Enhancing first semester (A1 level) students' English speaking skills through the implementation of intercultural short readings and think aloud technique: A qualitative action research

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Chapter 1: General Project Presentation

The integral development of competences is the main objective to fulfill in high quality accredited programs as the foreign languages career from the University of Pamplona. Within its last formative approach, it is conceived the integral practicum which establishes the integration of four main components needed to evidence the pre-service qualities before being certified as a social agent with capacities to integrate and manage project for the community where he/she develops pedagogical functions. This study aims to present those components in the following order: "*chapter 1: general project presentation*" "*chapter 2: institutional observation*" "*chapter 3: pedagogical and research component*" "*chapter 4: outreach component*" and "*chapter 5: intrainstitutional activities*".

Chapter 2 containing the preliminary one-week observation developed to get insight the institutional context where the pre-service teacher attended to carry out his pedagogical propose, in this chapter are exposed the missional and formatives approaches which conform the community who interact with the delimited processes stablished during the curriculum.

Secondly, the chapter 3 which contains the pedagogical and research strategy to enhance speaking through the cultural scenarios immersion and which has as title *"Enhancing first semester (A1 level) students' English speaking skills through the implementation of intercultural short readings and think aloud technique: A qualitative action research"* this one, proposed as a strategy to encourage the speaking as a component of the intercultural competence. Within this section will be exposed the methodologies and pedagogic procedures carried out during the practicum in the institution.

This chapter 4, the outreach component that by means of *"FCE & TOEIC exam preparation workshop for students of the foreign languages program of the university of Pamplona"* & *"Tutorials as learning support activities"* looked for integrating the pre-service teacher with other participants from this community by recognizing firstly the essential implication of standardized tests as technique tools for evidencing students' learning goals achievements, as well as the implementation of one by one classes as learning support activities with target students who needed them.

The latter, chapter 5 *"intrainstitutional component"* which describes the process of integration in which the pre-service teacher got enrolled in order to holistically integrate the different fields of actions proposed by the foreign languages program within the teaching collective.

Introduction

Thanks to some perspectives like the B. Kumaravadivelu (2012) who recognizes the languages teacher as a guide for a global society, the teaching languages field has become an essential science which promotes globalization engaged to joining the humanity as a multicultural society in the following decades, therefore it is indispensable to understand how the languages phenomena is adapted from many perspectives and approaches. the foreign languages program of the university of Pamplona aims to give to its local and national teachers populations the necessary tools to face this social challenge which demands conscious former who can identify, manage and solve problems form the daily teaching process. This propose aimed to integrate the four main components which allow the pre-service teacher to impact in the context where was assigned to carry out his integral practicum. It was firstly structured as a pedagogical and research strategy to use the culture as an environment to develop think aloud technique aiming to facilitate culture scenarios

comprehension and speaking skills, Chancay et al., (2019) citing Davey, (1983) suggest this technique as an structural procedure to engage the students in the cultural discussions and readings, in addition this propose linked the pre-service teacher role with the community integration, the pre-service teacher created a virtual environment with a sort of workshops and resources to get students familiarized with TOEIC standardized test and its generalities, besides the pre-service conducted one by one tutorials with law proficiency students. To finish the practitioner, proposed an integration project where there are exposed the potential administrative scenarios where he could impact from his role as novice teacher from the foreign languages program.

Justification

The foreign languages program of the university of Pamplona is a career engaged with the cultural development of its community through a high quality accredited teaching process which started 50 years ago and today continuous creating learning environments based on pedagogic and research principles, therefore its curriculum proposes an evolutional process in which the student develops linguistic skills as well as gets insight the integral languages teaching since an intercultural perspective, the final part of this process is the integral practicum which encourages the pre-service teacher to carry out diverse projects which can impact as pedagogic solutions for the several academic and social problems which a reflective and updated teaching exercise must identify, understand and solve. This proposal is a multi-response for four specific scenarios which will be presented inside the general presentation for the high quality accreditation which is one of the most important goal for our program, these responses integrates the multitasking role which a teacher of the program must develop, in this case, the intercultural competence encouraging, research skills, standardized test preparation and, administrative engagement and support.

Objectives

General objective:

- To enhance first semester (A1 level) students' English speaking skills through the implementation of intercultural short readings and think aloud technique

Specific objectives

- To promote intercultural competences in the first semester students from the foreign languages program

- To support and guide students from the foreign languages community at taking proficiency standardized tests in English.

- To engage in all the activities established by the program direction and the academic community

Conclusions

This project aimed to holistically develop three main fields, being the first one the pedagogical and research component where the pre-service teacher faced the challenge to enhance speaking in their assigned students. The practitioner got involved in a virtual learning environment where was able to introduce cultural scenarios to promote the intercultural competence which was reached in terms of local and foreign reflections about cities, technology, transport, education and festivals as well as the sensitivity showed by students at comparing their own contexts with the international ones proposed by the pre-service teacher, this same cultural sensitivity was the aspects which encourage speaking in a high percent. Additionally, he conducted a qualitative action research where he obtained

information related to language and culture integration inside the classroom as the answer of the first of three research questions when the teacher perceived the materials, fields and methods that where implemented in this composed language performance. Secondly, the pre-service teacher carried out the outreach component based on the creation of a virtual learning environment for international exams preparation where the enrolled students interacted with the workshop and materials in an autonomous way at reviewing in a timeless methodology the different generalities related to the exams such as: the structure, tie, approaches costs, dates and places to present them. In addition, the pre-service teacher integrated the intra-institutional spaces where was committed to participate in the multifunctions developed by the collective teaching from the program, the pre-service teacher built a wide perspective about the activities an university teacher can develop out the curricular content, this experienced allowed the pre-service teacher to get enrolled in different webinars as well as the collective teaching meetings and the high quality meetings carried out with the academic community from the program.

Chapter 2: Institutional observation

Since the pre-service teacher's practicum stage in the Bachelor of Arts in Foreign Languages degree requires to first observe the educational institution in which will be this project carried out, pre-service teacher got insight about it, with the objective to develop a diagnostic aiming to identify a problematic which could be intervened and eventually solved within the Foreign language teaching field. As a result, the future teacher got involved not only in a holistic comprehension about the sociocultural context that determines the potential scenarios to experience but also the established procedures to follow in most of cases.

Therefore, as an attempt to meet this requirement, here will be exposed the institution aspects that the pre-service teacher obtained from his one-week observation.

Administration of the exploratory questionnaire prepared by the practice coordination.

As a first part of this institutional observation, the pre-service teacher took into account the forms shared by the practicum coordination related to the main aspects which must be taken into account into the analysis, those are addressed on methodology, technological sources and formatives aspects which describes the general context.

Development of an activity guide that allows the organization of work.

The Foreign Languages program has modified its structural and methodological composition in order to guarantee the achievements of each settled goal throughout its missional proposes, all this as a contingence plan for the sanitary crisis lived nowadays. Therefore, the first contact activity was carried out on a videoconference platform with the objective to meet the program director, the practicum committee, the supervisor and the pre-service teacher in order to develop firstly an interview where the program director could interact with the pre-service teacher at asking him about his profile and views about the teaching field, subsequently, the practicum committee introduce the assigned supervisor who gave a welcome greeting as well as introduce some relevant aspects for the organization of work during the one-week observation.

