Fostering idiomatic student's competence through the usage of advertisements at "Institución

Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís - Sede Jose Antonio Galan"

School in Pamplona, Norte de Santander

Samir Darío Cáceres Sandoval

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Pre-Service teacher

University of Pamplona

Faculty of Education

Languages and Communication Department

Foreign Language Degree English - French

Practicum

2022 – 2

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GENERAL PRESENTATION OF THE PROJECT

The integral teaching practicum is the last stage out of five from the "practice spaces for a teacher in training" in which the pre-service teacher played a fundamental role facing a real teaching field, according to the Proyecto Educativo Institucional (Cote et al., n.d.) in the bachelor's degree in foreign languages English-French at Pamplona University.

Nevertheless, this research project was carried out during the second semester of the current year (2022). Moreover, this document was divided into six chapters. Starting with a general overview of the project, institutional observation, research and pedagogical component, community outreach component, intra-institutional activities component, reflective approach, and finally the references are presented.

The second chapter is about the Institutional Observation and Diagnostic Report. Here, is the process by which the pre-service teacher had the opportunity to seek how the educational institution has been learning and teaching English as a Foreign Language during the first observation's week, and it is also important to explore the field, describe the environment, formulate approaches to the community strategies, understanding the different types of activities that took place in the educational community. Likewise, a documentary analysis is described in terms of administrative, pedagogical, technical, population and subjects' information level.

Afterwards, in chapter 3 is the Pedagogical and Research Component. This part is the main axis of the integral practicum that set out the purpose of this project to be implemented in

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the field of pedagogical interaction. The proposal is conceived after an analysis of the context of the courses in charge in order to formulate a possible solution based on their concerns or relevant needs detected during the observation's week. Thus, this proposal aimed to solve that need or problem.

Next chapter is the Community Outreach Component. This is a pedagogical extension of the proposal focused on primary school students. Thus, the project aims to sensibilize and foster vocabulary acquisition through the usage of flashcards at ITASFA school in Pamplona, Norte de Santander.

Besides, the Intra-institutional Activities Component that is the requirement of pre-service teachers of being present and their participation in organizational, community, extra-curricular and administrative activities set out in the general timetable of the institution, so that in this way to get to know the administrative and the teacher's role positions outside the classroom.

Finally, the references and annexes are presented.

Introduction

The execution of this proposal for the realization of the integral practicum seeks to foster idiomatic student's competence through the usage of advertisements at ITASFA school.

That is why within their duties is the training of teachers in training to teach English as a foreign language, since we are living in a world where mastery of the English language is

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essential for communication and facing current challenges, in where thanks to globalization, technology and the internet it has become easier to communicate on cultural issues, trade, diplomacy, scientific and academic progress with people from other countries. Therefore, if students acquire this language, doors will open and they will be more likely to access more opportunities. For this reason, universities must excel in training well-prepared professionals in their specific field of specialization and have a solid knowledge of foreign languages, especially English, since it is considered the universal language.

Justification

This project comprised three main aspects. In the first one the pre-service teacher had to develop the practicum stage; being immersed in a real pedagogical context of language teaching was fundamental to assume the role of FL teacher implementing the experience, knowledge and creativity acquired during the passage through the FL program. Secondly, this project was linked to the need of enhancing the idiomatic ITASFA's students' competence. It therefore makes sense that these idiomatic expressions are included in the form of authentic material such as advertisements in the EFL class. Thirdly, the outreach component which was a project based on primary school to reach out the sensibilization and foster vocabulary acquisition in fifth grade students.

Finally, the Intra-institutional activities component was closely related to all the activities that emerged from the institution; therefore, the pre-service teacher' presence in the development

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of these activities was required. It is important to highlight the pre-service teacher participation in every activity, institutional project and meeting developed during her passage as a teacher at the institution.

Objectives

General Objective

- Fostering idiomatic student's competence through the usage of advertisements at "Institución Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís - Sede Jose Antonio Galan" School in Pamplona, Norte de Santander.

Specific Objectives

- To identify the impact of using advertisements as authentic material in their lexical knowledge.

- To increase fifth graders' English vocabulary at ITASFA school through the implementation of flashcards.

- To get involved in the academic activities, providing support and creativity as organizer in this new teacher role at ITASFA school.

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CHAPTER II: INSTITUTIONAL OBSERVATION REPORT AND DIAGNOSIS

The target of this chapter is to describe an overview of what the initial phase of the institutional observation of the integral practicum development was about. Hence, the presence of the principal and the coordinating people of the "Institución Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís - Sede Jose Antonio Galan" (**ITASFA**). To begin piecing together their plans with the practitioners of the Faculty of Education. To get involved with its educational environment, to learn about the different school procedures, and to identify their English deficiency through different documents such as the institutional educational project (PEI), the high school handbook for the educational community, and the Ministry of National Education (MEN) (Ministerio de Educación Nacional) guidelines were taken into account in order to settle a research proposal based on this initial phase.

That is why the pre-service teacher set aside approximately one week to carry out this stage. During this process, it was evidenced by a schedule organization related to the academic program. The amount of English work is twelve weekly hours, which means that English groups worked only 3 hours per week, they had to be in the classroom. It was noticed a low but accurate participation and non-enjoyable environments due to the students' indiscipline.

In the case of English classes observations, they used to work on grammar topics, explanation of subjects and tasks to be elaborated in class, and giving feedback on homework submitted by

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students. Besides, English language in the presence-based modality improved because students worked all linguistic competences by means of workshops too, but in a more realistic context.

Location

Image 1 ITASFA physical building

The "Institución Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís - Sede Jose Antonio Galan" is located in Avenue 6º nº 1b-61, The Galan quarter in Pamplona, Norte de Santander. The institution was founded in 1978, which operated in the facilities of the Major Seminary, through Agreement No. 23 of 1990, the Honorable Municipal Council of the city created "Institución Tecnico Arquidiocesano San Francisco de Asís" Of the city of Pamplona

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with the modalities of cabinetmaker's workshop, electrical workshop, and technical drawing workshop. This institution provides to the community education in Preschool, Primary, Secondary, and Intermediate technical education levels. The "Institución Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís" of Pamplona, according to the issuance of departmental decree 000132 of January 28, (2003), the institution is made up of the Campus Cristo Rey, Jose Antonio Galan, Cuatro de Julio, and Santa Marta.

Physical description

The "Institución Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís - Sede Jose Antonio Galan (Headquarter) has the following items:

SEDE	AULAS	INFORMÁTICA	DEPENDENCIAS ADMINISTRATIVAS	OTRAS DEPENDENCIAS	UNIDADES SANITARIAS	ESPACIOS DEPORTIVOS y RECREATIVOS
GALÁN	30	Dos Aulas de informática PVDPlus: 6 con dependencias	Rectoría Secretaria rectoría Secretaría general 2 coordinaciones 1 orientación 1 apoyo especializado	Sala profesores Cruz roja Almacenamiento Tienda escolar Banda infantil Educación física	69	1 cancha cubierta 1 cancha polifuncional descubierta Zonas verdes kiosko

Image 2 ITASFA Technological resources

Institutional Authorities

The ITASFA school authorities are based on the electoral institutional and it is divided in the following way:

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Table 1 Institutional Authorities

INSTITUTIONAL CHARGES	NAME
Principal Coordinators	**Bernardo Wilches Gelves** **Olga Lucila Barajas Ruiz, José** **Joaquín Rincón Camargo, Mario** **Armando** **Castellanos Davila.**
Legal representative of teachers	**Irmis Adriana Santander Suárez &** **Álvaro Ramón Cárdenas** **Ortiz**
Legal representative of administrative assistant	**José de Jesús Delgado Oliveros**
Legal representative of school family council parents	**Nelly Cecilia Sánchez Parada**
Legal representative of graduated students	Andrés Eduardo Santos Jaimes
Legal representative of students	Karen Adriana Villamizar

Administrative Level

Institutional Educational Project (PEI)

The Technical Education Institution archdiocesan San Francisco de Asís - Jose Antonio Galan headquarter of Pamplona, according to the inter-administrative agreement (025 September 12 of 2014) with the Servicio Nacional De Aprendizaje – SENA; define the integration program with secondary education in the specialities of DOCUMENTACIÓN Y REGISTRO DE OPERACIONES CONTABLES, ORGANIZACIÓN DE EVENTOS RECREATIVOS y DISEÑO E INTEGRACIÓN DE MULTIMEDIA.

The Transversal School Program SENDEROS DE PAZ Y BIEN as a strategy for the prevention of psychosocial risks to its students and educational community, is a significant

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experience that concludes with the commitment to generate an INSTITUTIONAL PROGRAM OF TRANSVERSALITY that integrates all sectors of the educational community.

