

Fostering Initial Intercultural Communicative Competence through Multimodal texts

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*Tengo que mirar el camino que he recorrido
y decir que Dios ha sido fiel,
a pesar de que muchas lágrimas han nublado mis ojos,
jamás he dejado de ver su fidelidad.*






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Abstract

Intercultural Communicative Competence has become a relevant component when developing English Foreign Language classes. However, this competence role has been cursorily addressed, and to change this view -or start changing it-, it is important to understand the real substantive and sense of it. Thus, the purpose of this document is to present the design of a proposal of pedagogical and didactic innovation that aims to foster the Initial Intercultural Communicative Competence through multimodal texts with cultural content. This proposal is directed at eleventh graders whose ages range from 15 to 18 years old from public schools in Colombia. After analyzing several research studies conducted not only on Colombia but also overseas, it was possible to determine the problematic situation. Thus, nine lessons plans were designed to be carried during 18 sessions to accomplish the objective of this didactic proposal. They aim at providing the teachers with the instructions and material to guide the implementation of the current proposal.

Keywords: Intercultural Communicative Competence, multimodal texts with cultural content, language, and culture

CHAPTER I: The Problem

Target population

This pedagogical proposal is intended to be developed in a public institution located in Bogotá, within the last scholar group that is Eleventh grade. Eleventh graders' average age is between 15-16 years old as they belong to the middle education level (Ministerio de Educación Nacional, 2006). Hence, considering Erikson's (1963) theory of psychosocial development, the fifth stage *Identity vs. Role confusion* occurs during adolescence, about 12 to 18 years. At this stage, adolescents seek for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals (Erickson, 1963). This stage of life is important as it represents the transition from childhood to adulthood. At this point, Malone et al. (2016) hold that children become more independent, and begin to look at the future in terms of career, relationships, families, housing, and others; they start to think about belonging to a society and fit in. Indeed, adolescents are developing their unique personalities and opinions during this stage. For that reason, relationships with friends, family, and school play an important role for them as they will help to build adolescents' interests and wishes.

However, Erikson (1968) is clear that if the identity establishment fails, teenagers will fall into Role confusion that involves the individual not being sure about oneself or her/his place in society. Additionally, this author (1997) claims that the human ego identity constantly changes with the latest experiences and information obtained through the daily interaction with other people because having new experiences make people face challenges that can help or hinder the development of identity. This last implies social interaction and becomes a central focus during the identity vs confusion stage, as well for the ongoing proposal.

Secondly, *Estándares Básicos de Competencias en Lenguas Extranjeras: inglés* (MEN, 2006) adopt and adjust its goals according to *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Consejo de Europa, 2001), which describes the scale of gradual

performance levels achieved by the student of a language. It establishes what students should know and be able to do to demonstrate a *B1* domain level at the end of eleventh grade. Therefore, it is pretended that students graduating from the school system achieve a competence level in English B1 (Pre-intermediate). As stated by the MEN (2006), during 10th and 11th grade, students must work on understanding basic daily commands, identifying the main idea of different texts, discerning the perspective and purpose of the authors, and recognizing keywords in a conversation to comprehend its meaning. Moreover, in terms of intercultural competence, learners at this level are supposed to show a respectful and tolerant attitude when listening to others and to identify the elements that allow learners to appreciate the target's cultural values. Students must be able to express the values of their culture, write different types of texts, and communicate their interests and experiences, as well as give opinions about people's lifestyles from other cultures, based on previously studied written and oral texts. This document details what is expected from students' performance on the target language, as well as a guideline to build the curricula for Colombia's public and private institutions.

Nevertheless, previous research on the same population has depicted a different reality where it could be noted that the learners' EFL abilities were not as favorable as they were expected to be by the MEN (2006). Torres (2018) identifies, in a public school in Bogotá, the eleventh graders' lack of participation, passiveness, and the EFL low-performance level through the surveys, observation, and tests applied to determine their language level. This author found that the materials presented were not updated on the learners' context or interests. As a result, eleventh EFL learners have decontextualized and disinterested relations with the subject as there is no participation, motivation, or interest toward it.

In summary, at this stage of life, adolescents are developing their unique personalities and opinions which makes the school an important aspect for them as it will help to build adolescents' interests and wishes. Besides, the National Ministry of Education sets L2 classes as part of their curricula as one of the main subjects students need to take during middle education. Additionally, learning a foreign language will affect learners' personal development. Eleventh graders must demonstrate a B1

level according to the CEFR. Even though, it could be noticed L2 learners' inability to demonstrate the English level established by national standards and their lack of motivation and interest in the EFL classes.

Statement of the problem

The MEN (2006) states that the English performance aim, for 11th grade, is B1 (pre-intermediate). Nevertheless, Colombia is among the countries with the lowest level of English in the world, according to the study *EF English Proficiency Index* (EPI, 2020), as mentioned in Chacón, 2020. It was found that Colombia occupies the 77th position on the list of 100 countries, also remaining in the 'Very Low' classification with a score of 448 out of 800 in 2020. Even though the study seeks to evaluate the situation in the general population, that is in all ages, it recognizes the need to emphasize training from school age. Indeed, learners seem to have a low English level proficiency in terms of the four skills, vocabulary, and grammar structures as shown by Torres' study (2018). Wherefore, this section provides a deep explanation about the problematic situation, how it might be evidenced in the Colombian educational setting, and some other studies that have also focused on this topic.

Additionally, the MEN (2015) claims that there are different important aspects to teaching English in Colombia and one of them is Social Development which includes, equity, inclusion, cultural exchange, and learning from other cultures. However, this tends to be a common problematic situation as the educational setting lacks connectivity and devices to explore and find real context situations about other cultures on the Internet. Furthermore, there is a lack of interaction with native speakers, which limits the idea of cultural exchange.