Location

The University of Pamplona is stablished in two Campus in north of Santander Colombia, the former, located in Villa del Rosario, the latter, the main one in Pamplona on

the 1st km Bucaramanga highway, in which this practicum stage in the Bachelor of Arts in Foreign Languages degree will be conducted, specifically in the department of communication and foreign languages.

Figure 1 Campus

Administrative level

PEI of the institution

The university of Pamplona founded in 1960 and as a one of the most essential institutions of public higher education in Local, regional and binational level is well known as a space for the social interaction where are priorized principles based on missional, research and formative proposes aiming the reinforcement, extension and projection of an agreed future based on human formation for a new culture composed by civil groups and business sector from the Colombo-Venezuelan region.

For along 52 years its Campus in Pamplona has increased the academic offer for introducing diverse programs related to evolutionary science field, arts and humanities in Bachelor, post graduated and continuous education in academic modalities such as: face to face and virtual.

In this sense the University of Pamplona increases its investment in the community at adapting its Institutional project in function of recognizing a heterogeneous population faced to a state reordering, supporter of decentralization policies which are reflected by the institution with the objective to actively participate in the planning and projection of regional actions.

Mission

The University of Pamplona as a public and autonomous institution assumes the student´s innovative and integral information derived from research as main practice, structured to the knowledge generation, in science fields, technology, arts and humanities with social and environmental responsibility therefore the University of Pamplona must contribute to the Colombian Life Quality by means of a wide academic offer.

Vision

To be an excellent university with an internationalization culture, academic, research and technologic leadership with a national and binational impact by means of a transparent, effective and efficient management engaged with the high quality certification focused on the knowledge evolution as the ethic in terms of community sources management.

Principles values

- Autonomy   Excellence

- Academic and learning freedom   Commitment

- Integration of research-science-academy   Pluralism

- Academic and administrative excellence   Respect

- Practice of values   Freedom of thought

- Universality   Social responsibility

- Integrality   Humanism

- Equality   Participation

- Responsibility

- Transparence

- Effectiveness

Organization chart

Through the RESOLUTION No 897 of 20 December 2010 the rectory of the University of Pamplona under the authorization of the Superior Council updates and modifies the organizational and internal structure of the institution, where its staff, the manual of functions, requirements and competences are recognized and structured by 3 main branches including legal advice, general secretary and academic council, the latter being the driving force behind the institution's academic policies, which designates its dependent academic vice-rectorate the relevant management oriented to the resolution of academic - administrative needing shared by the deans of the 7 academic faculties. One of them the faculty of education that promotes the integral academic development of different subdivisions such as the department of Spanish language and communication and English French being this space inherently related to the present proposal of integral practice.

Organizational chart of the Universidad de Pamplona						
Personage						
Legal advice		Academic council			General secretariat	
Academic Vice-chancellor						
Faculty of education	Faculty of health	Faculty of arts and humanities	Faculty of agrarian sciences	Faculty of basic sciences	Faculty of engineering and architecture	Faculty of business and economy
Foreign languages and communication program						

Figure 2. Organizational chart

Disciplinary regulation

By means of the agreement N.186 of December 2005, the higher council of the University of Pamplona modifies the normative statute of institutional connivance in order to apply and stablish the principles of equality and justice, the improvement and the quality of education; therefore, in a document composed by 102 articles organized in 10 chapters are included conceptual and procedural frameworks that relates the diverse institutional scenarios with the academic community actors, besides is it structured on a social approach that identifies the multiculturalism and stablish regulations for making up academic conflicts derived from the humanistic transformation carried out by the institution.

Institutional calendar and programming

Table 2 Institutional calendar and programming

Beginning of the classes	March 1st, 2021
First term (six weeks + holy week)	From March 1st to April 17th, 2021
evaluations	From 12th to 17th April, 2021
Grades' record	From 19th to 24th April
The calendar was adapted due to several protests presented in Colombia	
Second term (3 weeks)	From June 7th to June 25th , 2021
evaluations	From June 14th to June 19th , 2021
Grades' record	From June 21th to June 25th , 2021
Cancelation of subjects	Until July 10th
Cancelation of semester	Until July 10th
Third term	From June 27th to July 7th , 2021
Evaluations	From July 1st to 7th, 2021
Grade´s record	Until July 10th
habilitations	Until July 10th
Teacher's evaluations	Until July 10th
Classes ending	Until July 10th

Pedagogical level

Planning the language area and MEN guidelines

The national ministry of education stablishes the curriculum guidelines for foreign languages by highlighting the globalization and intercultural communication as promotors of scientific and technologic advance in relation with our culture. As an answer to this context

there were proposed some public policies of education based on the language acquisition and the integration of knowledge for team working and to better understand the global reality and its effects on the Colombian context. The English area of the foreign languages of Pamplona promotes those values by means of its planning of teaching which structure a sequence of courses based on a gradual acquisition supported by the CEFR which indicates the linguistic, communicative and cultural competences which must be developed by each learner in every single level. As an additional quote, there are stablished strategies proposed in the Men guidelines such as: memory, cognitive, metacognitive, affective and social learning strategies

First semester's Curriculum

Table 3 First semester's Curriculum

TEMA	HORAS DE CONTACTO DIRECTO	HORAS DE TRABAJO INDEPENDIENTE DEL ESTUDIANTE
UNIDAD 1: PEOPLE AND PLACES -Puede decir oraciones cortas acerca de las personas -Entiende preguntas acerca de las personas -Formula y responde preguntas para averiguar información sobre la gente, incluyendo nombre, dirección, número telefónico, edad, nacionalidad y trabajo. -Investiga en internet sobre cultura indígena.	8	4
UNIDAD 2: PEOPLE AND THINGS -Puede decir oraciones acerca de objetos del diario vivir -Formula y responde preguntas acerca de personas y cosas -Habla acerca de su familia y personas favoritas	8	4
UNIDAD 3: YOUR LIFE -Formula y responde preguntas acerca de su rutina diaria. -Formula y responde preguntas para decir la hora -Describe la vida en un pueblo, ciudad (ej: que hace la gente, donde viven) -Investiga en internet acerca de la herencia mundial	10	5
UNIDAD 4: LIKES AND DISLIKES -Formula y responde preguntas acerca de la rutina de alguien -Expresa las cosas que le gusta y no le gusta hacer -Expresa su opinión, acuerdo y desacuerdo.	10	5
UNIDAD 5: FROM A TO B -Habla acerca de las cosas que puede y no puede hacer -Da su opinión acerca de los medios de transporte que existe en donde vive -Formula y responde preguntas acerca de organización de transporte y viajes - Investiga acerca de carreras famosa en línea	10	5
UNIDAD 6: FOOD AND DRINK -Formula y responde preguntas acerca de la comida (usando *there is /there are, How much/ How many*) -Escribe pequeñas descripciones de un café o restaurante. - Ordena o pide comida y bebidas en un café o restaurante.	10	5