Therefore, the educational institution advanced a diagnosis of psychosocial risks that affect its students. The results of this diagnosis determine the reconfiguration of the PEI and its transversality, since, according to the study, the consumption of psychoactive substances is the main risk that affects the student community. Thus, seeks to form autonomous, creative citizens with a sense of belonging to the community, interculturalism seen as respect for different cultures, the practice of human rights to promote citizen coexistence based on peace, justice and respect. It attempts to develop the openness of the person as a social being in relation to others, in order to develop their potential in love, solidarity and participation.

Mission

To provide the students with the training spaces that guarantee them for themselves, for their families, for the community, the region, and for Colombia, learning and life experiences applicable as labor alternatives to the solution of their economic problems with the offer in the specialty's techniques, so that they can responsibly consolidate their life Project. Thus, the institution will promote projects aimed at strengthening human talent, the appropriate use of technology, community participation, preparation for work life, the inclusion of everyone without any type of discrimination within a framework of tolerance and respect for boys and girls, and the natural environment.

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Vision

At the end of 2025, the educational institution will consolidate the processes of academic improvement, recognition for its inclusive processes of attention to students with disabled conditions and demonstrating significant experiences from the comprehensive mainstreaming program "Paths of Peace and Good".

Institutional philosophy

The philosophy of the Technical Education Institution intends with the development of its pedagogical and social coexistence proposals to channel its efforts to the integral formation of its students with objectives, and concrete criteria such as respect for the Social State of the Nation of Law, the recognition of individuality attached to the constitutional precept of the primacy of the general interest, to the competitive academic training and the emphasis on labor training as an alternative for individual and collective development, with the development of technical specialties, as well as the inclusion of all the students in conditions of disability or vulnerability or in a condition of extra-age; educating teenagers capable of becoming transforming agents of their environment with criteria of community organization, labor preparation, a sense of values, conservation, and love for the environment and nature.

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Institutional Objectives

General Objective

- To build a proposal as a result of the participation of all the members of the educational community to guide the actions of the processes aimed at achieving the educational goals set forth in the General Education Law and the objectives of each of the levels defined in the former law.

Specific Objectives

- To ensure constant monitoring, assessment and improvement of the agreements adopted in accordance with legal, conceptual and contextual changes.

- To assume the difference as the main ingredient for collective construction and healthy coexistence.

- Enliven the institutional horizon, profiles and institutional values, committing ourselves to strengthen the processes of building an institutional identity.

- To guide the institutional educational processes toward inclusion; turning inclusion into the greatest strength of the institutional offer.

- Propose pedagogical actions, risk plans, and prevention in the face of pandemic situations such as that of Covid 19, alteration of the public order, and natural disasters that allow students continuity in the educational service with different models of an alternation.

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- Build academic arguments, coexistence, and significant experiences for defending

  school autonomy.

Pedagogical model

Organigram

Image 3 Organization Chart

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Institutional coexistence handbook

In accordance with the provisions of Law 01620 of March 15, 2013, the educational community will adopt the Institutional Coexistence Manual, which must:

- Identify new alternative ways to encourage and strengthen the exercise of human, sexual and reproductive rights of the students.

- Strengthen the role of parents, teachers, and students by analyzing the different situations that arise and resolving conflicts peacefully.

- Promotion, guidance and coordination of strategies, programs and activities within the framework of the co-responsibility of individuals, educational institutions, the family, society and the State.

- Formulation of objectives based on those established in the Law, for school coexistence, the construction of citizenship and education for the exercise of human, sexual and reproductive rights of children and adolescents at preschool educational levels, basic and medium.

- Identify new ways and alternatives to encourage and strengthen school coexistence and the exercise of human, sexual and reproductive rights of students, which allow learning from mistakes, respect diversity and resolve conflicts peacefully, as well as possible situations and behaviors that violate the exercise of their rights.

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- Grant the educator the role of counselor and mediator in situations that threaten school coexistence and the exercise of sexual and reproductive human rights, as well as the functions of early detection of these same situations. To the students, the manual will grant them the active role to participate in the definition of actions for the management of these situations within the framework of the comprehensive care route.

Institutional Symbols

Image 4 ITASFA School's Shield

Institutional Emblem

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The shield can be considered the border as the design of the shield of the Archdiocese of Nueva Pamplona, since Monsignor Rafael Tarazona Mora was the Founder of the San Francisco de Asís Technical Institute as founding Parish Priest and first principal. It is framed by the name of the institution, in black letters. A diagonal divides the shield into two sectors: This diagonal contains the Franciscan message: PEACE and GOOD.

Moreover, the Upper Sector, in the form of a triangle, within a white circle, which frames the five-pointed star: this star indicates the 5 institutional principles: God, Homeland, Study, Discipline and Joy. Within the star, and in a circle, is the anagram of Jesus Christ, a sign of the Christian orientation of the Institution. The upper and lower sectors have White and Brown as their background colors, the colors of their flag. The lower section has a pinion framed in a circle, which represents the technical orientation of the Institute and its mission of educating citizens towards work and productivity. Inside the pinion is the schematic of an atom with the Greek letter PI at its center, symbols of science, research, and academia. It has as its background the double-armed Archdiocesan Cross, a symbol of the Catholic origin of the institution.
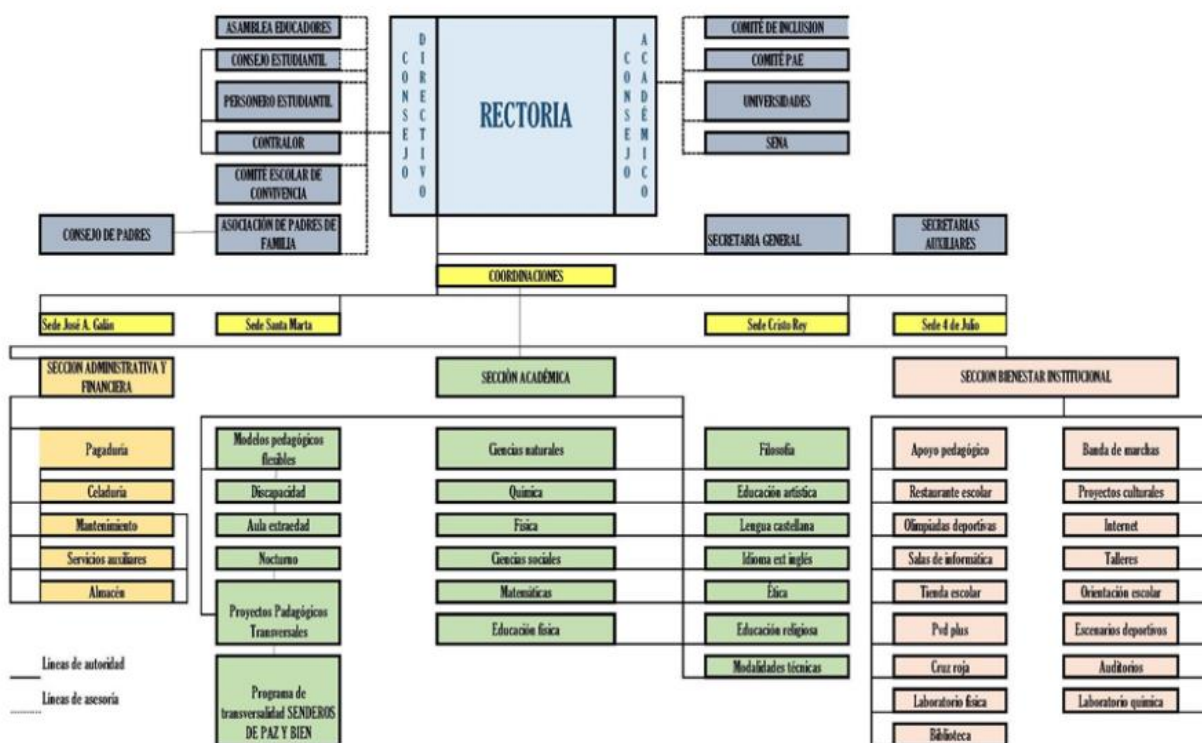
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Institutional Flag
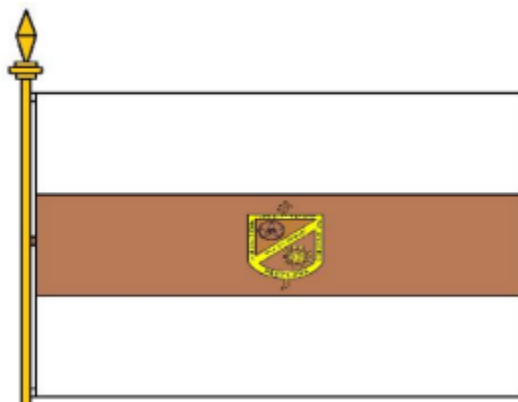
Image 5 ITASFA School's Flag

It consists of three equal horizontal stripes, upper and lower in white, a symbol of Peace, which is built by the institution. The central stripe is brown; a characteristic color of the Franciscan Community. It symbolizes poverty, humility, the spirit of service and dedication to others, following the example of the Patron Saint Francis of Assisi.

