

Improving EFL Learners' Communicative skills at a Public High School Through Cultural Based
Contents.

Yovanny Ricardo Soler Trujillo

University of Pamplona

Faculty of Education

Foreign Languages Program

Practicum

2019-01

Improving EFL Learners' Communicative skills at a Public High School Through Cultural Based
Contents.

Yovanny Ricardo Soler Trujillo

Gonzalo Vargas Jauregui

Mentor

University of Pamplona

Faculty of Education

Foreign Languages Program

Practicum

2019-01

Table of contents

Presentation	13
Introduction.....	14
Justification	15
Objectives.....	16
General objective	16
Specific objectives	16
Institutional Observation	16
Topographical location.....	17
The historical review and location of the community	17
Identifying School Authorities.....	18
Fundamental Aspects of the Institutional Educational Project.....	18
General Objective.....	19
Specific Objectives.....	19
Mission	20
Vision	20
Summary of the school rulebook	20
Institutional facility.....	22
Institutional organization chart.....	22
The institutional calendar.....	23
English Class Schedule	24
Pedagogical aspects observed.....	24
Use of English in the classroom by the students and the teacher	24
Teaching material.....	24
Chapter I: Pedagogical Component.....	25
Improving EFL Learners' Communicative skills at a Public High School Through Cultural Based Contents. 25	
Introduction.....	25
Statement of the problem.....	26
Research Question	27
Specific Questions	27
Justification	27

Objectives.....	28
General objective	28
Specific objectives	28
Theoretical Framework	29
Culture.....	29
Cultural content.....	29
Communication skills in EFL	30
Literature Review	30
Cultural based contents in EFL teaching	31
Research Methodology	31
Population and setting	32
Instruments for data collection.....	32
Data Analysis technique	34
Pedagogical methodology.....	35
Introduction to the project: The importance of learning a new language.	37
Celebrations in Colombia	38
Presenting a touristic place.....	38
English song.....	38
Edinburgh (Reading comprehension).....	39
A tour in London.....	39
Anglophone country presentation	39
Data analysis and codification.....	40
Pronunciation improvement	41
Pronunciation improvement	41
Pronunciation improvement	42
Culture Learning	42
Culture Learning	42
Self-Confidence in EFL oral productions.....	42
Self-Confidence in EFL oral productions.....	42
Findings and Discussion.....	43
1. Culture Learning	45
2. Self-Confidence in EFL oral productions.....	46

3. Pronunciation improvement	46
Conclusions and recommendations	47
Conclusions.....	47
Recommendations	48
Chapter II: Research Component	49
The formation of reflective spirit in PLEX practice teachers, training tool to qualify Pedagogical practice.	49
Introduction.....	49
Statement of the Problem.....	50
Research questions	51
General questions	51
General objectives.....	51
Specific objectives	51
Theoretical Framework	52
The teaching profession	52
Reflection	52
Reflection as a process	53
Reflection as a theme.....	53
Reflective practice.....	54
Pedagogical practice.....	55
Academic practical	55
Social efficiency practice	55
Development.....	55
Social reconstruction.....	55
Generic	56
Promoters of the reflection.....	56
Critical element on reflective element.....	56
Methodology	57
Reflection workshops.....	57
Objectives.....	57
Context	58
Socializing Function	59
Instructional Function	59

Educational Function.....	60
Population	60
Institutional dependencies linked to the Project	60
Expected Results	61
Implementation of the research component.....	61
Conclusions.....	62
Chapter III: Outreach component	64
Outreach component: “Awareness raising project to English language in primary Schools in Pamplona, Colombia”	64
Presentation	64
Introduction.....	64
Justification	66
General objectives.....	66
Specific objectives	67
Typology of the project	67
Contribution lines.....	67
Outreach component implementation	68
Conclusions.....	69
Chapter IV: Administrative Component	70
Getting immersed into administrative roles at Bethlemitas Brighton High School in Pamplona, Colombia.	70
Objectives.....	70
General objective	70
Methodology	71
Implementation of the administrative component	71
Conclusions.....	74
References.....	75
Annexes	78
Annex 1.....	78
Annex 2.....	79
Annex 3.....	79
Annex 4.....	82

Annex 5.....	83
Annex 6.....	85
Annex 7.....	86
Annex 8.....	88

List of tables

Table 1 Academic Calendar 24

Table 2 Instruments implementation schedule 34

Table 3 Pedagogical lesson planning. 36

Table 4 Pedagogical implementation schedule 37

Table 5 Codification chart..... 41

Table 6 Categories..... 42

List of figures

Figure 1 Institutional organizational chart22

Figure 2 Emerging categories chart.....44

Figure 3 Reflection schema.....53

List of images

Image 1 Anglophone countries presentation	40
Image 2 Teacher experience	63
Image 3 Role as a teacher	63
Image 4 Classes with 4th graders	68
Image 5 Earth day.....	72
Image 6 Flag Rising event.....	72
Image 7 English poster	72
Image 8 Bethlemite assembly.....	73

Acceptance note

Practicum Committee Signature

Gonzalo Vargas Jauregui

Presentation

This project has been divided in four chapters. Each chapter describes in detail the procedures to be followed according to their main purposes.

In this way, the first chapter is based on the pedagogical component which leads to the formulation of a project by the pre-service teacher. This project aims at addressing an issue mixing two methodologies, being the pedagogical the first and the research one the least. By implementing these two methodologies, the teaching process of English as a Foreign Language is centered to develop strategies to achieve and evaluate a meaningful teaching process.

The second chapter is the research component which is based on the guidelines given from the foreign language program that pre-service teachers must follow in order to guarantee as best as possible the gathered data through their practicum process. Moreover, this component seeks for improving pre-service teachers' reflexive experiences by providing different aids.

The third chapter is the outreach component established by the foreign language program. Its main purpose consists of extending the pre-service teachers' English teaching process to the community in need. In this case, students from primary schools require support in the teaching of English as a foreign language.

Finally, the fourth chapter is the administrative component in which pre-service teachers gather and analyze data from school events during the practicum stage. Its main purpose is to involve the pre-service teacher within the English activities held in the institution such as a talent show, spelling be, among others.

Introduction

The teaching and learning of English as a foreign language (EFL) has become an important task to face the exigencies of the globalized world, having a great impact on the scientific and educational field. To such a degree, the improvement of this teaching and learning process is majorly privileged by the importance and the positive effect that the research field has provided through recent times. Based on this fact, most of foreign languages degrees are encouraging pre-service teachers to adopt research as an essential tool to improve their practicum by implementing a project composed by four components: pedagogical, research, outreach, and administrative which assures the refinement of their teaching process.

In order to implement a project of such degree, pre-service teachers must find a research problem within the educational establishment they work with. For this reason, they are given an entire week to identify and write a proposal according to the specific needs in the EFL class. Once a proper examination of the major needs is done, pre-service teachers follow a research plan in order to find possible solutions and multiple ways to improve the situation in need.

After this week, it was observed that students have passive roles in the EFL class and most of the activities developed in class focus their attention to grammar instead of form and the cultural aspects of the target language, which would allow a better response from students in the EFL class.

For that reason, as a pre-service teacher and researcher I propose the implementation of cultural based contents to improve 10th graders' oral production. As Dai, (2011) defines language learning as a process of developing the awareness of the world, and learning cultural knowledge is an important way for us to enrich learners' knowledge and by these means ameliorate their communicative abilities.

Justification

The minister of Education of Colombia (MEN), stipulates that students should have at least a B1 English level when completing high school studies according to the European Common Framework of References of Languages (Learning, teaching and assessment). However, most of the students in public high schools do not achieve these standards successfully, which involves research to remedy this problem.

One of the reasons why students do not achieve a B1 level is the lack of interaction with language, although, learners can have access to English contents through internet, movies, music and other means, the EFL class remains the only opportunity to students to practice their speaking skills.

Another issue observed in the EFL courses is the traditional system in which students have a passive role in the EFL class and do not interact with the teacher and classmates in EFL. Besides, it was noticed that it is important to teach language not only focusing on form but also by implementing contents that expose students culturally to the English language. In this way, students can learn English and culture at the same time, and it can motivate them to participate actively in the EFL class.

As it was evidenced, students need to work on their communicative abilities, emphasizing on speaking, in order to practice EFL in the classroom and to learn from culture. Therefore, through the implementation of cultural based contents in the EFL class this study attempts to improve 10th graders' communicative skills. This study will not only benefit students but also pre-service teacher strategies and knowledge to carry out further research.

Objectives

General objective

- ❖ To improve EFL learners' communicative skills in the class through the implementation of cultural based contents in class activities.

Specific objectives

- ❖ To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- ❖ To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.
- ❖ To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city.
- ❖ To participate in all the activities proposed by Bethlemitas Brighton High School during the integral practicum process.

Institutional Observation

Institutional observations are an important step to do that pre-service teacher must take into consideration since it is imperative to be immersed with the educational institution. This step facilitates the better understanding on how it is hierarchically organized and the functional

procedures to follow as a new temporary member of it. For this reason, an entire week was given to the pre-service teacher in order to get primarily involved with the institution.

The educational institution Bethlemitas Brighton is a well-recognized high school in the city of Pamplona. Inasmuch as this, Bethlemitas Brighton high school is opened to the integration of new trending of teaching based on culture proposed by the Ministry of Education which do not interfere with its established beliefs. Its curriculum seeks for the integral forming of its students by taking diverse opportunities given by the PTA¹ which main goal is to increase the quality of testing in its high school. Finally, this educational establishment examines the trending job offers around the region in order to train its students at secondary school focused on the most needed fields thanks to its allied, SENA².

