: none"> • Fundo Refugio K'erenda Homet 		
<ul style="list-style-type: none"> • Ecoaldea Kapievi 	COMMEMORATIVE DATES	
<ul style="list-style-type: none"> • Lodge Amazon Planet 	- 1º de enero (año nuevo)	References
<ul style="list-style-type: none"> • La Torre Inn 	- Carnaval (fines de semana de febrero)	Imagem do google-rio branco-acre
<ul style="list-style-type: none"> • Pirwa Maldonado 	- marzo/abril(semmana santa)	Imagem do google-puerto maldonado
<ul style="list-style-type: none"> • Maloka Lodge 	- 24/06 (festa de San Juan)	https://pt.wikipedia.org/wiki/Puerto_Maldonado
<ul style="list-style-type: none"> • Jose Antonios Inn 	- 25 a 29/06 (festa de San Pedro e San Pablo)	https://www.pirwahostels.com/pt/blog/puerto-maldonado-dicas-e-informacoes-o-que-visitar-e-onde-se-hospedar/
<ul style="list-style-type: none"> • Inkaterra Hacienda Concepcion 	- 28 e 29/06 (Festa de Caserío de Cachuela)	
<ul style="list-style-type: none"> • Botón de Oro 	- 20/07 (Semana turística de Madre de Dios)	
CAFES AND RESTAURANTS	- 26 a 30/07 (Feira Agropecuaria, industrial e artesanal)	
<ul style="list-style-type: none"> - Burgos's Restaurant S.A.C. 	- 15/08 (Chachapoyas)	
<ul style="list-style-type: none"> - Gustito del cura 	- 17/10 Feira de alimentos nativos e artesanía	
<ul style="list-style-type: none"> - Shaman's Bar 	- 06/11 (Comunidade nativa de Palma real)	
<ul style="list-style-type: none"> - Cabana Quinta 	-26/12 (aniversário de criação política de Madre de Dios 1912)	
<ul style="list-style-type: none"> - Churrasqueria Isis 	BASIC EDUCATION (colleges and universities)	
<ul style="list-style-type: none"> - Sahoda Restaurant 	- Colegio Santa Fe	
<ul style="list-style-type: none"> - Carrion 322 Restaurante 	- Colegio Dos de Mayo	
<ul style="list-style-type: none"> - Cevichería El Tigre 	- Colegio Santa Rosa	
<ul style="list-style-type: none"> - El Califa 	- Colegio San Isidro	
<ul style="list-style-type: none"> - El Paisa 	- Colegio Potsiwa	
<ul style="list-style-type: none"> - El Horcon 	- Colegio Nacional Guillermo Billinghurst	
<ul style="list-style-type: none"> - Parador Turístico Familia Mendez 		

- Restaurante Sal y Pimienta		
- Restaurant Carrion	PARTICIPANTS	
- Maracuyeah	- Universidad Nacional Amazónica de Madre Dios (UNAMAD):	
- Leña y Sazón	Mirella Gavidia Canaquiri	
- chifa ming Yin	Jorge Luis Castillo Hurtado	
- Pizzería Israel	Lidia Alonzo Yaranga	
- Catamarán Restaurant	Gloria Echegaray Carreño	
- Restaurante Amazona	John César Flores Flores	
- Shaman's Bar & Restaurant	- Servicio Nacional de Adiestramiento em Trabajo Industrial (SENATI)	
- Pizzeria Restaurant -El Horcón -"La Semilla"	Denis Tavares dos Santos Júnior	
- Cafetería - Pastelería	- Instituto Jorge Basadre Grohman (IESTPJBG)	
- Restaurant – Mirador	Victor Raul Ruiz Nunura	
- El Asadazo		
- Sahoda Restaurant		
- Fast Chicken		
- Carnal Restaurant		
- El Tampo		
- El Huarique Restaurant		
		
GASTRONOMY		
- Tallarín con salsa a la huancaína(macarrão com creme de castanha do Pará)		
- Chicharrón de chancho(churrasco de porco)		
- Escabeche de pollo(frango com verduras)		
- Pollo a la brasa		
- Arroz chaufa		
- Seco de carde		
- Chuleta		

- Arroz con pollo		
- Bistec de hígado		
- Lomo saltado		
- Pollo a la plancha		
- Saltado de pescado		
- Caldo de gallina de chacra		
Soft drinks and drinks		
- Chicha morada		
- Limonada frozen		
- Agua de manzanilla		
- Aguajina		
- Inca Cola		
		
ENTERTAINMENT (bars and clubs)		
- karaoke.		
- Club – zeus, salon de eventos;		
- Curasi – licoreria; witite;		
- Disco club – mia;		
- Amazon planet s.a.c.		
- Shows com Raynon Nogueira (Brasileiro)		
		
LEISURE		
- Centro recreacional campestre El Rancho		
- Centro recreacional campestre La Colina		
- Refugio Kerenda Homet		
- Praia Botafogo		



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