Ministry of National Education guidelines adopted toward the health emergency

Taking into account the new normal where the MEN propose the use of biosafety protocols that must be adopted by economic, social, educational and cultural activities. in order to reduce its spread. In line with the above, it is necessary to highlight that ITASFA has accepted the measures declared by the MEN. Nevertheless, it is a fact that the educational community has returned to the school, which means that a new learning and teaching methodology will be

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adapted and the pre-service teacher must attend to the school in order to develop the integral practice in a real physical setting according to some biosafety protocol stipulated.

Chronogram of ITASFA

The educational community expresses its commitment to the implementation of the full day at all levels as a strategy for institutional improvement and the quality of life of students. The educational community has the following schedule:

TERCER PERIODO						
2022	L	M	X	J	V	
Semana 32	26-sep	27-sep	28-sep	29-sep	30-sep	
Semana 33	3-oct	4-oct	5-oct	6-oct	7-oct	
Semana 34	10-oct	11-oct	12-oct	13-oct	14-oct	SEMANA DE DESARROLLO INSTITUCIONAL
Semana 35	17-oct	18-oct	19-oct	20-oct	21-oct	
Semana 36	24-oct	25-oct	26-oct	27-oct	28-oct	SEMANA INSTITUCIONAL PAZ Y BIEN
Semana 37	31-oct	1-nov	2-nov	3-nov	4-nov	Pruebas de calidad tercer periodo
Semana 38	7-nov	8-nov	9-nov	10-nov	11-nov	Recuperaciones
Semana 39	14-nov	15-nov	16-nov	17-nov	18-nov	Recuperaciones
Semana 40	21-nov	22-nov	23-nov	24-nov	25-nov	Actividades de finalización - grados
Semana 41	28-nov	29-nov	30-nov	1-dic	2-dic	Desarrollo institucional

Image 6 ITASFA's chronogram

Schedule

The educational institution has started implementing the presence-based modality; so, students must attend the school from first grade to eleventh grade. The institutional authorities are

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structuring the new chronogram of the Intra-institutional and extracurricular events to be implemented, related to this educational change adopted.

Academic Journey:

PERIODO DE CLASE	HORARIO
1º PERIODO DE CLASE	7.00 a 8.00
2º PERIODO DE CLASE	8,00 a 900
3º PERIODO DE CLASE	9.00 a 10.00
DESCANSO	10.00 a 10.30
4º PERIODO DE CLASE	10.30 a 11.30
5º PERIODO DE CLASE	11.30 a 12.30 Salida de Primaria
6º PERIODO DE CLASE	12.30 a 1.30 Salida de Secundaria
AREAS TÉCNICAS	
PERIODO DE CLASE	2.30 a 3.15
PERIODO DE CLASE	3.15 a 4.00
PERIODO DE CLASE	4.00 a 4.45
PERIODO DE CLASE	4.45 a 5.30

Image 7 ITASFA's Academic Journey

Pedagogical level

Language area planning

The English teacher worked by units every week with the assigned grades: eighth grade and ninth grades according to The National Bilingualism Program through Guide N° 22 (2020).

Pedagogical resources

At ITASFA, English teachers implemented some pedagogical resources such as workshops, videos, images, and reading practice. Additionally, the educational institution had been using some technological resources as pedagogical tools such as the computer room, the video beam, or other settings required by the teacher in charge previously mentioned above.

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Syllabus

9ᵗʰ grade syllabus

<div align="center">

PRIMER PERIODO

</div>

EJE TEMATICO:	TIEMPOS VERBALES SIMPLES Y PROGRESIVOS/ COMPARATIVOS Y SUPERLATIVOS
Desempeños:	• Identifica el orden temporal de acciones pasadas y futuras. • Reconoce la estructura de textos escritos expositivos. • Identifica estructuras básicas de los tiempos presente, pasado y futuro. • Solicita información sobre actividades diarias a través de preguntas de información.
Evidencia de aprendizaje:	• Describir experiencias pasadas y planes futuros. • Escribir opiniones, dar y solicitar información sobre temas de interés general. • Expresar acuerdos y desacuerdos sobre temas relacionados con el entorno social.
Estándar básico de competencia:	**ESCUCHA** • Identifico ideas generales y específicas en textos orales si tengo conocimiento del tema y del vocabulario utilizado. **LECTURA** • Reconozco el propósito de una descripción en textos narrativos de mediana extensión. • Comprendo la información implícita en textos relacionados con temas de mi interés. **ESCRITURA** • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. **MONOLOGOS** • Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase utilizando estrategias para monitorear mi pronunciación. **CONVERSACION** • Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.
Derechos básicos de aprendizaje relacionados:	**DBA 1:** Explica el porqué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. **DBA 2:** Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. **DBA 6:** Intercambia información sobre temas del entorno escolar y de interés general en una conversación.
Referentes conceptuales para fortalecer los aprendizajes	**Semanas 1 a 4:** Presente simple • **Semana 1:** Presente simple forma afirmativa • **Semana 2:** Adverbios de frecuencia • **Semana 3:** Presente simple forma negativa • **Semana 4:** Preguntas simples y de información en presente simple. **Semana 5 y 6:** Pasado simple del verbo to be. **Semana 7 a 10:** Pasado simple • **Semana 7:** Verbos regulares e irregulares. • **Semana 8:** Pasado simple forma afirmativa

Image 8 Ninth Grade Unit 1

- **Semana 9:** Pasado simple forma negativa/ Evaluación del proceso de nivelación.
- **Semana 10:** Preguntas simples y de información en pasado simple.

Semana 11 y 12: Presente progresivo.
Semana 13: Pasado progresivo.
Semana 14 y 15: Futuro (going to, will, shall)
Semana 16: Comparativos con adjetivos cortos
Semana 17: Comparativos con adjetivos largos
Semana 18: Superlativos
Semana 19: Prueba de calidad

SEGUNDO PERIODO

EJE TEMATICO:	PRESENTE PERFECTO
Desempeños:	• Reconoce la estructura de textos escritos expositivos. • Identifica estructuras básicas de los tiempos perfectos.
Evidencia de aprendizaje:	• Elaborar textos orales y escritos sobre experiencias. • Dar y solicitar información sobre temas de interés general. • Producir un texto escrito de opinión sobre temas de interés.
Estándar básico de competencia:	**ESCUCHA** • Identifico mi conocimiento general del mundo para comprender lo que escucho. • Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. **LECTURA** • Diferencio la estructura organizativa en textos descriptivos, narrativos y argumentativos. **ESCRITURA** • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. **MONOLOGOS** • Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. **CONVERSACION** • Me apoyo en mis conocimientos generales del mundo para participar en una conversación.
Derechos básicos de aprendizaje relacionados:	**DBA 3:** Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurados. **DBA 7:** Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros.
Referentes conceptuales para fortalecer los aprendizajes	• Can/ May • Should, must, have to • Could, Might • Presente perfecto forma afirmativa • Presente perfecto forma negativa • Presente perfecto interrogativa • Uso de "just" y "already" en formas afirmativas del presente perfecto. • Presente perfecto forma negativa e interrogativa • Uso del "yet" en negaciones e interrogaciones y uso del "ever" en preguntas.

Image 9 Ninth Grade Unit 2

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TERCER PERIODO

EJE TEMATICO:	PASADO PERFECTO Y TAG QUESTIONS
Desempeños:	• Identifica el orden temporal de acciones pasadas. • Infiere consecuencias derivadas de una acción. • Formula preguntas de aclaración sobre descripciones de situaciones variadas. • Escoge información apropiada para apoyar puntos de vista
Evidencia de aprendizaje:	• Expresar acuerdo y desacuerdos relacionados con temas de interés general. • Describir experiencias pasadas relacionadas con fenómenos sociales. • Expresar acciones siguiendo una secuencia lógica.
Estándar básico de competencia:	**ESCUCHA** • Muestro una actitud respetuosa y tolerante al escuchar a otros. **LECTURA** • Identifico relaciones de significado expresadas en textos sobre temas que me son familiares. • Valoro la lectura como una actividad importante para todas las áreas de mi vida. **ESCRITURA** • Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. **MONOLOGOS** • Narro historias cortas enlazando mis ideas de manera apropiada. **CONVERSACION** • Me apoyo en mis conocimientos generales del mundo para participar en una conversación.
Derechos básicos de aprendizaje relacionados:	**DBA 4:** Realiza exposiciones cortas sobre un tema académico de su interés. **DBA 5:** Expresa su opinión sobre un tema discutido en clase y relacionado con su entorno académico.
Referentes conceptuales para fortalecer los aprendizajes	• Pasado perfecto (afirmaciones y negaciones) • Pasado perfecto (interrogaciones) • Tag questions (verbo to be en presente simple) con excepción aren't I? • Tag questions (presente simple)

Image 10 Ninth Grade Unit 3

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Methodology

During the observation, the majority of class time is spent explaining concepts and assigning individual tasks. In other words, students passively absorb information, while teachers actively convey information. The former is framed under the methodology of the teacher-centered instruction for the development of the classes. This leads to the following description of a class. She started by greeting the students. Then, she wrote the date on the board and shared a reflection or a prayer E.g. (Without hard work, nothing grows but weed, the prayer of Our Father.). After that, students identified the familiar words. The teacher explained the topics to work on, they developed exercises related to the main topic, and gave feedback if necessary. Next, she assigned them the activity to develop in class, which are usually grammar workshops. Once students did the grammar exercises, they had to go to the board and show, explain, socialize the former exercises or by exchanging their notebook in order to be graded by a partner. They barely practiced speaking by reading aloud some sentences and short answers.