Topographical location

The Bethlehemites Brighton Educational Institution is located in North of Santander, Colombia to the south east of the urban perimeter of the city of Pamplona, Cra 1 N°. 5-90, Brighton Neighborhood. In the last years, the high school facility was re-located to the Cra 4 N°. 6-84, Los cerezos Neighborhood.

The historical review and location of the community

A virtuous priest, lover of the poor and especially of the abandoned childhood created in the heart of Christ his desires to do good to humanity and to practice the Evangelical doctrine "Blessed are the poor of spirit because of them is the Kingdom of Heaven" was The illustrious Canon Episcopal Secretary Dr. Numa Julian Calderón who owes the foundation of the "Holy Family Haven Brighton". The Sacred Heart of Jesus inspired the Doctor Numa the thought of endowing his land with a house of Bethlemitas and took as a starting point to celebrate in those days the priestly Jubilee of the Lord Bishop of Pamplona Doctor Ignacio Antonio Parra and wanted as a gift in his Weddings offer you the foundation of an asylum for poor and abandoned girls led by this community of religious.

On April 13, 1896 arrived in Pamplona the first Bethlemitas and 17 of the same month were installed and took under their care the institution under the name of "Asylum of the holy family, Brighton".

¹ Propuesta Todos a Aprender

² Servicio Nacional de Aprendizaje

Father Numa on the initiative of Mother General Ignacia González was constituted father and protector of the Bethlemitas of Pamplona until his death May 1, 1911.

Years later it changed a bit the modality of the work getting the government the Foundation of the Sacred Family School in the same facilities of the home with the primary basic, later it was growing until reaching the secondary basic, like educational center; At the moment we have the approval of the secretariat of Education as "educational institution Bethlemitas Brighton" with orientation of the SEINE, in the technical average (10th and 11th). It has a number of 1,059 students, from transition to eleventh grade and an excellent body of teachers.

The institution is recognized in the city of Pamplona and has a good position at Local, Regional and national level for the results of the external tests.

Identifying School Authorities

Fundamental Aspects of the Institutional Educational Project

The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlehemite education which are expressed in the following principles:

- ❖ The Bethlehemite education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all its potential at a personal, social and transcendent level and interdependence with the environment.
- ❖ The Bethlehemite education is based on the Christian anthropology that conceives the person as "being unique and unrepeatabe".
- ❖ The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlehemite education invigorates from the curricular development so that students achieve the academic excellence.

General Objective

To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System, of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN*, the charisma and the Bethlehemite spirituality and in accordance with the Institutional Horizon to meet and guarantee high levels of educational excellence.

Specific Objectives

1. To strengthen the Pastoral of Human Development from the integrality of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) to train people committed to their personal development and the renewal and change of society according to the values of the Gospel.

2. To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.

3. To invigorate the educational vision of the institution through the pedagogical model which allow students to achieve meaningful learning considering dimensions, processes, performances and competences.

4. To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.

5. To set the criteria for adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said Model.

6. To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.

7. To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and of others, handle conflicts

appropriately, and participate in alternatives to solution to the problems that affect the environment and the educational community.

8. To promote the consolidation of an institutional culture that transforms relationships pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.

9. To contribute to the construction of an inclusive, equitable, just and peaceful society.

10. To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for entry into the world of work.

Mission

We are an Educational Institution that in the light of the Bethlehemite philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and the legacy of the Saints Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlehemite Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical and technical inclusive nature, consolidated in its comprehensive training processes highly qualified people.

Summary of the school rulebook

The school rulebook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends

the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

- ❖ Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- ❖ Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- ❖ Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- ❖ Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.
2. Do not attack the other
3. Learn to communicate
4. Learn to interact
5. Learn to work in group
6. Learn to take care of the environment
7. Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

- Chapter I. Generalities, justification, objectives and legal basis
- Chapter II. Philosophy and institutional symbols
- Chapter III. Obligations, duties and responsibilities of the institution.
- Chapter IV. Organizations of participation
- Chapter V. Rules of personal hygiene and public health
- Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol
- Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.
- Chapter VIII. Inclusion process
- Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.

-Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

Institutional facility

The educational institution “Bethlemitas Brighton” pretends to be the center of the community in order to influence the strengthening and construction of human, spiritual, ecological ethical and social values. The institution contributes day by day to the quality education, forming participative, competitive, and entrepreneurs’ students with a sense of belonging to the institution and democracy.

The educational institution has the appropriate physical plant, to admit children and young people in pre-school, primary basic, secondary basic and technical media levels.

Currently, the institution has two main facilities. The first one destined for the development of the basic primary’s classes and the second destined for the development of the basic secondary and technical medium classes. In addition, the institution has chemistry and English laboratories, a library that allows students better practice in that area of knowledge.

Institutional organization chart

According to the article 60 of Law 115 of 1994, the educational community consists of persons who have direct responsibilities in the organization, development and evaluation of the institutional educational project that runs in a given establishment or educational institution. All members of the educational community are competent to participate in the management of education institutions and they are organized in the following chart:

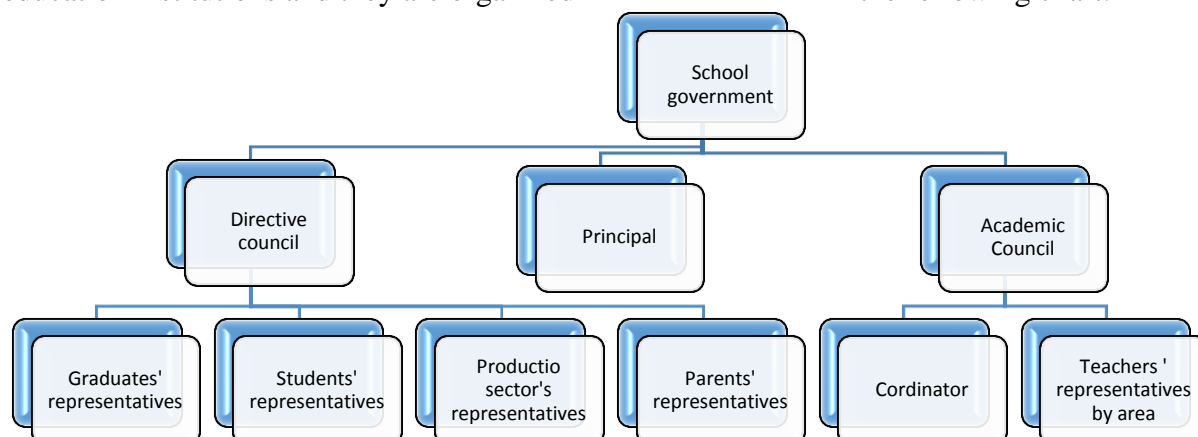


Figure 1 Institutional organizational chart

The institutional calendar

The academic calendar in the educational institution is based on what is proposed by the Education secretary of the department. It, generally, covers 40 teaching weeks, which are divided into four periods, four weeks of institutional development, 12 weeks of holidays for students, and seven weeks of holidays for teachers and directors.

Furthermore, there are several social and cultural activities such as flag-raising ceremonies, graduated students meetings, parents' council meetings, festivals, diversity days, environmental care days, etc.

ACADEMIC CALENDAR	
FIRST	From 21 January to 29th -March (10 weeks)
SECOND	From 1st -April to 14th June (10 weeks)
THIRD	From 8th -July to 13th- September (10 weeks)
FOURTH	From 16th - September to 29th November (10 weeks)

--	--

Table 1 Academic Calendar

English Class Schedule

Pedagogical Issues (Planning, Observation chart, Materials)

Pedagogical aspects observed

Having kept this aspect into consideration, some pedagogical aspects were noticed during this period such as: the use of English in the classroom by the students and the teacher, the teaching material implemented by the teacher, the methodology followed in the courses and the classroom environment.

Use of English in the classroom by the students and the teacher

The overall of courses observed, being 10th grade and 11th grade during five days, demonstrated that students do not use English as a foreign language at least they are demanded to. However, this aspect does not assure a proper proficiency of the L2 among the students due to their lack of vocabulary, their low master at pronouncing words and their poor grammatical structure used when communicating their ideas. Additionally, their oral and reading comprehension is pretty low compared to the guidelines they are under according to the Colombian bilingualism program followed by the institution

For this reason, the teacher's use of English in the classroom is very limited. She only uses L2 to write down the agenda to follow for the class, to give commands and barely to explain the general idea of the topic they work on in classes.

Teaching material

During the observation week, the use of technological devices such as Television to video-streaming and tape-recorder to play audios were privileged by the teacher. After this, the use of piece of papers, usually taken and adapted from the book "Outstanding 10th or 11th", was also

noticed during the class. These pieces of papers were used to reinforce students' comprehension of the topics. In addition, full exam sheets were used as well. These were the only materials observed due to the teacher was assessing different topics already covered the previous week.

Chapter I: Pedagogical Component

Improving EFL Learners' Communicative skills at a Public High School Through Cultural Based Contents.

Introduction

One of the challenges of teaching and learning English as a foreign language (EFL) in public high schools in Colombia is that learners need to communicate orally in English and classroom activities are limited to work on grammar or book activities. As they do not practice their communicative skills or they are scarce, learners tend to speak in L1 in the EFL class. However, the Colombian Bilingualism National Program provides schools with materials to promote the development of communicative skills such as audio-visuals, computers, online web-

pages, among others, but, these resources have not been fully exploited and learners are not cultured with the learning of language through cultural contents. As a result, learners are not stimulated to develop active speech roles and they are not aware of the richness of the English language throughout the learning of culture in the EFL class, which can promote interest in learners to get involve with cultural contents and improve their communicative skills. This could represent a strategy for EFL teachers, but, at the same time, a need to have at least a basic knowledge in culture to include it in their lesson plan. In EFL teaching, it is the most important task for teachers to have a through and profound grasp of language and culture in order to cultivate students' communicative competence (Dai, 2011).