Table 4 First semester's Curriculum

UNIDAD	HORAS DE CONTACTO DIRECTO	HORAS DE TRABAJO INDEPENDIENTE
UNIDAD 7: LIFE STORIES -Formula y responde preguntas usando WAS/WERE -Habla acerca de eventos en el pasado -Cuenta su historia de vida y la historia de vida de alguien más que conoce -Investiga sobre la edad de la gente importante en línea	12	6
UNIDAD 8: FACT OR FICTION? -Habla de cosas que hizo y no hizo en el pasado -Formula y responde preguntas acerca de eventos en la noche afuera y dentro de casa -Organiza un evento fuera de casa con los amigos	10	5
UNIDAD 9: BUY AND SELL -Describe y compara objetos y posesiones -Habla acerca de la gente y lugares usando adjetivos superlativos	10	4

-Hace y responde sugerencias para escoger un regalo -Investiga en línea sobre mercados famosos		
UNIDAD 10: LOOK GOOD -Habla sobre actividades en el presente -Describe la ropa de la gente, apariencia y personalidad -Pregunta por bienes y servicios (ej: en tiendas y en el estilista) -Escribe la descripción de una persona	8	4
UNIDAD 11: NATURE -Formula y responde acerca de una variedad de hechos -Dice y entiende números grandes para hablar acerca de una variedad de hechos -Habla acerca de su país usando cuantificadores (much, a few, etc.). -Investiga en línea animales en peligro de extinción.	8	4
UNIDAD 12: GOOD TIMES -Habla acerca de sus planes e intenciones futuras -Habla acerca de planes para un festival de su región o ciudad. -Hace sugerencias y ofertas -Escribe alguna información para promover un festival	8	4
UNIDAD 13: LIVE AND LEARN - Habla acerca de su educación y carrera -Discute sobre cosas que tiene y no tiene que hacer -Predice que pasara o podrá pasar en el futuro -Discute sobre que trabajo es más adecuado para el/ella -Investiga en línea sobre gente famosa	8	5
UNIDAD 14: KEEP IN TOUCH -Formula y responde preguntas acerca de cosas que ha hecho y nunca ha hecho (en su vida) -Hablar acerca de tecnología (ej: usar el internet, teléfonos mobiles) -Habla por teléfono en diferentes situaciones -Escribir un mensaje de texto	8	4
TOTAL	128	64

Methodology of the work of the Language Teaching Collective

The methodology for the teaching of foreign languages inside the program is diverse and multidimensional since it takes into account not only the MEN guidelines but also the their own reflexive experience as a collective group of teachers who develop their pedagogical practice under teaching, research and social parameters which demand the accurate engagement of the Diligent attitudes and aptitudes which run with the institutional proposes in terms of curriculum application, mainstreaming of competences and adaptations of pedagogical sequences. The English teaching Collective has answered to these requirements and has gone beyond at adapting not only technological teaching – learning resources but also diverse strategies containing synchronous meetings, tasks, interactive,

communicative and cultural activities under the contingence plan structure for the transitory sanitary crisis.

This methodology is supported by an organizational strategy based on committee's cooperation where different teachers are asked to proactively identify, plan and conduct answers to the possible teaching problematic by means of projects development.

Accompaniment methodologies (tutoring, tools, communication strategies).

In terms of interaction and complementary strategies for the learning support, the program prepares and executes several actions by means of projects that allow the community to interact in order to solve possible limitations, one of those aspects is the peer tutoring project, which wisely integrates the sixth semester students into the first semester courses as tutors, the same who will support the beginner learners during their first stage in the career.

Guide design and materials

Within the assigned courses it is perceptible the structuration of methodologies that facilitate the integration if strategies and methods in order the accomplish the course parameters focused on planning, executing and evaluating activities and the creation of material appropriated for the virtual background. The course takes advantage of the sources exposed below,

English classes planning

Table 6 English classes planning

GROUP:	LEVEL: A1	CLASS N:
TEACHERS:	OBSERVERS:	DATE/ DAY
LINGUISTICOBJECTIVE:	COMMUNICATIVE OBJECTIVE:	SOCIO-CULTURALOBJECT
GENERALCOMPETENCES	PREVIOUS SEQUENCE	TOPIC-TASK

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening				
Warm up				
Explanation of the topic				
Production Activities	.			
Evaluation Activity				
Closure				

Audio visual content

Figure 2 cutting adaptation into slides

Cutting edge book
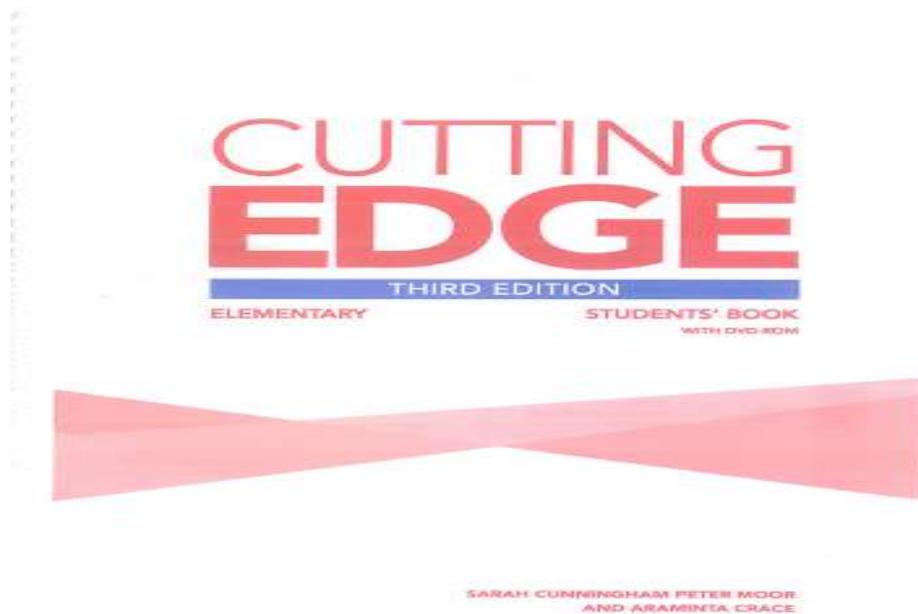
Figure 3 CUTTING EDGE BOOK

English classes Schedule

The English classes Schedule established for groups A and B from first semester in the program of foreign languages

Table 7 English classes schedule established groups A and B from first semester

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00:00 a. m.							
7:00:00 a. m.							
8:00:00 a. m.	REUNION PROGRAMA						
9:00:00 a. m.	REUNION PROGRAMA				UPA A1 - A		
10:00:00 a. m.	UPA A1 - A		UPA A1 - A		UPA A1 - A		
11:00:00 a. m.	UPA A1 - A		UPA A1 - A		UPA A1 - A		
12:00:00 p. m.			UPA A1 - A		UPA A1 - B		
1:00:00 p. m.					UPA A1 - B		
2:00:00 p. m.							
3:00:00 p. m.				UPA A1 - B			
4:00:00 p. m.				UPA A1 - B			
5:00:00 p. m.				UPA A1 - B			
6:00:00 p. m.							
7:00:00 p. m.	UPA A1 - B						
8:00:00 p. m.	UPA A1 - B						
9:00:00 p. m.	UPA A1 - B						
10:00:00 p. m.							

Technological level

Nowadays it is indispensable the adaptation and accurate modification of teaching practices in order to answer to scenarios which demand our creativity and management. The pre-service teacher perceived a diligent communication system composed by several technologic channels which allow the effective coordination of actions aiming to resolve academic conflicts.