Image 11 Teacher's methodology environment

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Learning support methods

At "Institución Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís - Sede Jose Antonio Galan" **(ITASFA)** School, the English teacher was based on the use of grammar explanation, worksheet related to the topic. Moreover, she was giving feedback or solving doubts. The teacher did not give any assignments to do at home, each worksheet must be developed in class. Thus, the teacher was attentive and active during the week, if it was required.

Design of guides and materials

Taking into consideration the workshops' design, the teacher was related to the topics taught during each unit. The workshops had detailed explanations in the mother tongue, simple and well-organized for students' deeper understanding of the job to be delivered. Then, there are some grammatical exercises such as fill in the blanks, conjugate the correct form of a verb, or write sentences, and finally a reading activity within open-ended or multiple-choice questions.

Courses

The courses in charge of the pre-service teacher are two courses of eight and nine.

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Schedule

Supervisor's English academic schedule

Table 2 Supervisor's English Academic Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st				8ºA	
2nd				9ºA	8ºB
3rd	9ºB	9ºA			
Break					
4th					
5th		8ºB	8ºA		9ºB
6th					

Technological level

In terms of a good development of the English classes, the institution has provided Vide Beam as a technological support by using materials such as videos and images.

Development and duration of interactions

The teachers and students meet twice a week, distributed into one- and two-hour block schedules.

Description of the digital resources used

They used digital resources as the official educational platform WebColegios for being informed about their grades and other topics of interest to the community.

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Level of population and subject's information

In this part, the number of students, their gender, age, language levels will be presented.

Table 3Level of Population and Subject's information

Courses	Groups	Number of Students	Girls	Boys	Ages	English level approximately
Eight	2	71	34	37	13-15	A1
Ninth	2	71	35	36	15 – 17	A1

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CHAPTER III: PEDAGOGICAL AND RESEARCH COMPONENT

Fostering idiomatic student's competence through the usage of advertisements at "Institución Educativa Instituto Tecnico Arquidiocesano San Francisco de Asís - Sede Jose Antonio Galan" School in Pamplona, Norte de Santander

Introduction

Nowadays, idiomatic expressions are absolutely everywhere. In the workplace, in conversations with friends, in movies, in books. We often think, wrongly, that they only concern the colloquial register. In reality, they affect all language registers. Since native speakers usually use idioms unconsciously, it is essential to know them in order to better understand the speaker. The meaning of an idiom is a group of fixed word order whose meaning cannot be derived from the individual words that make it up and therefore unpredictable. (Cambridge Advance Learner"s Dictionary, 2003).

Moreover, Lennon (1989) highlighted that idioms are the colorful side of language and are one of the symbols we use to communicate our thoughts and feelings. They are used to add dynamism, richness, and nuances to language, taking existing words and combining them in a new sense and creating new meanings, just like a work of art. Since idiomatic expressions are so frequently encountered in both spoken and written discourse, they require special attention in language programs and should not be relegated to a position of secondary importance in the curriculum (Cooper,1998). Therefore, teaching idioms to EFL learners is a necessary element in

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the field of teaching English as a foreign language since they cannot understand idiomatic expressions due to limited language skills and cultural immersion.

Idiomatic expressions are often specific to a language. They cannot be translated word for word from one language to another. Making the effort to learn them will allow you to avoid many misinterpretations. The use of these expressions adds variety and linguistic blending. It gives the learner a power of action by focusing on another way of transmitting a message. It is a way of expressing oneself that is popular, familiar, amusing, unusual, colorful, innovative and which gives a particular color to the language.

On the other hand, the usage of advertisements must be informative, educational, unique and persuasive. This needs to use a language style that will capture people's attention while delivering the message. One of the language tools used in advertising is the use of idioms. Idioms are used in advertising because they are familiar to most potential customers in a society where one element of an idiom is slightly modified or replaced with another word to create a play on words that creates an association with a product. Idioms are often used as rhetorical devices in commercials to promote a specific product, create a sense of humor, grab the reader's attention, and increase the persuasiveness of a message. They also reflect the country's cultural preferences and traditions and can therefore be used pedagogically to increase awareness of the linguistic and cultural identity of foreign languages.

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One of the opportunities of this project is that it will promote the development and improve the idiomatic ITASFA's students' competence. It therefore makes sense that these idiomatic expressions are included in the form of authentic material such as advertisements in the EFL class. At the same time, it will allow students to think about when in real life these idioms are used. Thus, enriching and improving their language skills, and encouraging to speaker creativity, which are some of the main goals of the EFL classroom. Also, when an EFL learner has mastered the use of idioms, he/she would be considered an advanced speaker and they can situate the context of a real conversation.

Furthermore, it is appreciable to understand that teachers tend to fall into some kind of monotonous methodology, so what is necessary to innovate learning acquisition through the teaching of idiomatic expression in EFL learners, where students will know some cultural aspects related to each idiom, and they remain encouraged to be careful, by doing the speaking and writing activities autonomously.

This paper aims to provide a teaching and learning strategy of idioms in the EFL classroom which, in turn, build up their idiomatic competences, while making the learning experience enjoyable.

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Statement of the problem

In the course of one-week observation, as the first step to be developed of the integral teaching practicum, the pre-service teacher has evidenced the students' lack of knowledge related to certain idiomatic expressions since they have no direct relationship with English culture, so it is difficult to speak and understand the context of a real conversation. Since native speakers use them frequently and unconsciously in their speech, it is important to integrate them into their daily lives in order to start a conversation and thus sound as native as possible.

The observation has highlighted various issues that affect the relationship that students have with learning a foreign language. First, It is known that learning should not be limited as teachers traditionally do through writing and grammar when taking reading activities. Hence, they used to work on their reading comprehension skills. In the following manner, they received a worksheet, text or lecture given by the English teacher for them to solve some questions or complete some sentences using the topics taught. These materials contain open-ended questions, fill in the blanks, multiple choice questions and searching for unknown words if required. However, it is noticeable that some students find it difficult to submit the activities and others do not fully develop them because they tend to be too long and a bit boring, and so this situation leads to a lack of interest in reading activities without taking into account the reinforcement and practice of the speaking and writing production.

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The learners attended 12 hours per week in order to achieve their purposes during the course. In the English course, there were several components such as: grammar, reading, speaking, listening and writing through the use of idioms. At the beginning of the course the students did not know how to understand and use idioms correctly in their process of learning English as foreign language.

Also, they were not aware of the importance and advantages of idioms. The learners did not know the implications and importance they faced without knowing the use of specific idioms. Thus, the English teacher had to lead the students to become competitive learners. Approximately 90% of the time the students did not have the opportunity to learn idioms into the syllabus and the other 10% owned knowledge of some idioms because they had barely any knowledge.

Justification

The above is rooted in the importance of learning idiomatic expressions to situate oneself in a context of daily life conversations, in order to communicate and allow more natural oral and writing production. This is why the idea of teaching idiomatic expressions to foster writing production by understanding the pragmatic skill from the implementation of authentic material such as advertisements. Thus, allowing students to compare their context with others foreign speakers by giving a more significant value to the knowledge acquired and sound like a native speaker when uttering in informal context.

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At ITASFA School Ninth Graders seem to consider tedious developing writing activities in their notebooks, pieces of paper or in the assigned workshops. Therefore, this methodology is a bit monotonous and it is evident a lack of interest when participating in class due to the non-student's interaction. With this in mind, students need to be in active learning, where English language must be seen as an enjoyable area, so the writing skill can be worked in a different way, by the implementation of advertisements that contain idiomatic expressions and starting to use and apply them to achieve a more fluent and native conversations. The former will aim to change the threatening environment when speaking in class or when writing limited workshops. At the same time the creation of new advertisements using the idiomatic expressions to be taught in this research project. Therefore, considering idioms to be guided on how they are going to improve this ability in English as a foreign language through this effective learning technique.