Therefore, including cultural contents in the EFL class, learners will focus in content rather than form, and at the same time, they will be learning cultural aspects of the English language, as they will have a communicative purpose to construct knowledge (Vaca & Torres, 2017).

That is why this action research takes place in two groups of ten graders in a public high school in Colombia, as a strategy to motivate EFL learners to develop their speaking skills through cultural based contents. The emphasis on speaking skills comes with students' particular need to encourage them to interact in English addressing cultural issues. It is important to mention that the four communicative skills (reading, listening, speaking, and writing) will be equally practiced. However, class activities will be linked to improve learners' oral productions.

Statement of the problem

During the first week in the educational institution, four non-participant observations were carried out in two 10th grade courses. It was evidenced that students have passive roles in the EFL class and their oral productions are limited. In classes, it was also observed that students were more receptive to grammar exercises, writing and textbook activities, listening and speaking were the least practiced. Besides, learners were not encouraged to participate actively and in most of the cases, quizzes were the way to prove students' learning of the class.

Another aspect detected was the scant use of EFL in the classroom and there were not activities to foster it. Since students preferred to complete the textbook tasks with their closest friends and they ended speaking in L1.

The teacher use of EFL was limited, most of the times to give instructions and then they were repeated in Spanish. The teacher was also concern in students' English performance on grammar and form due to their grades in previous exams. It was not evidenced any activity related to the learning of English through culture or other subjects that can motivate learners to use English with a communicative purpose. Therefore, I considered that cultural based contents could represent a tool to foster students' oral production.

Research Question

- ❖ How the use of cultural based contents can improve students' communicative skills?

Specific Questions

- ❖ How students can be encouraged to participate in the ELF classroom using cultural based contents?
- ❖ How culture can be taught in the EFL class?
- ❖ How audiovisual materials can be used to improve students' input?

Justification

On the lookout for addressing students' needs in English courses at Bethlemitas Brighton Educational Institution, non-participant observations carried out among tenth graders demonstrated that most of students do not have active roles in the classroom and use Spanish in most of times. It was also evidenced that in the EFL class, grammar activities reduce students' interest in speaking English. Besides, culture is not brought to the classroom as a tool to enrich students' knowledge and to promote students' participation in the class.

Taking into account these issues, implementing cultural based contents in the EFL class not only benefit students' knowledge but also their performance in communicative skills due to the significant sources of input. According to Peterson and Coltrane (2003) using authentic sources from the native speech community helps to engage students in 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 adapt their use of authentic materials to suit the age and language proficiency level of the students. In that way, these contents can develop communicative skills and at the same time learn from the English culture.

To this extend, the pre-service teacher focuses his interest on implementing cultural based contents to develop EFL classroom activities which can lead to a meaningful learning experience for students.

Furthermore, by the implementation of this, tenth grade students can achieve the proficiency level ranked at B1, same proposed by the Bilingual National Program in Colombia. Inasmuch as this, students will improve their communicative skills proposed for this level.

Objectives

General objective

- ❖ To improve EFL learners' communicative skills in the EFL class through the implementation of cultural based contents in class activities.

Specific objectives

- ❖ To encourage and guide students to participate actively in EFL written and oral presentations about countries, music, culture, etc.
- ❖ To adapt cultural contents to teach grammar topics proposed by the curriculum of the institution.

- ❖ To use audiovisual materials to improve students' input.

Theoretical Framework

Culture

Tayyoun (2013) states that language and culture are seriously connected, and truly engaged; they are inseparable parts of a whole, however it is important to define culture as a unity, Luster and Koester (2003) linked culture to communication in their definition of culture. They stated “culture is a learned set of shared interpretations about beliefs, values and norms which affect the behaviors of a relatively large group of people” (p.27). Thompson (1990) views culture as “the pattern of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences, conceptions and believes” (p.132). Thus, all of these definitions converge with the idea of culture as a set of communication through time and serves to the purpose to guide society.

Cultural content

According to UNESCO, a cultural content refers to the symbolic meaning, artistic dimension and cultural values that originate from or express cultural identities. Considering that language and culture are entwined, cultural contents reflects throughout the language a human expression. The idea of teaching culture is nothing new to second language teachers. In many cases, teaching culture has meant focusing a few lessons on holidays, customary clothing, folk songs, and food. While these topics may be useful, without a broader context or frame they offer little in the way of enriching linguistic or social insight—especially if a goal of language instruction is to enable students to function effectively in another language and society, Peterson and Coltrane (2003).

Communication skills in EFL

Communication skills in EFL are divided in four reading, listening writing and speaking skill. According to Englishmate Website, These four skills give learners opportunities to create contexts in which to use the language for real purposes, evidence of their own ability (proof of learning) and, most important, confidence.

Listening

Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive.

Speaking

Language is a tool for communication, to express our ideas, and to know others' ideas as well. It must be taken into account that the level of language input (listening) must be higher than the level of language production.

Reading

Reading is a learning skill. It helps to improve all parts of the English language – vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the corrected form, producing similar sentences to express the desired meaning.

Writing

Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills

Literature Review

The aim of teaching culture in the EFL classroom is to develop students' communicative skills. Thus, this literature review revises studies on how cultural based contents benefit in the EFL teaching and learning

Cultural based contents in EFL teaching

Dogany and Matsuk (2013) assert that teachers should create an atmosphere of a real English speaking society or environment through the use of lingua-cultural aspects. That is why, using cultural based contents can provide cultural elements of the target language, besides, these contents motivate students to know about foreign cultures and they interpret the target language as a bridge to acquire cultural knowledge. Consequently, EFL classes turn into culture classes and students adopt active roles in activities such as singing, dancing, role playing, discussing about and doing research on countries and people, etc. As we know, the cultural factors become more and more important in English teaching. A lot of experts are for the opinion that teaching language means teaching culture. The purpose of language learning is to equip learners with as much knowledge as possible (Dai, 2011).

Cárdenas (2018) states that language teaching practice cannot be apart from this fact and it has to empower students by allowing them to develop competences that help them deal with cultural diversity. Then, strategies should be implemented to include this kind of understanding in the classroom. One way of doing so is through the design of materials that deal with cultural issues. Similarly, Peterson and Coltrane (2003) affirm that Culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. Thus, language teaching converges with culture teaching, both are co-related and they can empower students to develop their communicative purposes.

Research Methodology

This study adopted the qualitative research typology due to the higher to explore and interact with the community or population under study. In this, observing their behaviors and relationships in quotidian contexts is allowed plus generating changes in it. Creswell (2007) conceived the qualitative research as “the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37).

Furthermore, an action research was proposed for implementing this study owing to its versatility of collating with qualitative typology, which allowed the pre-service teacher generating beneficial changes besides interacting and being part of the community as belonging agent.

Population and setting

This project was developed in the Bethlemitas Brighton Institution of Pamplona, Colombia. Within this educational institution, students from tenth grade, undergoing the age of fourteenth to sixteen years old, were chosen to address this problematic. Thus, six students amid this course were selected in order to put this study into practice and see the benefits of it.

Instruments for data collection

Until now, four instruments have been implemented to collect data such as: non-participant observations, participant observations, journals and artifacts. However, two more instruments will be used in the following weeks: semi structured interviews and one questionnaire.

Non-participant observation

Since non-participant observations often involve observing participants without actively participating, the pre-service teacher aimed at capturing a better image of participants' process, progress, difficulties undergone and its solutions without intervening on it.

Participant Observations

During the first pedagogical intervention, the pre-service teacher conducted participant observations amid the class to observe how the implementations of cultural contents benefit students' communicative skills. These observations followed a rubric proposed by the practicum coordinators. ([See Annex 1](#))

Since more facts occurred during the implementation, he wrote down in the comment section in order to give more details about the process.

Journals

Wiegerová (2013) states journal as “a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events.” With these, the pre-service teacher was able to express his perceptions about the implementation of the project and how it can be improved.

The pre-service teacher used journals as a way to assess and observe students' implementation of cultural contents in the classroom. Furthermore, he detailed the class activities to note if the cultural contents were successful to develop students' active roles in the English class.

Semi-structured interviews

Semi-structured interviews offer the researcher the possibility to go deeper on details during this session due to its way off to formulate sub-questions related to main questions already posed. Otherwise, “Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided.” (Hamza et al, 2015, p.27). For this reason, the pre-service teacher served this instrument in order to explore students' perception of the implementation of cultural contents as a way to improve communicative skills. ([See Annex 2](#))

In order to apply the interview, the pre-service teacher had to make sure it was pertinent. Then, he had to follow the protocol established in order to assure the privacy of participants' personal information by creating an agreement letter in which students consented to participate and to the clauses established there.

Data Analysis technique

With regards to the data analysis process, it was implemented the triangulation technique because “is supposed to support a finding by showing that independent measures of it agree with it or at least, don’t contradict it” (Miles and Huberman, 1984, p. 235).

In order to facilitate the data analysis, and to find collation in the data collected, the pre-service teacher used an analysis matrix in order to triangulate the information provided from participants.