Within the technological sources and tools, the pre-service teacher found platforms such as: Microsoft Teams, Moodle, google meets, WhatsApp and institutional e-mails.

Type of meetings: Synchronous and asynchronous

The assigned courses are structured in a total of 128 hours of direct contact, this term is covered in 3 weekly synchronous meetings on Microsoft Teams, besides there are proposed asynchronous activities like autonomous work.

Population and subject information
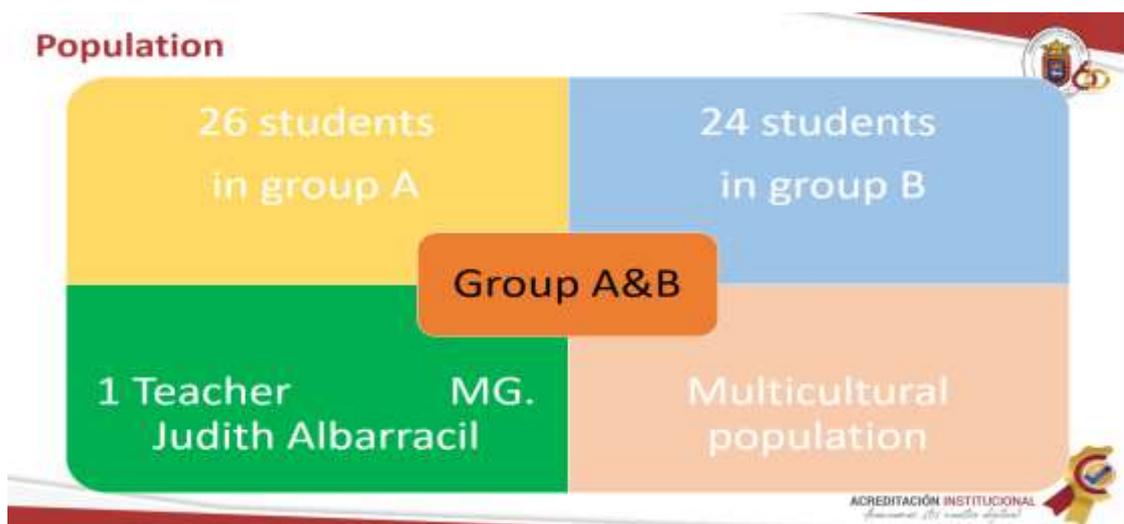
Figure 4 Population and subject information

Figure 5 Students' age
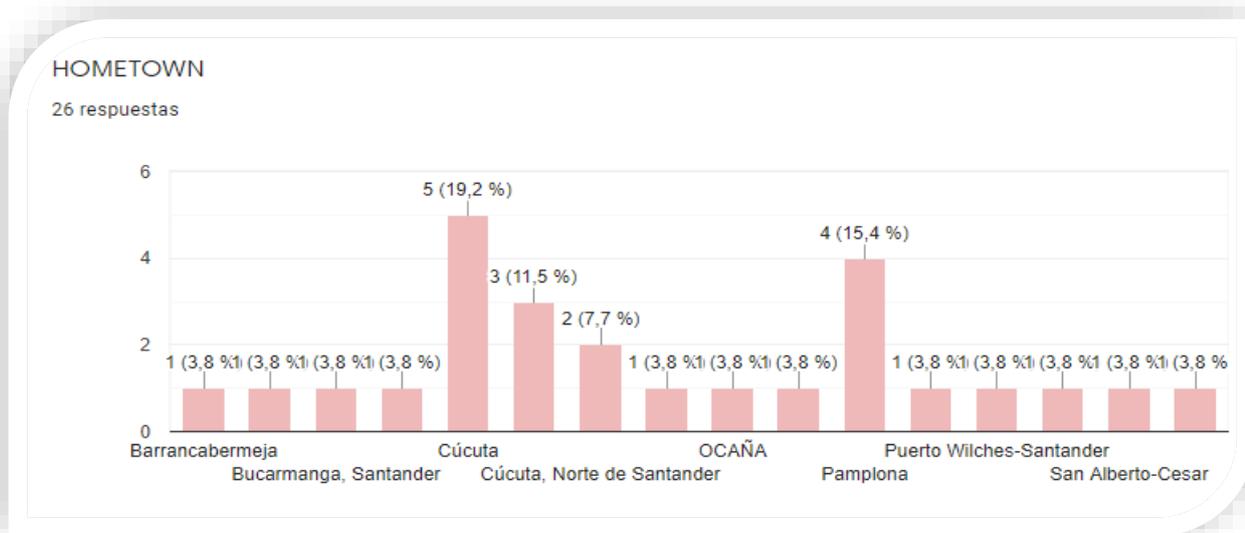
Figure 6 student´s geographic precedence

ENGLISH LEVEL

26 respuestas
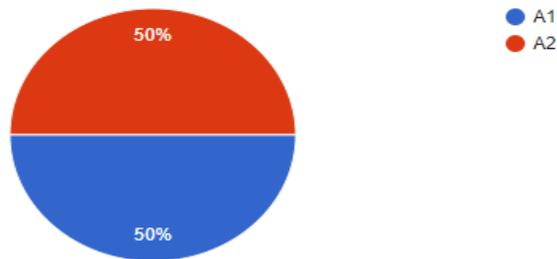
Figure 7 English Level

NIVEL DE INGLÉS

20 respuestas
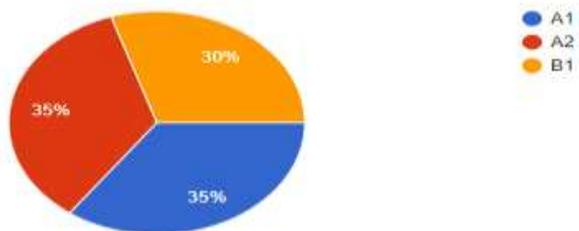
Figure 8 English Level

Chapter 3: Enhancing first semester (A1 level) students' English speaking skills through the implementation of intercultural short readings and think aloud technique: A qualitative action research

Introduction

Within this third chapter the author structured the main approach of this proposal which is related to a pedagogic strategy developed under a research study that aims to enhance the students' speaking skills through the implementation of cultural scenarios by means of think aloud technique, those dimensions will be exposed from an integral

perspective by taking into account the identified problem, the pedagogical and research

methodology as well as the action research procedures which are delimited in order to follow

the accurate steps to achieve the stablished objectives from this study.

Problem

The group B of Basic English I of foreign languages program of the University of

Pamplona has some challenges to achieve during the first semester of the academic year.