In this case it is necessary to change students' point of view towards the development of their idiomatic competence based on authentic material, where they get involved and improve their writing skill through the creation of new advertisements, repeating and pronouncing each idiom, and giving the context to be used. Therefore, it is important considering that through the implementation of advertisements, it plays a crucial role in the students' improvement in lexical, pragmatic and semantic components thanks to the particularly when teaching idioms.

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Objectives

General Objective

- To foster the idiomatic student's competence through the usage of advertisements.

Specific Objectives

- To analyze the way in which the implementation of advertisements helps students to improve their idiomatic competences.

- To identify the impact of using advertisements as authentic material in their lexical knowledge.

- To design and implement an idiomatic expression based warm up program through advertisements.

Research questions

Grand-tour question

- How do the idiomatic expressions foster Ninth grade students' idiomatic competence by using advertisements at ITASFA School in Pamplona, Norte de Santander?

Specific Questions

- How does the use of the advertisements as authentic material help ninth-grade students to learn idiomatic expressions?

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- To what extent does the usage of idiomatic expressions through advertisement materials in ninth graders' students' impacts their idiomatic competencies?

Theoretical framework

The aim of this project is to use advertisements as authentic material to foster speaking and writing production skills to enhance student's idiomatic competences in ninth graders at ITASFA School in Pamplona, Norte de Santander. This research project counted on different concepts and theories that supported, contextualized, and understood this phenomenon.

Idiomatic expression

Idioms and idiomatic expressions are commonly used in spoken and written English. That is why, it is an important area of language to be taught. This can make it difficult for EFL students and learners to understand idioms because idioms are dictionary-defined sentences in which fixed words mean different things than individual words. Nevertheless, learning idioms can be fun and rewarding because their meanings are often surprising. are different definitions of idioms. Let's analyze some of them.

In this context, the concept of idioms has become an important topic in foreign language teaching, because idioms are a necessary condition for acquiring language competence, and it is a reflection of culture. Through the semantic layers it contains, an idiom essentially represents the

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way of life and cultural heritage of the country to which it belongs. Therefore, learning idioms inevitably involves a cultural dimension. (Liu, 2017; Huang, 2001).

Irujo (1986b), pointed out that "idioms do not say what they mean' because they are not literal" (p. 326). Which means that the meaning cannot be deduced from the literal meaning of each word and they differ from their figurative expressions such as similes and metaphors.

Idiomatic expressions are defined as stereotyped phrases whose meaning is conventional, and not necessarily deducible from the meaning of the words that compose it (Marquer, 1995). Far from belonging specifically to a register of sustained language, idiomatic expressions are frequent in our daily conversations (Gibbs, 1994; Kerbel & Grunwell, 1997; Lundblom & Woods, 2012)

Idiomatic competence

Liontas (1999) defined the idiomatic competences as the ability to fully and accurately understand and use idioms in specific context as native speakers would do it with minimal mental effort. In other words, this influence in the speaker-listener knowledge of what represents suitable and accurate idiomatic language behavior in order to achieve communicative goals. It means that it includes linguistics such as phonology, morphology, syntax, semantics, lexical and pragmatic management to understand and generate appropriate and correct idiomatic behavior in different social contexts.

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Advertisements

Idioms are used in advertising because they are familiar to most potential customers where one element of an idiom is slightly modified or replaced with another word to create a play on words that creates an association with a product. That is why, Wright (1983, p 8) defines advertising as "a powerful communication force and a vital marketing tool helping to sell goods and services, image and ideas". Therefore, it is a communication system that seeks to influence the customer's attention and hopefully influence and inform.

Besides, Bloor and Bloor (2007) pointed out that advertising comes in many forms and media such as: print, film, broadcast, electronics (Internet, electronic billboards, etc.). In most cases, advertising involves multiple models using linguistic and visual resources. This allows advertisements using idioms that do not even mention what they advocate, but rely on their nuances and mutual understanding to create connections.

Writing production

Nunan (2003) Highlighted that writing is the mental ability of inventing, expressing, and arranging ideas in a text so that the reader can understand them. It can be deduced that writing is an effective skill for students in the way learners can express their ideas through the development of language, such as vocabulary, grammar, paragraph organization, punctuation, spelling, capitalization, etc. For that reason, writing is defined as a thought process that involves generating interesting ideas, putting them into words, and organizing them into paragraphs to match the sequence of writing skills, based on a design that can be understood by users and readers.

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Authentic material

The usage of authentic materials in EFL is beneficial to students, as they provide a real-life experience in the language classroom. According to Morrow (1997) define that are materials created by native speakers for native speakers. Nevertheless, some authors such as Tomlinson (1998) highlighted that an authentic material is "a text not written or spoken for language teaching purposes. The former means that it could be any book, photocopied handout, poster, flashcard, whiteboard, or any technological device can be defined as authentic material because they work in a complementary way during the teaching and learning process owing to the description mentioned before in Tomlinson (1998) that pointed out "authentic materials as anything that can be used to help to teach language learners' or anything that show or inform about the language being learned (p. 11).

Literature review

This section is required to reflect on previous research studies to verify the validity of this project; Supporting studies should be linked to the use of idiomatic expressions to improve idiomatic student's competence. To achieve this goal, five articles were used related to the current project.

The first study was conducted by Atiqah Nurul Asri, & Dyah Rochmawati. (2017) that discussed which types of innovative teaching methods and approaches can be used when teaching

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idiomatic expressions to students. It highlights that idioms can be taught in order to enhance student's awareness of these mixed words and unique phrases that can help students to recognize and understand through the use of idioms in writing essays, creating conversations, using authentic materials, using exercises of problem solving or making idioms posters. Similar to Hossein vahid dastjerdi, & Alipour, J. (2010) discussed how EFL students can learn idioms by focusing on forms techniques aiming at speeding up the process of mastering this ubiquitous part of the language.

Besides, Safi (2016) aimed at investigating the effectiveness of a training program based on idioms to enhance speaking skills for English majors – Education section- at Al-Azhar University-Gaza. The researcher designed a training program full of speaking activities relevant to the language of instruction (dialogues, discussions, creative ideas) that were carefully and intentionally selected to suit the program and the discussions during its lessons.

Moreover, De Caro (2009) aims to share the results of small leadership-based projects. Students use idioms through dialogue and reading to improve students' communication skills. This project has been submitted to the University of Santo Tomas - Tunja group of her 11 electrical engineering students enrolled in a bachelor's degree program. In this behavioral research study, dialogues, interviews, informal speeches or conversations were used to collect data. The results show that learning and using some idioms can help learners increase their knowledge of idioms, learn new vocabulary, and improve their communication skills.

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Finally, Moses Gatambuki Gathigia, & Njoroge, M. C. (2016). underlying this study sought to evaluate the teaching of English idiomatic expressions in Kenyan. Secondary schools should identify the challenges teachers face in teaching expressions and then She suggests effective strategies that can be used to effectively teach English idioms to her ESL speakers. ten Interviews with rural and urban secondary school English teachers in Kenya Classroom practices, difficulties faced, and effective teaching methods of English idioms. Collected data were qualitatively analyzed. First, the study points out that it can be inferred that understanding the etymology of an idiom may improve understanding and retention of the idiom being studied. It recommends that idioms should be effectively taught in schools because the acquisition of idioms becomes an important indicator of English proficiency.

Pedagogical methodology

Regarding the way by which applying idiomatic expression in education can improve the idiomatic competence. Thus, this project relied on the Wu, S.-Y. (2008). It is important to know the role of each subject involved in this proposal implementation before establishing the pedagogical methodology steps.

Pre-service teacher: the practitioner guided the process. He was in charge of the explanation about the implementation of idiomatic expressions for improving students' competence by using advertisements as authentic material, including this as a way of warm up activity as part of the planner lesson.

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Supervisor: the supervisor always supported the pre-service teacher and students' role within the process, providing comments or suggestions related to the activities and students' attitudes toward the practicum process.

Participants: they were required to follow the pre-service teacher's instructions. They had to learn and create advertisements based on the idiomatic expressions taught.

Teaching English Idioms with Rich Illustrations (Wu, S.-Y. 2008)

This project aims to foster the English foreign language for Ninth graders students through the implementation of advertisements that implies different contexts that will be helpful to imitate a real socio-cultural context.

As mentioned before, advertisements' illustration is an effective tool for promoting the idiomatic student's competence. Thus, authentic materials such as advertisements are a fun and engaging way to foster idiomatic students' competence. "Providing images to promote and reinforce vocabulary development and retention (Scarcella and Oxford, 1992; Mayer, 1999). Hence, it can deduce that showing authentic material, students will stay focused, engaged and motivated to develop the writing activities.