Schedule of instruments implementation

Weeks	1 st	2nd	3rd	4th	5th	6th	7th	8th
Instruments								
Non participant observations	X							
Participant observations		X	X	X	X			
Journals		X	X	X	X	X	X	
Semi structured interviews								X

Table 2 Instruments implementation schedule

Pedagogical methodology

The pedagogical methodology followed in this action research was based on the implementation of cultural contents in the EFL class. Since the institution works with English books from Book Mart International, cultural contents are adopted and adapted from the cultural elements of the book. Some of them are exploited with the use of authentic materials, being audiovisuals preferred.

However, cultural contents presented in each class were supported with a lesson plan. In this, linguistic, communicative and cultural objectives were set to achieve at the end of the class. These lessons plans also included warming up activities, students' book tasks such as reading and listening activities connected to the cultural topic of the class. In addition, students' research on the web to extract and to share information with the class was considered as a strategy to expand students' knowledge and to foster students' communicative skills. ([See Annex 3](#))

Date:	Course (s):
Topic:	
Communicative objective:	
Linguistic objective:	
Sociocultural objective:	

METHODOLOGY
Warming up
Activity
Reading
Listening
Production
Evaluation and feedback

Table 3 Pedagogical lesson planning.

Pedagogical schedule

WEEK	DATE	CULTURAL CONTENT
1st	May 13 th to 17 th	Introduction to the project, The importance of learning a new language.
2nd	May 20 th to 24 th	Celebrations in

		Colombia.
3rd	May 27 th to 31 st	Presenting a touristic place
4th	June 3 rd to 7 th	English song. (sequence)
5th	June 10 th to 14	Exams week
6th	July 8 th to 12 th	The cultural city of Edinburgh (Reading comprehension)
7th	July 15 th to 19 th	A tour in London (Listening activity)
8th	July 22 th to July 24 th	Anglophone country presentation (Closure)

Table 4 Pedagogical implementation schedule

Introduction to the project: The importance of learning a new language.

During the first class, the project was introduced implicitly by asking students about the importance of learning a new language, students brainstormed ideas, and a funny video was presented to them, in this video, people from different countries were in a business meeting, but the interpreter hadn't arrived, so, a woman says that she spoke many languages, when she had to communicate with them, she looked at the flag from the country they came and used sounds related to the languages they spoke to pretend she spoke their languages, students reflected about it and expanded their ideas towards the importance of culture and the learning of English as a foreign language.

In this lesson, I taught them different ways to say "how are you" in English, and its use in a specific cultural context and I also agreed with them to teach them a daily English expression.

Celebrations in Colombia

In this lesson, a reading comprehension activity was taken from students' book to discuss about celebrations in Colombia. This activity aimed at teaching students about Colombian traditions in order to make them speak about their country in English. Then, a video about the carnival of Barranquilla was presented as an authentic audiovisual material; this video had a sequence and stages: pre-watching, while watching, and post-watching.

Then, homework was set; students had to prepare an oral and written presentation about a celebration in Colombia for next class. This homework was proposed in order to bring culture to the English class and to develop students' communicative skills in English.

Presenting a touristic place.

In the third week, students prepared a presentation about a touristic place in Colombian or in the world, in every class, audiovisuals and texts are the main source of students' input, In addition, for this presentation, students rehearse the pronunciation and I helped them to write their presentation. The goal of preparing this presentation was to learn about a touristic place and why it's important to the culture of a country. As my project aimed at improving students' productive skills through cultural contents, students presented an oral and written report. ([See Annex 4](#))

English song

Since music is an important human expression within a culture, in the fourth week, a song of a British artist was presented to students. In this lesson the teacher talked about the artist and discussed briefly about the popularity of the song in the last years.

The purpose of the English song in the class is to motivate students to learn English through music and by this, they can practice and sing. The song worked during the class was "Thinking out loud" by Ed Sheeran. To develop students listening comprehension, the teacher used a pedagogical guide with a word box of the possible words to fill the gaps, this song was rich

in expressions and vocabulary, for that reason, students also worked on body parts in an activity based on the lyrics of the song. ([See Annex 5](#))

Edinburgh (Reading comprehension)

In order to develop students' EFL competences through cultural contents, a text adapted from oxford bookworms about the city of Edinburgh and its landmarks and festivals was implemented to work on a reading comprehension ([See Annex 6](#)). This reading comprehension had three stages, as a pre-reading, students watched a video related to the text, this video portrayed iconic places in Edinburgh and showed how important traditions are carried out in the city. After this, students read the text and they related the visual content with the description of the places in the reading. In the first reading, unknown vocabulary was clarified and words like kilt and tartans were explained, then, they watched the video again, and in this time, they knew some basic facts about the places and festivals in the video. As a post reading, students solved a true and false activity as a comprehension activity.

A tour in London

The goal of this lesson was to learn about the city of London through a listening activity, at the same time they discovered cultural elements of the English culture and the highlights of London City, This activity was taken from the British Council Learn English Teens. ([See Annex 7](#)) After this, the answers were socialized and students write sentences about the places they wanted to visit.

Anglophone country presentation

As it was set in the 5th week of practicum as a class project, students chose an Anglophone country and they prepared a presentation as a closure activity. In this presentation students talked about location, main cities, landmarks, an important character, music and food of the country. This project included criteria such as, creativity, responsibility, attitude, English use and pronunciation. This class project aimed at improving students' communicative competences and its assessment focused more on content than grammar.



Image 1 Anglophone countries presentation

Data analysis and codification

As previously mentioned, the pre-service teacher served from an analysis matrix provided by practicum coordinators in order to organize data from each emerging category. This process led to a better classification of the data since it was collected from every pedagogical implementation of the cultural contents in the EFL class.

Besides this, the triangulation matrix that allowed the pre-service teacher see the data congruency among each category which finally led conceiving the results from this research. Nevertheless, the pre-service teacher considered convenient to use a codification chart in order to better comprehend such instruments used.

Codification

Instrument	Code	Participant
Journal 2	W.production	
Journal 5	Participation	
Journal 8	Pronunciation	
Observation 3	Culture.learning	Participant 2
Observation 8	Self.Confidence	Participant 4

Observation 8	Pronunciation	Participant 5
Semi structured interview	Pronunciation	Participant 1
Semi structured interview	Culture.learning	Participant 2
Semi structured interview	Vocabulary	Participant 3
Semi structured interview	Pronunciation	Participant 4
Semi structured interview	Self.Confidence	Participant 5
Semi structured interview	Culture.learning	Participant 6

Table 5 Codification chart

CATEGORIES			
Typology	Sub-Categories	Description	Comments
Pronunciation improvement	Oral productions	It encompasses students' presentations carried out in the EFL lessons, among them, presentations about countries, talking about music, culture and celebrations.	<i>As students practiced their communicative skills in oral productions they showed improvement in their pronunciation.</i>
Pronunciation improvement	Students' input	This category shows the exposure to the target language, through audiovisuals, listening activities, cultural videos.	<i>It is important to mention that the teacher tried to speak in English several times as a way to improve students' input</i>

Pronunciation improvement	Feedback	Teacher's feedback after students speaking productions.	
Culture Learning	General Culture knowledge	Topics worked in classes such as traditions, touristic places, countries and cultural elements of Anglophone countries and Colombia.	
Culture Learning	Vocabulary	Students' learning of new vocabulary through cultural contents.	
Self-Confidence in EFL oral productions	Participation	This category includes students' participation in the classes and in the oral presentations about anglophone countries.	
Self-Confidence in EFL oral productions	Preparation	The time they spent practicing and writing their oral script.	<i>Some of the students had a tutoring section in which they worked on pronunciation.</i>

Table 6 Categories

Findings and Discussion

After having analyzed and interpreted the data collected, the pre-service teacher was able to see the findings coming from the implementation of cultural contents to improve students' communicative skills. Findings were described as positive influence towards the use of cultural contents in the EFL class. Three main categories emerged from data: Culture learning, Self Confidence in EFL oral productions, and Pronunciation improvement. In order to do so, a synoptic chart is listed below as well as the three major results as numbered throughout.