Thus, it is essential to integrally develop the four main skills that compose the language

mastering. In this specific context. Students showed preferences by reading as the skill they

perceived as the one which facilitates their communicative competences but at the same time

they share some perceptions related to the speaking skill as the one that limited their

communicative Competences.
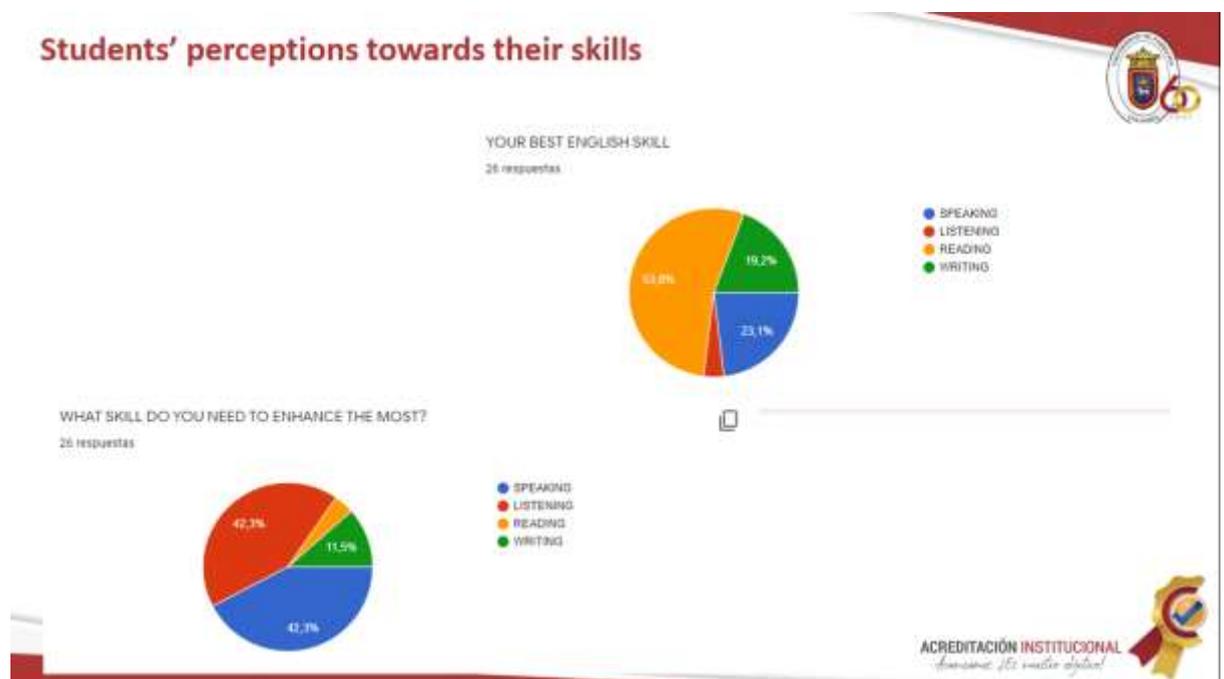
Figure 9 English skills

Even, in the Course the teacher adapted not only the book's content and extra information; the pre-service teacher noticed that it was accurate to introduce short written cultural scenarios related to the lesson's content in order to carry out think aloud technique during some reading activities which would allow a linguistic performance which would integrate culture, language and oral communication.

Justification

This proposal understands the importance to identify the different procedures that are required at integrating culture and language in future global citizens, the group B of basic English I showed a positive self-perception towards its reading skill, it could be a rewarding opportunity to encourage a performance of linguistic Competences designed to take advantage of a receptive skill "reading" to enhance a productive one "speaking". This approach would be complemented with culture as communication and promoter of intercultural competences. Taking into account the thinking aloud technique. By means of this implementation, the group B of Basic English I will reinforce their reading comprehension as well as they enhance their speaking, additionally this propose aimed to integrate the accurate technological sources which may facilitate the creation of a virtual learning environment as a strategy for guarantying the education right under the dispositions made by the MEN according to the contingence plan for covid-19.

Objectives

General objetives

- To enhance first semester (A1 level) students' English speaking skills through the implementation of intercultural short readings and think aloud technique.

Specific objectives

- To Promote intercultural competence through short cultural scenarios reading and reflexive discussions
- To develop a performance of linguistic competences based on reading and speaking
- To integrate extensive and intensive reading strategies and think aloud techniques

Research questions

Main Question

- How is language and culture integrated in an A1 level course?

Sub-questions

How is speaking enhanced through short cultural reading and think aloud technique?

How is intercultural skill developed in A1 students?

Theoretical framework

Within this composition it is presented the theoretical resources which supported the pedagogic procedures focused on the integration of aloud reading, international and local culture as components for enhancing the speaking skill, besides it contains the relevance in the application of this project.

Bennett (1984) conceived *intercultural sensitivity* as a procedure in which one is able to transform oneself affectively, cognitively, and behaviorally from ethnocentric stages to ethnorelative stages and allows the individual to build the one´s identity and can experience differences as an essential and joyful aspect of all life.

According with the Bennett´s model "six ethno relative stages" the intercultural competence is reached by means of the gradual change of affection and cognition, but also behavioral ability to understand the different way we can act, the open-mindedness, all this known as behavioral flexibility.

Chen (1997) goes further at clarifying the components of this dimension, which are related in the following order: intercultural awareness (cognitive), intercultural sensitivity (affective), intercultural competence (behavioral)

In terms of integral linguistic competences performing, Patel and Jain (2008) highlight the relevance of receptive competences (reading – listening) in the acquisition of comprehension skills, vocabulary enrichment, besides they expose the possibilities to integrate a second or third competence which can make more enjoyable to use. Specially they refer to the reading skill as an important activity for life since we can widen the mind and understanding of the foreign culture.

This perception allows to Patel and Jain (2008) to structure this skill into:

Intensive reading which structures an exploratory procedure where are developed not short texts reading activities but also text structure explanations, knowledge extension or analysis aiming to get insight target information.

Extensive reading This second strategy is used to obtain generally comprehensions related to the text.

Aloud reading is a sort of classrooms disciplines where students are confronted to written language and it is considered as a powerful tool for improving speaking ability and pronunciation, holding this view, Elizabeth (2004) describes it as producing sound audible to others. When teacher reads aloud help students to improve productive competences besides to understand the meaning of a sentence.

Think aloud technique

(Davey, 1983) identify this technique as a way to share cultural scenarios with the students those ones related with behavior around the world, the author structure this technique in five main steps which stablish the procedures to develop a cult linguistic integration, the authors express the following five steps: *(1) predictions (2) descriptions of what the students have in their minds (3) share an analogy (4) verbalize difficult ideas (5) demonstrate fix-up strategies. Those ones will be the theoretical support to carry out the cultural immersions, each material will be structure by this procedure which divides the steps to integrate culture and language inside a EFL classroom.*

Literature review

This sections comprises the previous studies carried out in similar teaching fields that were extremely useful to structure this proposal in terms of intercultural Competence, language and culture integration, think aloud technique, collective reading and emotional factors.

Intercultural Competence

Chen, Guo-Ming (1997) presented a paper at the biennial convention of the pacific and Asian communication association in Hawaii, titled "a review of the concept of intercultural Sensitivity" in which they collected many perspectives around intercultural dimensions. This was a big support since the author expressed the dynamic within intercultural awareness, intercultural sensitivity and intercultural competence which represents the relationship of cognitive, affective, behavioral fields. The last was essential to get insight about the culture as competences and as component of a behavioral transformation process.

As second study within this field it is chosen as a guideline "the Intercultural competence: an emerging focus in international higher education" Deardorff & Jones (2017) in which there are expose some generalities related to (ICC), this study was regarding in terms of methodology since it introduced a group of research from Macquarie University which developed online sources to enhance skills in higher degree, they produced ten short videos with supporting transcript, 17 written cultural scenarios with key ideas and suggested discussion questions.