Bearing the former in mind, this project aims to foster the English foreign language for Ninth graders students through the implementation of advertisements that implies different contexts that will be useful to recreate them in a real socio-cultural context to train oral and written skills.

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Step1. Socialization and presentation of illustrated idioms

● Present three expressions through illustrations where they will be able to understand and discover the true meaning of each expression and allow them to form a mental image.

Step2. Understand the meaning of each word.

● In a second step, the teacher will ask the students if they understand each word that constitutes the expression. The use of translation allows the enrichment of the lexicon and also for the playful side. Literal translations would make students laugh and positively affect memorization.

Step3. Understand the context of the expression.

● Learners will try to evoke the illustration's meaning with the help of the teacher. The teacher will spur students' answers and give them clues: the expression can be used to talk about specific situations.

Step 4. Identifying Resources

● The next step is the contextualization of each expression: The teacher will guide the students and help them put idioms into proper contexts. The use of the expression in its context is vital because the students do not simply know the expression. The goal is for them to know how to use it in the right context.

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Step 5. Production stage

- Creation of an advertisement context where all the expressions to which they have been exposed can be used.

Image 12 Student's production advertisement

Development of the teaching English Idioms based on Wu, S.-Y. 2008

The following advertisements describe the process of teaching idioms based on the former steps developed as a way of warm up activity to start the class.

The first step is about showing the first illustrated Thus, the expression tough was "Blow your mind away" which meaning is used to describe something amazing or wonder. Furthermore, this advertisement used this expression in the following way: "It will blow your mind "in order to describe the incredible taste of its product. Finally, the illustrated idiom was right up its alley as a way of introductory activity with the aim of introducing the topic of a class. The second step is about the interpretations of any vocabulary's knowledge, followed by the interpretations of each

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single word in order to enhance their lexicon. Then, in the third step the teacher explained the

meaning of the whole expression with some clues based on the illustrated image. The fourth step

is regarding the proper contextualization of the proposed idiom. That is why the teacher provided

an example: "The music really blew your mind". The final step is going to be performed at the

end of the academic year.

Image 13 Burger king advertisement

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The second advertisement thought "To make a hash of" means to make a mistake, to do something badly, or with very bad results. Therefore, the International Olympic Committee used this idiom "We promise not to make a hash of it" to convey that the London Olympics 2012 will be innovative and stunning.

Image 14 London Olympics game's post (2012

Another idiom used was "doesn't grow on trees" to warn someone to be careful how much money they spend, because there is only a limited amount.

Finally, the pre-service teacher implemented the previously mentioned steps by showing the images and explaining the meaning of the idioms selected, reading the examples, making other examples to better understand the figurative meaning, and the accurate usage of them.

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Image 15 Sun rype advertisement.

Research Methodology

This section describes the research design used in this study, the context, the selection of the participants; the instruments that were used in order to collect the data, the ethical considerations and the limitations.

Approach

This project aimed to carry out qualitative research in order to explore and understand one single phenomenon, taking into account external forces that would shape this phenomenon. At the beginning of the study, the qualitative researcher could not predict the nature of external

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forces. In doing so, the researcher learned the participants' views rather than imposing his or her own view on the research situation (Creswell, 2002, p. 130). Therefore, it is fundamental to mention that this research study is framed under a naturalistic methodology since it "makes direct reference to the goal of capturing naturally occurring activity in natural settings" Lincoln and Guba (1985).

Design

This project has assumed an action research design because it included three important aspects: observation and a diagnosis of a problem, the implementation of a proposal, and the evaluation of the proposal.

Considering its nature and the pre-service teacher-researcher function when taking a participant role as the individual who guided the target population in the development of the oral and written production by applying idiomatic expressions through advertisements in order to understand conversation in a real context, in which participants had to apply what they have learned during the English classes. Furthermore, action research design is systematic research conducted by teachers and others in educational settings to gather information and then improve how a particular educational environment works, how it is taught, and how students learn (Mills, 2007).

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Setting

This project was carried out at the ITASFA headquarters school in Pamplona, Norte de Santander. Likewise, the classes took place in a room where participants, the teacher and the practitioner converged and carried out the classes.

Population

The target population of this action research were the ninth graders of ITASFA school. Participants were selected using a purposeful sampling technique, which "involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest" (Cresswell & Plano Clark, 2011). Thereby, it eased the process of gathering the research questions data as well as fostering the idiomatic competencies involving participants' perceptions.

"The number of participants depends upon the number required to fully inform all important elements of the phenomenon being studied" (Sargeant, 2012). Indeed, this study interviewed 3 students who were willing to become potential participants from ninth grade with a A1 level of English proficiency, in a public High school in Colombia.

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Limitations and ethical considerations

Limitations

Each individual study has limitations which drag down the data gathering process, therefore the results. This leads to the possible limitations that would affect the effective development of the project, aiming to let participants know under which conditions the research was conducted or the constraints that would hinder the results.

Ethical considerations

Considering the protection of human subjects through the application of appropriate ethical principles is important in any research study. The aforementioned leads to some important aspects that must be considered as key elements included in this research project. Ninth grade students were the main agents, from the disposition and the time to be implemented on the research. This research project was conducted considering the ethical concerns by which participants were previously informed and invited to participate in the study; the participants' results of idiomatic competences would keep their anonymity; and in the case that students want to know their respective feedback, it will be done personally and keeping confidentiality. Finally, the data gathered were not altered by anyone but researchers as neither to any other task apart from the research due to the format that characterize this type of research.

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Chronogram of activities

The current research illustrates the chronograms through which the students learned and fostered their idiomatic competence.

ACTIVITIES	SEPTEMBER WEEK				OCTOBER WEEK				NOVEMBER WEEK				DECEMBER WEEK			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Institutional observation	x	x														
Creation of the proposal			x													
Correction of the proposal				x												
Start of the project implementation					x											
Semi-structured interviews application					x							x				
Participant observation					x	x	x	x	x	x	x	x				
Reflective journal					x	x	x	x	x	x	x	x				
Final product														x		

Image 16 Chronogram

Methods for data collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Having mentioned the above definition of data collection, this action research has implemented three different strategies of data collection: semi- structured interviews, one English idiom test, and reflective journals, so as to accomplish the main purpose of it.

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Data analysis procedure

During the development of the final practicum stage at ITASFA School, the pre-service teacher fulfilled the second and third academic process during the period from September 1st, to November 25th of 2022. In which, the pre-service teacher taught twelve-weekly hours in classes at the institution with the target population of "ninth grade group A" students where the teaching process consisted of many topics and activities through lesson planners *(see appendix 1)* based on the syllabus of the course.

On the other hand, regarding the data analysis, the researcher used different instruments used to code (Saldaña 2002) and using the interpretive approach (Hatch 2002) to the data analysis in order to make inferences, understand the data, and draw conclusions through memos. In order to achieve the main purpose of this research, the researcher implemented two semi-structured interviews and one English idiom test to gather information. The gathered data took place based on the chronogram, was coded and analyzed in a qualitative way to give reliability results. That is why, the data analysis procedure was conducted as follow:

The first interview *(see appendix 2)* aimed to explore the participant's initial opinion, perceptions, or any prior knowledge related to the idiomatic expressions. This leads to a second interview *(see appendix 3)* focusing on the students' comprehension and use of idioms in order to contrast or seek for any advance students would have in their idiomatic competences. Afterwards, The English idiom test *(see appendix 4)* was used to explore how idioms would enhance the

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idiomatic skills and help to expand their lexicality that allowed them to analyze possible errors in the syntax, lexical, phonology and pragmatic management. The test is divided into two parts as a measure to evaluate the effectiveness of teaching idioms to foster their idiomatic competence. The first part was about filling the blanks to complete the idiomatic expression. The second part consisted in choosing the correct definition for each idiom previously taught in class. Hence, the focal group proceeded to answer the interview's questions and the test, whether the students cognitively understand the figurative meaning of the idioms and whether they used these idioms frequently.

Findings

In order to answer the research questions that settled this project was to read the data for a sense, and to be familiarized with the data gathered previously. Once the researcher contextualized himself with the information, he began to make and capture his first impressions and interpretations based on salient patterns. Then, the interpretation and categorization of topics of interest emerged for this study. The following information condensed the participant's answers based on the interview questions. Finally, these results answered the research questions and thus achieved the objectives that settled this project. For that reason, three categories emerged: The first is related to participant's perceptions and knowledge about idiomatic expressions, the second one describes the difficulties in the interpretation of the idiomatic expressions. Finally, the last category highlights the importance of learning idiomatic expression through advertisements.