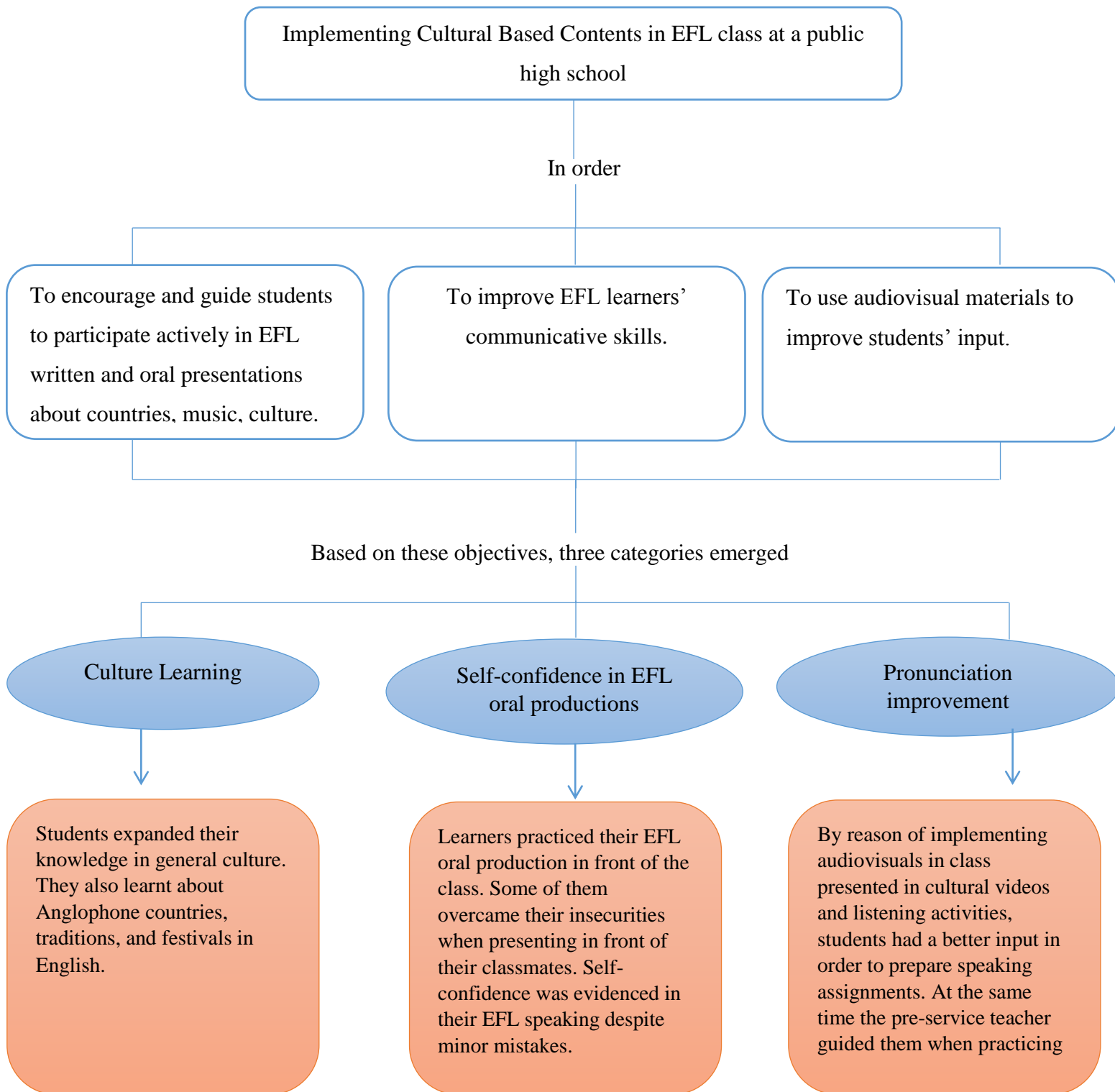


Figure 2 Emerging categories chart

1. Culture Learning

The implementation of the cultural based contents in EFL class served, not only focusing on improvements and enhancing students' better communicative skills but also, significantly effective in terms of language skills, raising cultural awareness, changing attitudes towards target language societies as well as contribution to the teaching profession (Brown, 1986). In specific, culture-based contents have contributed to all skills and mainly to speaking and writing.

In addition, Students expanded their knowledge in general culture. They also learnt about Anglophone countries, traditions, and festivals in English. As some participants stated:

P4:[...] Pues me ayudaron a conocer sobre cultura, ropas, el nombre de comidas, etc en inglés de cada país.

P6: : [...]Pues me ayudo bastante a conocer la cultura de los demás países y conocerla de una manera mas profunda.

Therefore, what matters most as the determinant to the development of a cultural competent learner is the teacher. Teachers should be provided with cultural insights, and are encouraged to examine distinct cultural features (Schultz, 2007). In other words, teachers ought to scaffold students to expand their intellectual horizon and academic achievements. The observations indicated that teachers would teach more efficiently if supported with cultural contents. Further, students' active roles were always enhanced, and students were engaged as well as motivated in the cultural contents proposed for the class. Gay (2002) stated that culturally responsive teaching should elicit better academic achievement, culturally competent students, and social consciousness.

2. Self-Confidence in EFL oral productions

As it was evidenced in observations, students' self confidence in EFL speaking activities increased as they had the responsibility to share their knowledge with their classmates. Students prepared their presentations and they researched about Anglophone countries. However, the pre-service teacher guided them in their presentations, students rehearsed their guidelines and the pre-service teacher corrected them when it was needed.

Further, Learners practiced their EFL oral production in front of the class. Some of them overcame their insecurities when presenting in front of their classmates. Self-confidence was evidenced in their EFL speaking despite minor mistakes. In addition participants also claimed that making the fact of present in front of the class helped them to be secure when talking in English

P5: [...] Me ayudó a perder el miedo, a memorizar mas cosas en inglés, a perder un poco la pena de hablar frente a mis compañeros.

As this project aimed at improving EFL communicative skills, it focused on content rather than form, which gave students the confidence to make mistakes and not to feel frustrated when performing in the their assignments.

So, oral presentations served as a way to practice their communicative skills and learnt at the same time about foreign cultures which can allow them to understand cultural features when learning English as a foreign language.

Further, Tayyoun (2013) stated that the aim of teaching a foreign language is to facilitate communication with other people from different cultures, and enhance positive attitudes towards other which the results of the study confirmed.

3. Pronunciation improvement

Another positive element evidenced by the implementation of cultural based contents through audiovisual materials and oral productions was pronunciation, students' English pronunciation ameliorated in certain words as they also stated in the semi-structured interviews

P1: [...] Aprendí vocabulario, mejor expresión y pronunciación.

P2: [...]: Pues principalmente me ayudó mas como a perder el miedo, para aprender a pronunciar bien y memorizar cosas en inglés que es algo difícil.

By reason of implementing audiovisuals in class presented in cultural videos and listening activities, students had a better input in order to prepare speaking assignments. At the same time the pre-service teacher guided them when practicing.

Conclusions and recommendations

Conclusions

Thanks to the implementation of Cultural based contents, tenth graders' communicative skills could have improved as the major objective of this pedagogical and action research. This was achieved owing to developing speaking and written productions in the EFL class. On the other hand, students' speaking skill was also enhanced by this implementation for the reason that students' oral performance was requested every week during classes. In so, they were able to acquire new vocabulary from the pedagogical guides and from the cultural videos presented in class.

Referring to self-confidence in EFL oral productions was also reinforced by the implementation of cultural based contents due to the dynamic of each pedagogical implementation. Since every strategy required students' active roles in class, students' already existing bonding relationships were positively influenced as well as learning together in the meantime they needed each other to accomplish with the proposed activities.

Finally, this implementation allowed students to enrich their input and to improve their speaking production in terms of pronunciation, due to the time they were exposed to the target language.

Recommendations

It is suggested that most of public schools in Colombia focus on students' communicative skills. By doing this since very early courses, not only students will be able to comprehend any reading or listening activity in their English classes, or to nourish their knowledge about cultural contents proposed on the different guidebooks provided by the Colombian Ministry of Education, but also they will be able to better perform in real life situations.

Chapter II: Research Component

The formation of reflective spirit in PLEX practice teachers, training tool to qualify Pedagogical practice.

Introduction

In the PLEX training context, developing teachers' pedagogical practices are one of the major interests to study and document for the enhancement of the teaching-learning process in order to qualify education. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum. Therefore, it is beneficial to local studies especially those that focus on learning problems than in matters of teaching. It is relevantly considered the design of a project that involves a reflective approach on the practicum with the aim of developing objective knowledge, behavior and aptitudes that help to guide the teachers' labor.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of a cutting-edge practicum so as to sharpen educative processes in rollout centers where pre-service teachers' practices are held. It is considered that conceding relevance to the reflection role in the teaching process is the first

step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

In agreement with what the philosopher in education John Dewey, precursor in the teaching applied reflective thinking realm, the necessity of this study is justified in the sense that it provides analytic tools and self-observation to student-teachers, so that they are allowed to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, as imprints, stable and invariable features that are part of the school identity and culture. When the events unfold without major alteration, the teacher is at risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead to the emergence of problematic situations; thus, these realities are invisible and ignored. In this way, the pedagogical practice is assumed as reproductive codes that entails the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, that otherwise, would respond to social needs. Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourages a critical and reflective attitude that contributes to the improvement of their pedagogical practices. So, at the same time, these will be essential elements to impact and transform their work and future professional performance.

In the case of the Foreign Languages program of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their practicum, self-evaluate, retail a critical and constructive look at their work in the teaching role.

Research questions

General questions

To start this study, the following guiding questions are formulated:

- ❖ How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to the development of the practicum?
- ❖ How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General objectives

- ❖ To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- ❖ To promote in the student-practitioner development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- ❖ To consolidate a group of student-teachers with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- ❖ To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- ❖ To identify and analyze the strategies that the student uses in her pedagogical practice.
- ❖ To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.

- ❖ To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

The theory about the teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be clear about these concepts concerning this research project, it was presented an approximation of each one of them.

The teaching profession

The teacher is one of the most important elements of every educational institution, and he/she has the function of imparting knowledge based on a science or art. But he/she also has the responsibility of his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way of operating in the planning and management of human resources that facilitate a link between management, work and education. Therefore, each teacher has to meet all the teaching competences that will allow him/her to dominate the knowledge and the set of capacities of the target area. Since the first intellectual requirement of an expert is the level, on which he/she develop his/her activity. Similarly, every teacher has to possess some competences dealing with the organization of content. It means that the pedagogical practice not only demands to organize the content to be taught but, it also provides teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

With regards to reflection, there are different conceptions to this notion that are to be addressed. That is the reason why aspects such as reflection as a process and reflection as a theme will be considered in order to further elaborate their definition (Correa Molina et al, 2010).