Language and culture integration

"Enhancing student´s intercultural Communicative competence (ICC) to Achieve Higher Proficiency" is a study carried out by Osman and Won (2017) in which there are exposed five elements of the (ICC) proposed by Byram, M (2000) such as: Attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction and cultural awareness and political education. This study formulates an instructional Model (skill/Knowledge/attitude) which involve objectives, content, application and assessment, schemata building and activities such as: questions, graphic organizer, guided discussions. As an additional aspect to highlight from this study there is self-reflection as an evaluation tool.

Think aloud technique

"THINK ALOUD TECHNIQUE WITH INTERCULTURAL TOPICS TO PROMOTE MORE STUDENT´S SPEAKING AND DEVELOP THE INTERCULTURAL COMPETENCE" Chancay et al (2019) is the study which supported this proposal the most since, it shares some objectives and fields of actions with the current study. Within this study it is structured the think aloud technique and sets out the five stages of this technique which are used to monitor the students reading comprehension, those are: *(1) predictions (2) descriptions of what the students have in their minds (3) share an analogy (4) verbalize difficult ideas (5) demonstrate fix-up strategies.* Davey (1983). This previous knowledge will be used in the methodology design of the pedagogical procedures at reading schemes and Interaction framework.

Emotional Factors

According to a study performed by Maecha et Al. (2011), it was perceptible the identification of emotional factors as a tool to facilitate both the reading engagement and the

communicative skills of students. Such environment creation is meant to be pursued by the teacher in order to engage students in the reading process by means of local and foreign contexts.

Implementation Methodology

Pedagogical

This project was carried out through a delimited procedure, structured on three main components: culture, language and technology. The pre-service teacher complemented the designed curriculum for the English first semester course by taking into account the weekly sequence from units which proposed, in the "Cutting Edge Book", the linguistic competences to develop, the grammar approach to cover, and the conduction of a cultural reading and a discussion activity each week, where the teacher used think aloud technique, extensive and intensive reading as well as strategies such as: Previewing, skimming, scanning Contextual guessing and reflexive discussions to encourage students to get involved in diverse cultural scenarios.

Concerning the chronologic sequence Covered, this proposal was carried out in 9 weeks where they were developed 5 intercultural reading and 2 reflexive clubs,

The pre-service teacher used the accurate technologic approach to create and integrate different tools and material such as: 5 videos related to the target cultural context for the week with the appropriate transcripts, 5 written cultural scenarios complemented with images, readings, audios and conversations.

Teacher Evaluated these activities by means of reflective Talks which aimed to measure the Cognitive, affective and behavioral skills students shows towards suggested

questions related to the scenario modification, their perceptions face to the cultural aspects

presented in the scenarios.

ACTIVITIES/MONTH	MARCH			
	WEEKS			
	1	2	3	4
First contact with the students, institutional observation and proposal redaction.				
First cultural scenario: "successful people routines around the world" an activity integrated with the fourth unit "likes and dislikes" of the book *Cutting Edge*				
Second cultural scenario "top ten places to visit after the pandemic" an activity integrated with the fifth unit "from A to B" of the book *Cutting Edge,*				
	APRIL			
	WEEKS			

ACTIVITIES MONTH	1	2	3	4
Third Cultural scenario "healthy diets around the world" an activity integrated with the sixth unit "food and drink" of the book *Cutting Edge,*	░			
First reflective talk: the importance of traveling, eating well and being organized for a global citizen.		░		
Fourth cultural scenario "American life's' stories" an activity integrated with the seventh unit "life stories" of the book *Cutting Edge,*			░	
Fifth cultural scenario "university evenings out around the world" an activity integrated with the eight unit "fact or fiction" of the book *Cutting Edge,*				░

ACTIVITIES MONTH	MAY			
	WEEKS			
	1	2	3	4
Second reflective talk "Interesting life stories"				

The target population is a group of 24 first semester students whose average proficiency is around A1-A2-B1 level according with the CEFR (Common European Framework of reference for the languages).

Research methodology

The Procedural frame proposed for this research study aimed to get a gradually achievement of the main components of this propose at following the students enhancing of speaking by means cultural backgrounds reading and thinking aloud technique, this will be conducted in the university of Pamplona with the students from the group B of Basic English course who voluntarily participated as samples of this study which is structured under a qualitative action research design which according to Ganz (1998) respected the following parameters.

Research design

A Qualitative research is an approach for exploring and understanding the meaning individuals or groups linked to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data

analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. (Creswell 2011)

Population

The population is composed by 26 students who join 8 hours in synchronous meetings weekly, all of them from first semester. The sample is composed of six students chosen voluntarily, they will provide the data through reflexive interviews and (class recording) Observations to accomplish the objectives of the study.

Select the focus problem

In the group B of the first English semester of the foreign languages of Pamplona, some students expressed their perceptions towards their speaking skill, some of them presented problems to express themselves about the target context they are getting insight in each unit, this study aims to develop an action plan to support students in their reinforcement of the speaking skills by means of intercultural scenarios reading and discussions.

Collect data

During the chronogram development, the pre-service teacher completed a six-weeks gathering process to demonstrate the sequential improvement of the intercultural Competence, the pre-service teacher adapted and applied two instruments for the gathering process; an observation guideline to monitor the performance of linguistic competences and some aspects related to (ICC), as a complementary part there was applied a rubric to describe

from a qualitative approach the progress in the (ICC) developed by the students during the project realization, the pre-service teacher used the byram'ss theory (1997) of language and culture integration, besides the pre-service teacher Applied two interviews to the volunteers which according to McNamara (1999) interview are useful for discovering the hidden dimensions of the participants which are behind his role as a student in order to know their self-perception about the impact of the cultural activities carried out during the stablished 7 weeks in their competences performance.

Data Analysis

During the two analysis terms, the pre-service teacher conducted an inductive analysis design to firstly identify the possible existence of specific information which was integrated with a typological analysis design in order to illustrate the language and culture integration proposed by Byram (1997). The pre-service teacher used documentary analysis from the notes taken from the observation conducted on the class recordings. He divided and took apart the designed aspects which were related to "culture and language integration" in which it was carried out a categorization of semantic relations related to methods and materials used to integrate culture and languages such as: videos, short readings, authentic material implemented by means of cultural comparison and senility reflections, even within this study the pre-service teacher was able to create the already exposed sections without a software, it was regarding since it was followed the grounded theory for coding the information and create categorical analysis.

Findings

The researcher Found out diverse aspects which ran with the propose of answering the research questions from this study, those fields were categorized in the following order where

firstly answer the general research question with the objective to know the method used to integrate culture in a language classroom. This one is answered at highlighting the resources and materials as well as the scenarios which were selected by the pre-service teacher to integrate an ethno relativistic background and secondly It is perceptible the existence of a speaking enhancing by means of a composed linguistic performance which was conducted throughout think aloud technique.

Cultural scenarios

The pre-service teacher found that the cultural scenarios exposed during the five activities were related to family, history, daily life issues and social characteristics from local and foreign societies, some of them were my family tree, places in town, gastronomy and life stories from amazing people. Those topics allowed the students to connect foreign contexts with local ones those were short writings containing not only the grammar but the target vocabulary for each unit.