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Participant's perceptions knowledge about idiomatic expressions

In this section, the data gathered showed that participants had little and barely knowledge about idiomatic expressions, how and when to use them. During the first interview *(see appendix 5)* and the first observation's week it can be deduced that most of the students did not have any prior knowledge related to English idiomatic expressions because participants were not aware of the importance of using idioms when uttering or simply because of the lack of vocabulary that did not allow them to better understand an expression as one of the participant stated *" I have no idea of what an idiomatic expression is because in my case I don't know many words that would help me to understand the meaning of the sentences".* This statement showed that idiomatic expressions are important in daily, casual and informal conversations that require good pragmatic management.

This leads to question number 5 that is related to the relationship between idioms and culture. It was deduced that all of the participant's answers strongly agreed that idiomatic expressions are related to cultural heritage and beliefs because some of the expressions are linked to the place of origin and they may change their figurative meaning or because people frequently adapt them depending on their own context. Similarly, in question 7 that the focal group has never used English idiomatic expressions in a real field as participant number three pointed out *"I consider that I do not have a good knowledge of English idioms, so I seldom implement these expressions".* From these can be deduced that students did not have the required knowledge that

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would allow them to use expressions in daily conversations. Thus, some misunderstanding occurred at the moment of communicating with others in a second language because students do not really know the accurate usage of each expression in a specific context in order to achieve good communication.

Difficulties in the interpretation of the idiomatic expression

Some difficulties when acquiring these idiomatic expressions is because they are not taught in classes due to the lack of interest in teaching idioms from the teachers, and they are not included in the content of the course. That is why, most participants do not consider that learning idiomatic expressions are important because they are not aware of the importance and the advantages it implies when learning an idiom in an English class. Therefore, it seems difficult to fully understand idiomatic expressions since the expressions might not make sense in their own culture when making the literal translation of each word that composed the expressions. Although, it is necessary to know that idioms cannot be taught in isolated fix up words because the metaphors and figurative meaning usually refer to something different but that implies certain context acknowledge that would be difficult to understand if foreign language speaker unknown the culture. Here is when pragmatic competence is fostered in order to overcome this issue that is explained later on.

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The importance of learning idiomatic expression through advertisements

Some of the benefits when teaching idioms by illustrated images is an excellent method to foster different skills all at once. The first benefit is that advertisement as authentic material can be used as a way to attract the student's attention through visual tools. The above is inferred taking into account one participant's answer that indicated *"For me, learning idioms through advertisement really caught my attention, so I think it is a good way to get easily involved and starting to really want to learn English because it seems to me that this is an interesting activity"*.

Besides, this also can improve, and arouse interest and crave for acquiring these expressions because this method helped to provide the figurative meaning of each expression by illustrating real scenarios that contribute to recognize, give clues to the context in which the idioms can be used, and learn more about the culture to which the expression belongs. Therefore, illustrated images help to get involved and to know the cultural context required to understand the expression when students want to learn the language in an interesting way. Consequently, the authentic material such as the illustrated images used can be implemented as a way of supporting teaching methods to enhance students' idiomatic competences, which has resulted as an effective teaching tool, specifically the pragmatics approach that allowed to know cultural aspects that can be implicitly taught needed to situate the reality in which a sentence is developed. The aforementioned can be interpreted as a positive activity allowing students to expand their cultural background information of anglophone countries since it involves pragmatics approaches

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language as a discursive, communicative and social phenomenon since many words or phrases used may have a different meaning than the literal or corresponding meaning, because factors such as the context, the communication situation or the interlocutors influence the message and the nuances they want to express when uttering. Oswald & Todorov (2016) stated that "developing certain linguistic expressions, to be used appropriately, require speakers to share certain beliefs."

Furthermore, it was evidenced by an enhancement in their speaking fluency in terms of achieving a good, natural and informal way of speaking when using the expressions in their daily speech because it facilitates communication and better comprehension of metaphors and figurative meaning that implies the idiomatic expressions since native speakers use them in their daily conversations. But once the pre-service teacher highlighted the importance of using idiomatic expressions in daily conversations, students have become aware about the importance of using idioms in their daily speech in order to sound like native speakers and thus fostering the idiomatic competences to become more linguistically competent.

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Conclusions and recommendations

Taking into account the purpose of this study aimed at fostering idiomatic student's competence. This research has implications for the English area planning curriculum, and students of the ITASFA School where the focal group shared their perceptions and it was concluded that teaching idioms through the usage of illustrated images enriched students' vocabulary and cultural knowledge, strengthened students' fluency, awareness of the importance of using idioms in daily conversation, and the implication of cultural background knowledge related to the idiomatic expressions. Finally, it was evident that teaching idiomatic expressions should be implemented in most schools' curricula because it influences the way of teaching English as a foreign language that allows to foster students' idiomatic competences and at the same time.

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CHAPTER IV: OUTREACH COMPONENT

Introduction

Promoting English learning as a foreign language among Colombia primary schools according to the English language standards and criteria provided by the Ministerio de Educación Nacional (MEN, 2006) as the principal educational authority that determines what should be taught. Likewise, student's learning is hampered since this institution has a lack of English teachers to guide the teaching processes in primary school. Nevertheless, the bachelor of arts in foreign languages program: English-French at the University of Pamplona within its integral practicum offers teachers guidance in primary school during the last stage of the degree.

With this in mind, the project aims to sensibilize and foster vocabulary acquisition through the usage of flashcards at ITASFA school in Pamplona, Norte de Santander.

Justification

Nowadays, most people worldwide use English not only to express their thoughts when uttering. There are four skills that students must learn in order to reach an elementary level in learning English. They listen, speak, read and write. Reading the above, students will acquire new vocabulary knowledge based on a variety of interesting topics by implementing illustrated images that eased the understanding of each word and foster their lexical and speaking competence.

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For this reason, this project aimed to foster the English language in primary schools through the implementation of flashcards. This sensibilize and prepare them to continue their studies in high school, technical and college education.

The purpose of this project was to increase fifth graders' English ITASFA students' vocabulary acquisition. Thus, contributing with the basic learning level in this foreign language. As part of the outreach component of the pre-service teaching practicum. Finally, the development of this project benefits the primary educational institution community, the pre-service teachers, and the fifth graders students, who implemented flashcards with the main objective of increasing vocabulary acquisition.

Objectives

General Objective

- To increase fifth graders' English vocabulary at ITASFA school through the implementation of flashcards.

Specific Objectives

- To adapt English content to the students' level needs through flashcards.
- To create a dynamic interaction with the students.
- To guide students solving doubts related to vocabulary taught by the pre-service teacher.
- To look for the unknown vocabulary learned from the flashcards.

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Methodology and description of the activities implemented in primary school

Taking into consideration the students of primary school at ITASFA School. English classes are developed twice per week, the pre-service teacher has only two hours to check the students' advancements, explain the topic to be taught through the usage of flashcards with fifth graders and then the socialization of its content and vocabulary, explain the topic, Then, continue practicing the new vocabulary learned. Finally, some activities were done in order to achieve the main objective of this component.

To explain the topic, the pre-service teacher can dispose of printed flashcards, or illustrated attractive flashcards in order to catch students' attention thanks to some resources such as television provided by the institution. The pre-service teacher started to show the material of a specific topic according to the syllabus of the course. These covered topics were related to countable & uncountable, opposites, means of communication, past simple with regular verbs,

Image 17 Printed and illustrated flashcards of sequence adverbs

After this stage, students practice pronunciation by repeating the words. Moreover, the pre-service teacher does some activities with the same material. This allows improvement in the lexical and speaking competences by searching for unknown vocabulary with the help of the pre-service teacher.

Image 18 Virtual flashcards of means of communication

At the final stage, the fifth graders will return to the class and they will share the unknown vocabulary previously studied. In the next class the pre-service teacher will evaluate the learned vocabulary through worksheets.

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LET'S PRACTICE!

¡Vamos a practicar!

1. **Fill in the blanks with the past simple of the verbs in brackets.**
   (Completa los espacios en blanco con el pasado simple de los verbos entre paréntesis.)
   - You _____ the plants (water).
   - I _____ in Portugal (live).
   - She _____ as a teacher (work).
   - Your mother _____ your grandmother (call).
   - They _____ nice (look).
   - We _____ the house white (paint).
   - Janet _____ (watch) a film on TV.
   - The girl _____ (finish) her homework.
   - The car _____ (stop) in the middle of the street.
   - The children _____ (visit) the museum.
   - Helen _____ (wash) her hair with a new shampoo.