Reflection as a process

Reflection is developed throughout a set of stages resulting in a cyclical process. According to Schön (1983) (cited by Correa Molina et al, 2010) reflecting on the experience implies “a kind of reflective dialogue with the situation where language favors the access to individual experiences, which would allow a new structuring of the situation”. The stage of the reflective process as process is evidenced in the following schema:

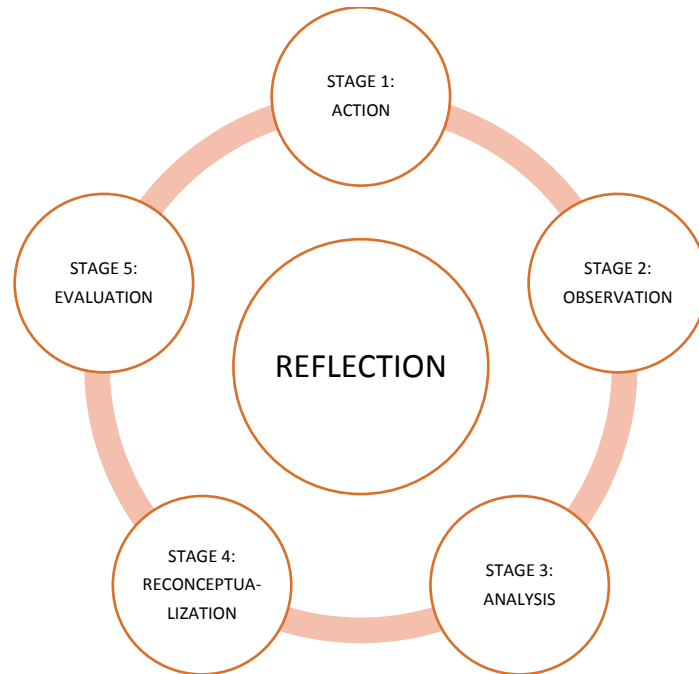


Figure 3 Reflection schema

Reflection as a theme

The conception of reflection is based on a theme that is related to this concept. For this and taking as reference Grimmet et al (1999) (cited by Correa Molina et al, 2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a deliberation and reflection a reconstruction of the experience.

Being for the two first perspectives, the external aspects, the source of knowledge which allows reflecting, and the contextual aspects that allow reflecting in the third perspective. At the same time, these perspectives have intermediaries so that this process can be held; at first instance is action, context, matter and the reflective person.

Reflective practice

To refresh and to qualify the academic proposals in the University and to guide the learners towards new manners to keep in touch with the world, it is necessary that the teacher reflects about their own practice and about the repercussion that this one has generated, she/he has to be able of objectifying their behaviors and assuming the different roles in the pedagogical relation.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teacher profession demands that they develop their professional knowledge in relation with the continuous changes (Ebutt & Elliot:1986). In this context, the biggest difficulty when teaching is that the classroom demands a particular solution addressed to the comprehension and social interaction.

The necessity of articulating the changing social reality to our pedagogical chore, it is evidenced in the existence of several efforts for trying to explain several scholar phenomena and the search of ways to do effectively the scholar work.

This study will help the participants reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention (Sacristán, 1999). According to Van Manen (1997) there are different levels of reflexivity, in a first level, the effective application of technical abilities and knowledge take place in the classroom; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is

opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

As third stage, Van Manen establishes a critical reflective exercise; in this stage, he proposes that the most elaborate reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical practice

For the analysis and reflection about the practice, it is considered accurate to resort methodologically to a conceptual operation of practice classification; for this, it is assumed Zeichner's proposal, he has established several modalities of practice like this:

Academic practical

It is guide to form teachers able to reflect about the groups they are working with, in such a way they can transform it into comprehensible structures for the students

Social efficiency practice

It is about to get more effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical investigation has arrived. In this case, the reflection consists of a strategic decision: to select among the available techniques the most effective.

Development

Teaching is based on the interested and the development of the students, and at the same time, it is considered the teacher's development as teacher and as person.

Social reconstruction

The purpose of reflection is the social, economic and politic context, in such a way, relations can be fomented in the classroom democratically and equally in the social context.

Generic

Programs mention to the reflection in a generic way, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Promoters of the reflection

According to Schulman (1987), these promoters are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledge that a good teacher contemplate when making decisions in the classrooms.

Critical element on reflective element

This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton (1991;39). The interest for all related to the social justice and ethics in education

These authors established several classificatory categories of the knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional.
5. Students' knowledge and their characteristics.
6. Knowledge of educational contexts.

According to Spark-Langer and Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which

writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal on this practice process, a process of socialization and systematization of the same took place. This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself.

For the collection of data in this project, the application of the following instruments is proposed:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

- ❖ To consolidate a group of teacher-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.

- ❖ To socialize criteria, share ideas and guidelines to assume their pedagogical practice.

- ❖ To qualify, facilitate and effectively insert the educational center.

Self-observation card

The main objective of the self-observation card is to guide the student-practitioner towards a view of his practice as a teacher and of her role in the classroom and in the environment of the educational community of which he is a part.

Narrative

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher.

Class recordings

Having evidence of the actions of student-practitioners in the classroom, will allow reflection on different aspects of the teaching / learning process of foreign languages that may have been considered or not by the teacher in training in their exercise of reflection. These registers will allow an external and constructive view of their pedagogical practicum.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the Valley of the Holy Spirit, in the Colombian Andes. Founder of cities during colonial times, it has been a center of confluences and religious influences throughout its history; It welcomed a large number of religious communities among which we can mention: the community was Franciscans, Clarisas sisters; Brothers of San Juan de Dios, the Society of Jesus, the Community of the Sallista, likewise, female religious communities: Sisters of the Presentation, Bethlehemites Sisters, among others. The presence of these communities in the city brought with it the creation of educational

institutions with projection of their beliefs and values. It is in this geographical context, which this study is located, that the school has as an agency in which the school actors develop: PLEX practitioners.

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered. Nowadays, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that leads the students to use and improve their abilities for the benefit of both society as its own.

At school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization. The school is an organ dependent on society, a social institution intended, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfills specific functions, among which are:

Socializing Function

It deals with the learning of young people, values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context they belong. This function covers all socialization processes, in which the members of the school participate.

Instructional Function

The instructive function uses two functions, the improvement of spontaneous processes of socialization, to guarantee the formation of human capital, which requires the functioning of the labor market. Tries a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational Function

The educational function requires a community of life, of democratic participation, of an intellectual search for dialogue and learning. An educational community that breaks the radical barriers between the school and the society, a space of culture where the concepts, technical tools and codes of the culture of the humanity are learned. As a result of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by thirteen students of tenth semester, practitioners of the Program of Foreign Languages English - French of the University of Pamplona.

The direct beneficiary population

- ❖ Teachers in training.
- ❖ Supervising Teachers.
- ❖ Student community of the Integral Practice implementation centers.

The indirect population benefited

It is composed of the teaching community of the Foreign Languages Program; the results will feedback the vision of the agents of the Program on their collective practices of practicum.

Institutional dependencies linked to the Project

- ❖ Foreign Language Program Department of Languages and Communication
Faculty of Education

External institutions linked to the Project

- ❖ Institución Educativa Colegio Técnico Águeda Gallardo de Villamizar
- ❖ José Antonio Galán School
- ❖ Brighton School
- ❖ La Normal High school
- ❖ La Presentation High School
- ❖ José Rafael Faría School
- ❖ Cristo Rey Educational Institution
- ❖ CER (Centro Educativo Rural) Guayabales

Expected Results

The expected results are derived from the objectives proposed for this experience as follows:

- ❖ The formation of reflective spirit in PLEX practitioners, as a training tool to qualify pedagogical practicum.
- ❖ To analyze the environment and the realities and social representations of teachers in training, notions and concepts about the school world

Implementation of the research component

Narratives

In order for pre-service teachers to implement narratives as a reflective tool, practicum coordinators established to send one narrative per week, meaning eight narratives in total.

With these reflective tools, the pre-service teachers can evidence their performances from their own perspectives and describe their feelings, beliefs and changes during the practicum stage. ([See Annex 8](#))

Self-observation cards

Self-observation cards were proposed as a reflective tool in order to help pre-service teachers auto-assess her practicum process. For this reason, 5 self-observation cards were implemented within the first five weeks of this stage.

Reflection workshops

As established before starting the practicum process, three reflection workshops were meant to be carried out in order to follow and assess pre-service teachers' advancement in High Schools.

So far, one reflective workshop has been carried out in the month of May. In this workshop, comrades shared their experiences in the different institutions and how they have felt. I also shared part of my experience, and we had a time to write a report of self-reflection.

Class recording

Class recordings are part of the evidences of the practicum stage. They not only allow tutors to assess pre-services teachers' performances but it also benefits pre-service teachers to self-evaluate and to improve aspects that are not noticeable by oneself. Although, being recorded sometimes limits the pre-service teacher performance, because he could feel anxiety about the success of the class activities.

Conclusions

The pre-service teacher's successfully accomplished this research component; he was able to reflect on his practicum process thanks to the provided tools by the practicum committee at university. In fact, he was able to not only reflect on the good aspects he accomplished week by week during her practicum process but also to reflect on aspects to improve as a future teacher. He was able to open his mind to the possibility of approaching

students in order to get a better picture of them; He was able to recognize his own flaws when doing classes and got suggestions in order to overcome them. And most importantly, he was able to know he was on the right page of his journey as a teacher, as well as to know that there was a long path to walk through, and by doing this he would be able to improve and face the challenges of education in the XXI century society.



Image 2 Teacher experience



Image 3 Role as a teacher

Chapter III: Outreach component

Outreach component: “Awareness raising project to English language in primary Schools in Pamplona, Colombia”

Presentation

When reading this proposal, readers will have two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools’ students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and will be presented as well.

Introduction

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is why the National

Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all. The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regards to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector. Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of “Colombia the most educated”.