Culture and Language adaptation

During the development of the five cultural scenarios and the two reflexive discussions, the researcher gathered the information related to scenarios the pre-service teacher adapted material such as: videos images, target vocabulary and social backgrounds from the units 1-9 from the Book Cutting Edge Elementary. Each scenario allowed the researcher to perceived the scheme proposed by Bennet where it is exposed the sequence in which the students developed the Intercultural competence by starting from ethnocentrism, this one described by the poor connection and understanding of social backgrounds from a foreign culture until ethno relativism where based and the interaction of not only the foreign culture which are being learnt but also the local culture that it is required to develop ICC. In

relation with the research questions, it gives a scheme to describe the factors already exposed which define the integration of language and culture.

Speaking Enhancing by means of Reading and Think aloud technique

During the study conduction it was possible to perceive and understand the linguistic performance chosen by the teacher where intensive and extensive reading strategies were carried out to complement a process of skimming and scanning in 5 collective reading activities, this first skill (reading) was the starter step to subsequently develop a sort of discussion and reflexive talks (speaking) from which the students took advantage to speak

The following chart shows the sequence of the linguistic performance carried out during the seven scenarios where the pre-service teacher developed this study

Table 9 Findings

Reading -Speaking strategy/ Scenario	Extensive - Skimming	Intensive - Scanning	Contextual guessing and summarizing
#1 "successful people routines around the world" #2 "top ten places to visit after the pandemic"	During the first, second and third scenario reading, the group showed a general comprehension of the main ideas which composed those short reading,	The students developed a collective reading aiming to identify the specific information hidden and requested by the teacher but, the students didn´t	

#3 "healthy diets around the world"	however they didn´t used critical thinking to link the cultural aspects showed in the texts	reach to identify the cultural aspects related to the foreign and local context	
First reflexive talk			The group was committed to participate in a reflexive talk where the categories exposed by (Byram 1997) in the ICC promoted the speaking some of them were: **curiosity and openness, readiness** to suspend disbelief about other cultures and belief about one`s own (Byram, 1997, p.50). **the ability to "interpret**

			documents or events from another culture"
#4 "American life's' stories" #5 "university evenings out around the world"	In this second section the students showed an improvement at developing, the students were able to identify the main cultural aspects related to the texts, in this part they were also able to contextualize some similar situation in their own context.	During this second scanning term, the students showed an improvement at identifying the specific social, cultural and behavioral aspects that were expressed within those scenarios.	
Second reflexive talk			In this second reflexive talk the students showed a speaking skill enhancing at being more descriptive when talking about perceptions, local

			and foreign comparison and the reconstruction of cultural beliefs

Conclusions

A1 students must be committed to develop ICC from the beginning of their learning process, by means of diverse exercises where they can compare local and foreign contexts. In addition, it is perceptible the way Language and culture are adapted where the authentic material plays an essential role, specifically when talking about behavioral scenarios where the students can not only reflect from their intercultural sensitivity but also transform their behavioral concepts in order to change ethnocentrism by ethno relativism. In this sense, this experience was such a rewarding opportunity to get insight the adaptations of culture and language by means of specific materials and activities which might encourage the students interaction, mostly in speaking. This previous approach is inherently attached to the development of ICC which was reflected throughout the process of culture comparison between new and known cultures.

Recommendations

The present chapter is closed up by highlighting the importance to upgrade the books used in the target course since it only introduces foreign contexts but no local ones, the latter being essential for students to develop intercultural competence. The Cutting Edge Book is a really good book but it could be even better. From the pre-service teacher, the ICC is an integral competence which must be develop from a local perspective where the student can

start understanding his or her context and after they can build a bridge between two societies. Therefore, it is extremely necessary to include cultural scenarios related to the local view of the population.

Chapter 4: "FCE & TOEIC exam preparation workshop for students of the foreign languages program of the university of Pamplona" & "Tutorials as learning support activities"

Introduction

This chapter also contains a second proposal called outreach approach, this one aims to conduct a project which can allow the pre-service teacher to get insight the community who belongs to the program at carrying out workshops to use standardized tests as external indicators for the students learning goals achievements.

The foreign languages program of the university of Pamplona is an engaged career with the high academic quality accreditation. This component understands the necessity to assets the language level achieved by their students during the different courses proposed by the curriculum, they must be taken into account the pedagogical, linguistic and integral components which conform the foreign language formation in this program. Under this perspective, the standardized exams are a technique to evidence how the student's learning goals are achieved as well as the teachers' practice, their strategies in culture and language formation.

Justification

The consolidation of standardized English exams training must be a priority for a program where some complementary workshops have been carried out to prepare the English students to achieve a proficiency certification. This view runs in the program at being a methodology used for the French language teaching collective that support their students in the DELF/DALF preparation as well as the SABER PRO committee which develop pre-training sessions to involve the students into the exam´s guidelines and contexts.

This component was structured in function to diversify the population who the pre service teacher will have contact with, this approach was firstly looking for carrying out some standardized exam preparations. The component was broken into an extra session where the pre service teacher extended his practicum to some tutorials proposed as learning supporting activities.

Objetives

General objective

- To support and guide the foreign languages community at taking proficiency standardized tests in English.

Specific objetives

- To get students prepared to take the FCE & TOEIC exam during 2021
- To familiarize students with the structure, content and strategies related to Cambridge English qualifications and Barron's qualification.
- To assist the A1 students learning process by means of tutorials

Methodology

This outreach component was carried out during five weeks in which the pre-service teacher created a virtual learning environment with a YouTube channel, free proficiency test training exercise on internet, printable worksheets and videos to develop an integral training, the pre-service teacher also created a Microsoft teams group to interact with the participants as well as he posted complementary resources. The course followed a asynchronic plan, where the pre-service teacher used self-produce videos to introduce some proficiency test generalities and the online practice, besides, the pre-service teacher assisted the students by means of tutorials in order to fulfill the stablished time in terms of integral practicum generalities, the teacher will use Microsoft team's platform to carry out an asynchrony tutoring guide to solve student´s doubts related to the exams structures or evaluative methodologies.

Afterwards, they practiced exercises about listening competences throughout the months in which the workshops were carried out. The second half of the outreach component was focused on tutoring sessions in order to help students with their difficulties and to accomplish the mandatory 40 hours of this outreach component.

Table 10 Tutorials chronogram

| Activity/Month | April | | | |
| | Weeks | | | |
	1	2	3	4
Tutorials #1				
Tutorials #2				
Tutorials #3				
Tutorials #4				

Table 11 TOEIC & FCE CHRONOGRAM

| Activity/Month | May (asynchronous methodology) |
| | Weeks |

	1	2	3	4
Listening/Short conversations and True or false and fills in the gaps	▒			
Reading comprehension exercises		▒		
Summarizing written productions			▓	
Listening/Multiple choice questions				▓

Conclusions

This component allowed the pre-service to get enrolled in out course activities which promoted the diverse interaction in the program with different people different from the assigned students, however it was hardly possible to encourage a high participation due to the virtual methodology today is carried out in or program.

It was perceptible that the presentation of standardized test is a priority for our program which is in high quality reaccreditation, therefore those outreach components must be promoted and highly advertised in order to encourage an enough participation.

Chapter 5 : Intrainstitutional activities component

Introduction

The pre-service teacher in his University practicum process must get enrolled in the several administrative activities which a university teacher is committed to take part, the integral participation during this practicum stage depends of how included the pre-service teacher is in the diverse duties and responsibilities which share the teaching collective, all this without affect the practitioner performance within the rest of components.