2. **Write the past simple of the verbs in brackets. Then, look for them in the word search.** (Escribe el pasado simple de los verbos entre paréntesis. Luego, búsquelos en la sopa de letras)

Answer: _____
Dance: _____
Watch: _____
Call: _____
Open: _____
Walk: _____
Love: _____
Study: _____
Play: _____
Wash: _____

T	Y	W	A	T	C	H	E	D	B	N	S	G	H
L	B	T	Q	P	Q	T	I	Z	Y	C	V	T	A
C	A	L	L	E	D	D	P	P	V	Y	W	M	A
X	F	L	N	Y	G	A	W	U	J	Z	D	D	S
L	O	V	E	D	M	N	S	Z	I	S	A	Z	I
P	K	Y	M	G	A	T	X	E	V	F	N	W	N
L	L	K	T	K	O	E	M	N	W	G	C	A	B
F	D	W	A	L	K	E	D	H	B	Q	E	S	P
A	N	S	W	E	R	E	D	H	Z	J	D	H	L
O	L	R	L	K	M	T	L	X	B	Q	H	E	A
Y	R	D	V	O	P	E	N	E	D	T	C	D	Y
E	M	Z	S	T	U	D	I	E	D	T	E	E	E
C	Z	Z	G	S	K	K	P	N	F	P	H	Q	D
S	N	L	S	Z	U	P	P	H	L	D	M	U	P
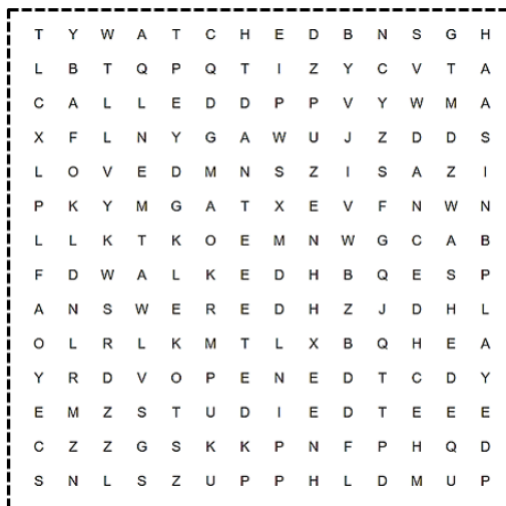
pág. 2

Image 19 Past simple worksheet

Others flashcards topics:

Image 20 Countable and uncountable flashcards
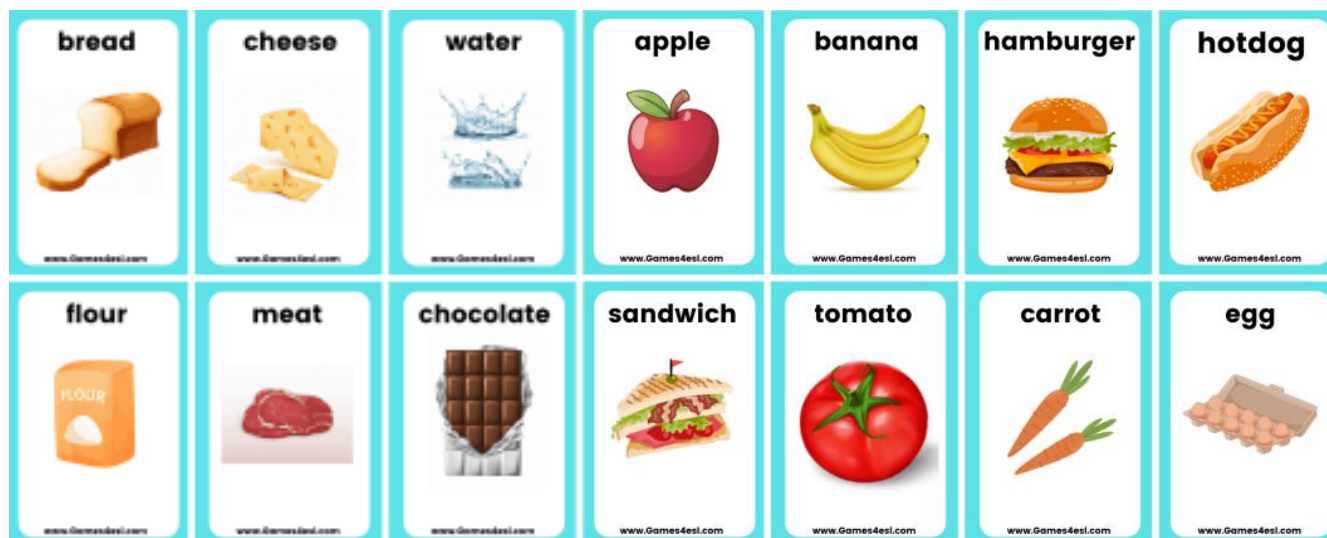

Image 21 Opposite flashcards

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Primary teacher's academic schedule

Table 4 Primary teacher's academic schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st					
2nd					
3rd		9ºA	5°A		
Break					
4th		5°B		5°B	
5th	5°A				
6th					

Chronogram of activities

The current project illustrates a possible chronogram through which the fifth grader students will learn and enhance their lexical competence.

Table 5 Primary teacher's academic schedule

Activities	Integral practicum weeks										
	1	2	3	4	5	6	7	8	9	10	11
1.Introducing myself and socializing the project to fifth grade students.	X										
2. First interaction: flashcards about countable & uncountable.		X									

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3. Second interaction: flashcards about opposites.			X								
4.Third interaction: flashcards about adjectives.				X							
5. Flashcards means of communication					X	X					
6.Past simple regular verbs.									X	X	
7. Adverbs of sequence.										X	X

Conclusions

This research project component showed the effect of implementing flashcards in fifth grade ITASFA students because they have acquired and expanded their vocabulary knowledge, improvement in their pronunciation, and grammar structure management through the activities previously explained according to the topics of interest and contrasted with the activities and worksheet proposed in class that helped to assess the students' learning process. For this reason, it can be deduced that this was an effective technique to improve students' vocabulary acquisition through the usage of flashcards based on the content of the course.

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CHAPTER IV: INTRA-INSTITUTIONAL ACTIVITIES COMPONENT

Introduction

The pre-service teacher is required to be present at the Intra-institutional activities of ITASFA School, Pamplona, Norte de Santander. It aims to gain experience in the integral, educational and professional field. It is mandatory to get involved in all the institutional and extracurricular activities scheduled by the institution. Hence, the practitioner must participate in its cultural, educational events, and perform institutional functions by being integrated in the school setting.

Justification

As a pre-service teacher, it is necessary to be familiarized with a variety of situations presented in the institution. That is why, the pre-service as part of the educational collective should be engaged in a wide variety of institutional and extra-curricular affairs that would help to gain experience, and to start creating a sense of belonging to the institution and the profession.

Objectives

General objective

- To get involved in the academic activities, providing support and creativity as organizer in this new teacher role at ITASFA school.

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Specific Objectives

- To be informed about all dates of the Intra-institutional and extracurricular events proposed by the educational institution.

- To gain a sense of belonging for the ITASFA School events.

Chronogram of activities

The pre-service teacher participated of the intra-institutional activities settled on the following chronogram of activities:

TERCER PERIODO						
2022	L	M	X	J	V	
Semana 32	26-sep	27-sep	28-sep	29-sep	30-sep	
Semana 33	3-oct	4-oct	5-oct	6-oct	7-oct	
Semana 34	10-oct	11-oct	12-oct	13-oct	14-oct	SEMANA DE DESARROLLO INSTITUCIONAL
Semana 35	17-oct	18-oct	19-oct	20-oct	21-oct	
Semana 36	24-oct	25-oct	26-oct	27-oct	28-oct	SEMANA INSTITUCIONAL PAZ Y BIEN
Semana 37	31-oct	1-nov	2-nov	3-nov	4-nov	Pruebas de calidad tercer periodo
Semana 38	7-nov	8-nov	9-nov	10-nov	11-nov	Recuperaciones
Semana 39	14-nov	15-nov	16-nov	17-nov	18-nov	Recuperaciones
Semana 40	21-nov	22-nov	23-nov	24-nov	25-nov	Actividades de finalización - grados
Semana 41	28-nov	29-nov	30-nov	1-dic	2-dic	Desarrollo institucional

Image 22 Chronogram of activities

Description of the events and activities developed

During the practicum stage, the pre-service teachers participated in each cultural and extracurricular activities. In this sense, the pre-service teacher had participated in one Halloween

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day celebration, an event that took place on October 28th. In which, he took part as support to take care of the students' group from the teacher in charge.

Image 23 Halloween day celebration

Conclusions

The pre-service teachers participated in each cultural and extracurricular activities linked to the pedagogical implications from the part of the pre-service teacher that contributed to the creation of a sense of belonging, and the duties of being a teacher that it implies.

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CHAPTER 6: REFLECTIVE APPROACH TO HOLISTIC PRACTICE

Reflection process

This process is framed under the narratives that were used as a personal process as a way of overcoming the possible difficulties or highlighting the strengths when facing this teaching process. Therefore, this allowed me to improve whenever required to accomplish a good development of the teaching and researchers' skills. Finally, this was such a good experience because here it is necessary to apply not only the teaching skill but also to become the attitudes and aptitudes that the teacher role implies in a real field. Thus, gaining teaching experience in order to start developing a teacher identity.

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