Justification

Nowadays, learning and acquiring a foreign language allow us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area. This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favors the institutions and the student population of Pamplona, as well as the Foreign Languages Program and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

General objectives

The implementation of this outreach project, from the foreign language degree (English and French) of the University of Pamplona seeks:

- ❖ To serve the needs of English formation of children in primary schools in Pamplona.

❖ To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal aims at:

❖ Familiarizing children from primary schools in Pamplona with the essential foundations in English.

❖ Engaging students from the Foreign Languages program English - French in the teaching English processes in primary schools in Pamplona.

❖ Articulating the students from the Foreign Languages program English – French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona. This project is part of the formation of the foreign languages program English - French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

Contribution to the academics formation in the foreign languages areas.

❖ Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)

❖ Outreach towards the educational community in terms of University and program.

Outreach component implementation

At the end of the eight weeks of practicum process, the pre-service teacher served to the community in need working with fourth graders in the primary school of Bethlemitas Brighton. Classes aimed at improving students input in English and to help them with their communicative skills.

He also assessed their work in class, and their notebooks. Students felt motivated to have a pre-service teacher in their English class, for that reason audiovisuals and suitable contents for kids from 7 to 10 years old were implemented.

In addition, trending topics like climate change and giving simple opinions were addressed to develop students' self-awareness about the environment and to learn vocabulary related to the world they live in.

Moreover, the use of songs and video clips were used during the explanation stage in order to enhance students' better understanding of the topic. With this, not only students have been able to learn in a fun way the different topics proposed by the pre-service teacher but also, they have improved their listening and speaking skills by listening to native speakers and pronouncing the words in the correct way.



Image 4 Classes with 4th graders

Conclusions

Finally, by doing this outreach work with the younger members in the community of Pamplona, the pre-service teacher's pedagogical practicum has improved immensely due to he did not have any idea on how to work with children from a very young to an older age. Besides, he learnt how to use dynamic resources in order to catch students' attention and motivate them to work.

Chapter IV: Administrative Component

Getting immersed into administrative roles at Bethlemitas Brighton High School in Pamplona, Colombia.

This component aims at letting the pre-service teacher know and therefore perform different administrative roles during the practicum stage. On account on this, the pre-service teacher got informed of the following activities and roles to assume in the institution since the very beginning and the last phase of the practicum process thanks to the institutional observation week provided by the integral practicum committee of foreign languages degree.

Objectives

General objective

- ❖ To participate actively in extra activities proposed by the institution

Specific objectives

- ❖ To attend to all the events responsibly and according to procedure established by the educational institution.

❖ To acquire experience from the integral practicum process by performing administrative roles in the educational institution with the aim of assuming a beginner teacher role in nearly future.

Methodology

The pre-service teacher will accomplish the responsibilities given by the administrative organism of the educational establishment. In so, he will adopt the role as a guide to students, teachers and people working there who wanted to participate in any English event or want to perform English songs, piece of theatre, role plays, etc.

Implementation of the administrative component

While developing my role as a pre-service teacher at Bethlemitas Brighton, I attended and participated to the institutional events that were carried out during my practicum. It is important to mention that these activities were not planned ahead as most of educational institutions do before-hand; instead, these events were programmed weekly. For this reason, I was expectant of every activity or event in which my participation was requested.

I attended to three flag-raising events in which they commemorated the mother Mary month, the earth day, and The independence of Colombia July 20th. Inasmuch as the Bethlemitas Brighton institution is catholic, I attended to three masses. In addition, during the fourth week, my supervisor had permission for five days; Therefore, I was in charge of her duties in the institution such as, the elaboration of exams and the accompaniment of the course 10^o2.



Image 5 Earth day

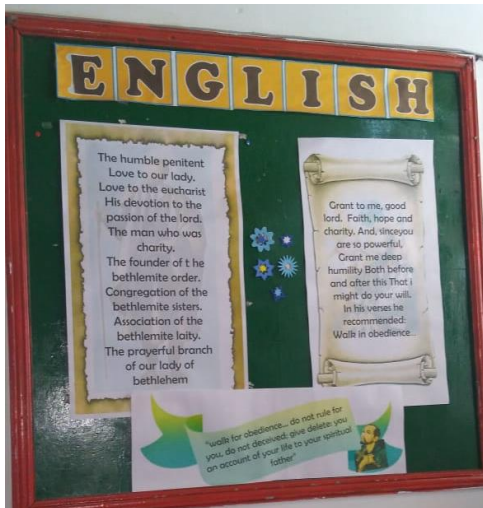


Image 7 English poster



Image 6 Flag Rising event



Image 8 Bethlehemite assembly

Conclusions

Being a temporary administrative member from Bethlemitas Brighton High School was a meaningful experience to the pre-service teacher in terms of knowledge and adaptation, especially in the role of an integral guide in students' formation and accompaniment.

Attending, participating and assuming teachers' role helped me understand the magnitude of teachers' commitment. I learnt that being a teacher was not only about planning classes and grading homework and evaluations, it was indeed, being in charge of administrative role in educational establishments, attending management meetings and performing extra roles that would contribute to the high school and teachers' experience growth.

For this reason, it was very important to get involved in these events roles, in order to take the best advantage of it, bonding relationships with teachers, pre-service teachers, administrative members, students and family members belonging to the Bethlemitas Brighton High School.

References

Correa Molina, E, et al. *Concept de réflexion: un regard critique. in* <http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>

Dai, L. (2011). Practical Techniques for Cultural-based Language Teaching in the EFL Classroom. *Journal of Language Teaching and Research*,2(5).
doi:10.4304/jltr.2.5.1031-1036

Englishmate. (2018, June 27). Developing The Four Essential Skills–Listening, Speaking, Reading & Writing - Blog. Retrieved from <http://www.englishmate.com/blog/developing-four-essential-skills-listening-speaking-reading-writing/>

Hamza, F. S. A., Yasin, M. S. M., & Aladdin, A. (2015). The Use of Vocabulary Learning Strategies among Sudanese EFL Learners. *Journal of Applied Linguistics and Language Research*, 2(6), 93-102.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.

Klingner, J. K., & Vaughn, S. (1998). Obtenido de <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.9953&rep=rep1&type=pdf>

Tayyoun, A. M. (n.d.). Cultural based content approach in EFL classes. (c2013). doi:10.26756/th.2013.41

Torres, A. M., & Rodríguez, L. F. (2017). Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning. *PROFILE Issues in Teachers Professional Development*, 19(2), 57-71. doi:10.15446/profile.v19n2.59889

Ministerio de Educación Nacional (2006). Serie Guías 22. Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: el reto! Lo que necesitamos saber y saber hacer.

Peterson, Elizabeth & COLTRANE, BRONWYN. (2003). *Culture in Second Language Teaching*.

Mena, M. El enfoque crítico reflexivo en educación: Experiencias en el aula (abril, 2000). Obtenido en http://www.micentroeducativo.pe/docente/fileproject/file_docentes/150bi_aa69ca.pdf

Sacristán, Gimeno J. (1998). El curriculum. Una reflexión sobre la practica. Madrid. Editorial Morata.

Sparks-Langer, G & Colton A. Synthesis of research on teachers' reflective thinking en http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf

Schultz, R. A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40, 9-26.

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, vol.6, n.3.

Wiegerová, A. (2013). Teacher journal as a research instrument (research—the first year in the life in primary school through the eyes of novice teachers).

Zeichner, M. El maestro como profesional reflexivo. en <http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-como-profesional-reflexivo-de-Kenneth-M.-Zeichner..pdf>

Annexes

Annex 1

OBSERVACIÓN DE CLASE
 Profesor: _____ Fecha: _____ Observadores: _____ Hora: _____

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...		N	AV	CS	S
1	Sigue el plan de clase				
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase				
3	Privilegia la interacción de las competencias comunicativas				
4	Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				
5	Utiliza variedad de material didáctico				
6	Emplea material auténtico				
7	Tiene en cuenta los diferentes estilos de aprendizaje				
8	Centra el desarrollo de la clase en sí mismo				
9	Centra el desarrollo de la clase en los estudiantes				
Comentarios					

INTERACCIÓN					
El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes				
2	Da instrucciones precisas a los estudiantes				
3	Da tiempo suficiente a los estudiantes para que respondan				
4	Propicia actividades que involucran el trabajo en grupo				
5	Orienta el trabajo de los estudiantes (individual y grupal)				
6	Corrige los errores de los estudiantes				
7	Refuerza continuamente el aprendizaje de los estudiantes				
8	Circula por el aula atendiendo las necesidades de los estudiantes				
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				
Comentarios					

COMPETENCIAS COMUNICATIVAS					
El profesor ...		N	AV	CS	S
1	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)				
2	Domina los contenidos trabajados durante la clase				
3	Se expresa correctamente en forma oral en la lengua extranjera				
4	Se expresa correctamente en forma escrita en la lengua extranjera				
5	Se hace entender en la lengua extranjera				
6	Alterna el uso de la lengua materna y la extranjera				
Comentarios					

Annex 2

INTERVIEW QUESTIONS

Since participants' mother tongue is Spanish and they are EFL learners (some of them beginners), these interview questions were formulated in Spanish

1. ¿De que manera los contenidos culturales trabajados en clase en exposiciones sobre paises anglofónos y producciones escritas sobre tradiciones culturales mejoraron sus habilidades comunicativas en inglés?
2. ¿Cómo se benefició de utilizar documentos audiovisuales en las actividades de clase?
3. ¿Considera que las tematicas trabajadas en clase fueron de su interés?
4. ¿Qué ventajas y desventajas encontró de aprender (inglés) atraves de contenidos culturales?