This chapter includes the administrative activities in which the practitioner got involved such as program's meetings, webinars from public authorities of education, committee building aiming to develop missional projects with some of the teacher from the program.

General objective

- To actively participate all the activities established by the program direction

Specific objectives

- To integrate different committees in order to cooperate in the proposed projects for this semester.
- To contribute in different cultural scenarios of the degree.
- To attend all the meetings and pedagogical activities inside the program.

The teacher's staff of the foreign language program at the University of Pamplona arranged a general meeting at the department of languages and communication. The practitioners' responsibility was to assist and participate of these meetings as well as the English area meetings carried out once a week. These spaces allowed the launch of the processes and the decisions made by each member of the teaching community. Also, the achievement of the main goals of the program.

Among all the events and meeting topics of the collective here can be mentioned:

- o Organization of academic events: *Chanteclaire,* PBL projects, English and French macro events, etc.
- o Curricular renovation process.
- o Monitoring of teachers and practitioners' responsibilities

o   Participation on administrative and institutional activities

This procedure allowed the pre-service teacher to identify the institutional spaces where he had to develop their extracurricular functions, this enhances the practitioner knowledge about the missional approaches where the program develop projects to cover the curricular areas which required out classroom strategies, integration and management. (annexes)

Chronogram of activities

Table 12 Chronogram of intrainstitutional activities

Intrainstitutional activity	Date	length	objective	participants	observations
Teaching collective meeting #1	March the 8th	1h	to expose the weekly booking and some guidelines from	teaching staff	the teaching staff disscussed the weekly book and shared the due dates to develop the several
Peer tutoring committee integration	March the 8th	2h	to introduce the peer tutoring proyect to the target population	six and first semester teachers and students	teachers introduced the project guidelines and the different forms that have to be developed during the
webminar "academic globalization"	March the 11th	2h	to disscuss the importance of the internationalization of	"asociacion Colombiana de universidades" directivos, docentes y	in our country, there were present man
Practice drill "program acreditation"	March the 16th	2h	to performance a practice drill about the socialization of te	faculty dean, program director, teaching collective and	this activity was carried out to get prepare for the "pares academicos" visit which is the key meeting for
Webminar "research culture	May 8th	2h	to share an overview of research culture	vicerecoria de investifgaciones	The researchers gave guidelines to teach rasearch approaches
Research management reflexion	May 16th	2h	to reflect on research managements	Programa de lengua castellana	The researchers gave guidelines to teach rasearch approaches

Conclusions

Within this component the pre-service teacher developed extra dimension and took advantage about doing his practicum in a university, since it was possible for him to perceive al the activities that are carried out in a high quality program, where the teaching collective is composed by high skilled teacher that encourage the pre-service teacher to get enrolled in committees, meetings, webinars and projects that were extremely rewarding.

To be a teacher nowadays is a complex exercise that demands an integral performance by the teacher in multidimensional aspects apart of teaching procedures.

Chapter 6: reflexive approach

This process allowed me to understand the gradually learning I was passing throw, the narratives were extremely essential to understand the aspects I need to change and how I could improve my performance, at the same time was a good opportunity to share the perceptions I was experiencing regarding with my role in a public university in my country, I found necessary to summarize all the aspects I was discovering due to the big volume of information I was receiving, In total I develop two narratives for month, where I explained and detailed all the situation I was facing in terms of academic and social parameters.

As closing part, the pre-service teacher identified some possible limitations in the development and execution of the main components of the practicum, being the first one the social background which is presented in our regions and country where a big amount of people stopped their community interaction to protest against the government, additionally the poor access to technology by part of the students who were committed to integrate a virtual methodology due to the sanitary situation we are still leaving due to the COVID-19.

The integral practices are an exercise where you really know if it is your vocation to be a teacher because they put you in the context of all the things that are involved in being a teacher as well as help you reflect on what your professional profile is and what is your chosen population; children or adolescents.

These give you the opportunity to put yourself in the teacher's shoes and experience not as a student but as a teacher how it feels to be the center of attention of a group of people, I believe that this process has led me to the conclusion that as Joseph Joubert states Teaching

is learning twice, because it is not only necessary to know about any subject but to learn that subject to teach it to a group of people.

Furthermore, this process has helped me to reflect on the importance of motivating people towards new opportunities because I have realized that English is seen as a subject that I will not take into account for my life because it is not part of my reality, and that is where the challenge of the teacher comes in, to help motivate and expand the field of vision of people and help them understand that English is not just a school subject but is an opportunity and a necessity in this new globalized world.

Capitulo 7: Resources desing

Table 13 Resources design

Resource	Topics	Brief description	Objective
Slides unit 1	Numbers/personal pronouns/greetings	Slides in PowerPoint with images, examples and audios from the book Cutting Edge Elementary	To present the Unit 1
Slides unit 2	People and things/ Demonstrative pronouns/ verb to be	Slides in PowerPoint with images, examples and audios from the book	To present the Unit 2

	negative and affirmative	Cutting Edge Elementary	
Slides unit 3	Your life/ present simple/ quantifiers/ questions	Slides in PowerPoint with images, examples and audios from the book Cutting Edge Elementary	To present the Unit 3
Slides unit 4	Likes and dislikes/ hobbies/ stative verbs	Slides in PowerPoint with images, examples and audios from the book Cutting Edge Elementary	To present the Unit 4
Slides unit 5	Can/ from to/ transport in town/ cities around the world/ present simple auxiliaries/ third person rule	Slides in PowerPoint with images, examples and audios from the book Cutting Edge Elementary	To present the Unit 5
Slides unit 6	Food and drink/ how much and many/ countable and uncountable nouns	Slides in PowerPoint with images, examples and audios from the book	To present the Unit 6

		Cutting Edge Elementary	
Slides unit 7	Life stories/ past simple/ regular and irregular verbs	Slides in PowerPoint with images, examples and audios from the book Cutting Edge Elementary	To present the Unit 7
Slides unit 8	Fact or fiction/ adverbs/ linking words/ past simple questions	Slides in PowerPoint with images, examples and audios from the book Cutting Edge Elementary	To present the Unit 8
Slides unit 9	Buy and sell/ comparative and superlative adjectives	Slides in PowerPoint with images, examples and audios from the book Cutting Edge Elementary	To present the Unit 9
quizes	One for each unit 1-9	Cutting Edge Elementary	To evaluate the 9 units seen in class
Online docs worksheets	My favorite restaurant/ my	Online worksheets	To develop written skills

	favorite actor/ a life story/		
First term – Written and oral exam	Units 1-5	2h Google forms exam

2h reflexive talk | To evaluate the first term of the semester |
| **Second term – written and oral exam** | Unit 6-9 | 2h Google forms exam

2h reflexive talk | To evaluate the second term of the semester |
| **Gamification** | Lexical resources

General grammar practice | There were used online games like PADLET, KAHOOT AND SCRIBBLEO | To use the game as a learning resource |

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Anexes

Annexes 1 Drive with all the annexes

https://drive.google.com/drive/folders/1s1TPrIPh16548KsRFezoYk_-vEQwA67p?usp=sharing