Annex 3.

Date: May 20 th	Course (s): 11 ^º 1 – 11 ^º 2
Teacher: Ricardo Soler	
Topic: Colombian Landmarks	
Communicative objective: To express ideas and describe how things are made	
Linguistic objective: To work on passive voice in present, present perfect in affirmative, negative	

and interrogative

Sociocultural objective: To learn about places, monuments, buildings

Workshop #1

Name: To describe a landmark in Colombia, using the list of vocabulary in the page 44 of the workbook.

METHODOLOGY

Opening: This lesson begins with the class routines and prayers, then, as it was agreed with students, the last part of Unit 1 will be evaluated with the book test in the page 40 and 41 in order to assess students' progress, The teacher will mention that at the end of the class the book will be collected to review the test and the book exercises of page 38 and 39 that were previously worked

Introduction to Unit 2: Consequently, the teacher will present a video (ANNEX 1) about landmarks in Colombia, the idea is to familiarize students with the topic of the pages 44,45.

At the end of the video, the teacher will ask students to give ideas of what they've seen.

Then, the activity 1 of the page 44 will be developing connected to the previous students' ideas.

Do you like to explore?

Which do you prefer cities, forest, jungles?

Activity 2 and 3: Students will describe some landmarks of Colombia

Pre-teaching vocabulary: The teacher will present vocabulary from page 44 using visuals. (ANNEX 2)

Exercise: They will write sentences about the things they can see and can do in these places using the wordbox in page 44.

Listening and pronunciation: Students will listen twice the audios to work on pronunciation in page 44

Reading: Students will listen and read the texts presented in page 45, then they will match descriptions with the pictures in page 45.

At the end of the lesson students will complete the exercise 6 in the workbook, they will identify the use of present perfect and passive voice in the previous reading activity.

Closing: The teacher will collect their work in class and will set a homework for next week: Students will prepare an oral presentation about a Colombian landmark of their preference and he will guide them in the preparation (1:30 min max)

Annex 4.

Santa Marta and its aquarium and museum of the sea the Rodadero.



Is a public aquarium and a maritime museum located in the Ersenada Inca Inca in front of the beach El Rodadero in Santa Marta. It was inaugurated in 1965 by Capitán Francisco Ospina. The aquarium (and) is part of the National Network of museum of Colombia. It is part of the Acopazoa, the Colombian subsidiary of the world association of aquariums. You can access in boat. The aquarium has 13 swimming pools with access to the caribbean sea, and 15 glass aquariums containing more than 100 species that include sharks, sea turtles, dolphins, sea urchins, fish and sea birds, 98% of which they are native to the area.



The aquarium contains a museum section that exhibited collected specimens and nautical equipment, as well as a exhibition on the Pre-Colombian culture of the Taironas and their connection to the sea.

Annex 5.



Thinking Out Loud- Ed Sheeran



cheeks	love	heart	feet	taste
touch	legs	eyes	honey	mouth

Fill in the missing words or choose the correct word.

When your _____ don't work like they used to before

And I can't sweep you off of your _____

Will your _____ still remember the _____ of my love

Will your _____ still smile from your _____

And darling I will be loving you 'til we're 70/ 17/ 73

And baby my _____ could still fall as hard at 20/ 23/ 33

And I'm thinking 'bout how people fall in love in mystery/ mysterious ways

Maybe just the _____ of a hand/ plan/ grand

Oh me I fall in _____ with you every single way/ day/ stay

And I just wanna tell you I am So _____ now

Chorus: Number in the correct order.

_____ I'm thinking out loud

_____ Kiss me under the light of a thousand stars

_____ Maybe we found love right where we are

_____ Take me into your loving arms

_____ Place your head on my beating heart

understand	same	old	hair	memory
strings	smile	soul	hands	name

When my _____'s over gone and my memory fades
 And the crowds don't remember my _____
 When my _____ don't play the _____ the same way, mm
 I know you will still love me the _____

'Cause honey your _____ can never grow _____, it's
everything/ evergreen/ all of me
 Baby your _____'s forever in my mind and _____

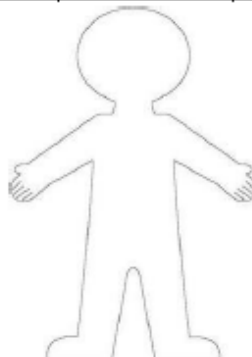
I'm thinking 'bout how people fall in love in mysterious/mystery ways
 Maybe it's all part of a hand/ plan/ grand
 I'll just keep on making the same missteps/ mistakes
 Hoping that you'll _____ But baby now

Chorus X2



Label the body parts.

cheeks	hands	heart	feet	arms
lips	legs	eyes	head	hair



Annex 6.

Edinburgh



A visit to Scotland often begins in Edinburgh, the capital city of Scotland. Edinburgh is an old city with many important and interesting buildings. After London, Edinburgh is the second city for visitors in Britain.



If you come to Edinburgh by train from the south, the first thing you see when you leave Waverley Station is Edinburgh Castle. It stands high over the city. Soldiers in kilts take visitors around and tell them the castle's story.



Edinburgh is a hilly city but it is a good city to visit on foot. After the castle, you can visit more of the Old Town. Go down the Royal Mile to Holyroodhouse - the Queen's home when she comes to Edinburgh. It is three hundred years old.

You can look at the shops on the Royal Mile or on Princes Street in the New Town. Some shops sell the famous Scottish tartans and you can see the name of the family which goes with each tartan. Near Princes Street is Charlotte Square, which is very beautiful. There is also the National Gallery of Scotland, with pictures from Scotland and from many other countries too.



In August, you can visit the Edinburgh Festival, the biggest arts festival in the world with hundreds of different things to do and see.

adapted from: *Oxford Bookworms*, 2002

		TRUE	FALSE
1	More people visit London than Edinburgh every year.		
2	Edinburgh Castle is situated on a hill.		
3	The Queen lives in Edinburgh Castle when she comes to Edinburgh.		
4	In the national Gallery of Scotland you can see only Scottish paintings.		
5	The Edinburgh Festival takes place in summer.		
6	The text is taken from a Scottish novel.		

Annex 7.



Listening skills practice: Tour of London – exercises

Take a tour of London by listening to this tour guide and do the exercises to practise your listening skills.

Preparation

Do this exercise before you listen. Draw a line to match the pictures with the words below.



Big Ben	London bus	London Eye	Tower of London
Oxford Street	Tower Bridge	Houses of Parliament	Buckingham Palace

1. Check your understanding: ordering

Do this exercise while you listen. Write a number (1-8) to put these places in order that the tour bus will visit them.

.....	Oxford Street
.....	Madame Tussauds, Museum
.....	Tower of London
.....	London Eye
.....	Houses of Parliament
.....	Buckingham Palace
.....	Big Ben
.....	Tower Bridge

2. Check your understanding: multiple choice

Circle the best word to complete these sentences.

1. The tour takes 2 / 3 / 4 hours.
2. At Madame Tussaud's you can see maps of London / models of famous people / famous shops .
3. Oxford Street is a famous street for drinking tea / eating / shopping .
4. The Queen lives at Buckingham Palace / the Tower of London / Tower Bridge .
5. Big Ben is a tour guide / clock / bridge .
6. You can see great views of London from Oxford Street / the Houses of Parliament / London Eye .

Have you ever been to any of these places?

Where did you go?

What did you do?

Which city would you like to take a tour in? Why?

Annex 8.

May 13th to May 17th

Pamplona, North Santander

University of Pamplona

Foreign Languages Department

Subject: 1st week Practicum written report

Pre-service teacher: Yovanny Ricardo Soler Trujillo

During practicum, pre-service teachers' elaborate written reports with the purpose of reflect and self-evaluate their work in this stage. These reports describe the experiences, assignments, duties, and activities done by the pre-service teacher in the educational institution.

My practicum is being carried out at Bethlemitas Brighton High School. Currently, I'm working with 6th, 10th, and 11th graders. Additionally, I work with 4th graders as part of social service component to the community in need. At the same time, I'm conducting an action research entitled "Improving EFL communicative skills in 10th graders through cultural based contents.

Throughout my first week, I experienced positive changes in my way to become a teacher, my responsibility with the educational institution empowered me to assume the role of a guide to motivate students and to find strategies to develop class activities which were demarcated in the lesson plans.

My first class took place on Monday at 11:25 to 1:00pm with 11th graders, in this class I presented a video to motivate students to learn English, and then I began my class with a warming up activity connected to the topic of the class "Phrasal verbs". During the class I monitored students' activities and I felt confident on the topic, besides students were receptive to my instructions.

My second class was in 10th grade, during this session I had to help students with a drill of "pruebas saber", together we read and answered questions, I clarified their doubts

but at the end students had to pick the final answers, The institution schedules these drills with the purpose of familiarize students with these kind of tests.

With 6th graders, I faced a challenge due to the indiscipline and the number of students, some of them were talking and doing other things apart from the class, I had to raised my voice and gave them a grade for behavior, however class activities for this lesson were achieved, but, it still remains a challenge to me to control students in my next lessons.

As part of my outreach component, I work with primary school, my expectations with 4th graders, changed in the moment I introduced myself, because students saw me instantly as their teacher and they participated actively. However, classes with 4th graders require organization because the teacher just gave a list of the topics to teach them, so it is up to me to select the proper material to develop these classes.

In general, the first week, encouraged me to get in my teacher role, and to prepare classes in order involve with the class and to develop their English skills and to motivate them to participate and keep up learning. Therefore, It requires planning and participant observations to self-evaluate my role in the class which I expect to improve in next weeks.