In connection with the learners' social development, there is culture. Culture has long been a fundamental component of language learning; however, there has been uncertainty in how it should be integrated into EFL Colombian classes and to what extent it should take a critical perspective. Colombian teachers have dealt with the Intercultural Communication Competence (ICC) as a simple body of topics in

the class development; in other words, teaching and learning about foreign holidays, cultural events, folklore, and main food are being designed as the main goal of ICC (Godwin-Jones, 2013).

Notwithstanding, some aspects are highlighted as important when teaching in an EFL classroom, according to the MEN: “*Destrezas y habilidades*. Incluyen, por un lado, las interculturales, como la capacidad de relacionarse, la sensibilidad, la posibilidad de superar las relaciones estereotipadas, etc.” (p. 12-13, 2006). Nevertheless, eleventh graders could have a lack of sensitivity and of the ability to relate to different people outside their group as a result of their lack of real-world experiences. Therefore, the possibility of overcoming stereotype relationships might be hindered because learners do not have enough opportunities to participate in intercultural settings.

Moreover, ICC inclusion is affected due to the main EFL classes focus which is the study of language forms and communicative functions (Gómez, 2013). English language proficiency is seen as the goal and not as the means to accomplish different skills and abilities in the academic, professional, and personal one’s life. Byram (1997), Lázár (2003), and Dogankay-Aktuna (2005) point out that the accomplishment of ICC has been cursorily addressed because EFL lessons give more importance to the grammatical aspect than to the cultural one implicated in the language learning process and production. On the other hand, MEN (2006) asserts that in many institutions, the classroom and the school environment are the only opportunities available for English use and that there is a language-limited-contact time. These conditions leave a great challenge of making the most of all opportunities that become available to teach the cultural and language aspects in a significant way.

To sum up, Colombian eleventh graders must demonstrate a B1 level according to the MEN (2006). However, previous research show that a standard EFL curriculum could be incomplete to face the classroom reality, due to the lack of attention given to students’ interests and meaningful learning settings. The latter, make students disregard the different advantages that come with learning a foreign language and dismiss its benefits when developing one’s personality identity. Moreover, learning a foreign language in Colombia includes developing Intercultural Communicative Competence, so that

students are prepared for real-world situations, not only communicatively but culturally, expressing themselves effectively in different intercultural communicative settings. Nonetheless, the problematic situation reflects the lack of knowledge of ICC and the scarcity of intercultural settings in the EFL classroom that prevent such skills from developing effectively.

Rationale

Proposing a pedagogical project in an EFL classroom means a commitment to address the students' needs regarding their foreign language learning process. Teaching EFL implies the development of communicative competencies, thus, it is necessary to address these skills to ensure students' L2 proficiency. Therefore, the Intercultural Communicative Competence (ICC) has earned a growing interest among EFL programs, teachers, and learners because of their necessity to foster the ability to understand foreign and native cultures to communicate with different speakers successfully. Indeed, ICC is the ability to communicate effectively and appropriately with people from other languages and cultural backgrounds (Byram, 1997). Thus, being competent when communicating in intercultural settings is essential; EFL learners may be educated with the necessary mindset to live in the new globalized world, which implies being open-minded and being willing to learn from the outside. Therefore, this project is focused on promoting the ICC through multimodal texts with eleventh graders of an EFL classroom. In this section, the benefits of this proposal will be presented.

Accordingly, the MEN (2006) supports that communicative competence cannot be isolated as it implies a flexible knowledge/doing that gets nurtured with meaningful contexts and it entails the ability to use language knowledge acquired in various situations, both inside and outside the school-life. For this reason, the MEN (2006) standards also encompass the skills and knowledge development that are related to the ethical, social, economic, and cultural elements of EFL. Beyond the study of language forms and communicative functions, it is important to provide students with real-context possibilities to understand

and interpret their reality. Developing ICC allows learners to broaden their knowledge about the world, explore their social skills and learn about the EFL cultural aspects (MEN, 2006).

Nowadays, world intercultural communication is an important advancement due to the increasing rate of scientific and technological advances and the processes of internationalization. Besides that, *La Ley General de Educación de Colombia* (1994) establishes one of its purposes as “El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad” (p. 7). Thus, learning a foreign language not only implies studying the target culture, but also the native culture. There is a great need to foster Initial Intercultural Communicative Competence, not studied from an informative perspective but rather from a more critical standpoint, having native culture as a point of reference. Therefore, learners would build intercultural competence, not only passively store cultural information. Consequently, the pedagogical proposal for Colombian public institutions would provide their EFL students with a useful tool to get into the new world, and this project may constitute a diagnosis for these institutions to nurture their curricula.

In conclusion, the increased interest in learning English as a foreign language and globalization movements have remarked the need to integrate ICC in the language curriculum. Besides, the official documents of the Colombian government have highlighted the importance of promoting intercultural communication and the understanding of cultural differences. In that sense, the present paper aims at developing a pedagogical proposal to implement the Initial Intercultural Communicative Competence through Multimodal texts among EFL eleventh graders of a public institution in Bogotá, Colombia.

Objectives

- To promote eleventh graders' Initial Intercultural Communicative Competence by implementing a set of activities based on multimodal texts with cultural content in the EFL classroom.
- To design a pedagogical and didactic innovation proposal that promotes eleventh graders' Initial Intercultural Communicative Competence by implementing multimodal texts with cultural content in the EFL classroom.

CHAPTER II: State of the Art & Theoretical Framework

This pedagogical proposal aims at fostering the Initial Intercultural Communicative Competence through multimodal texts in an EFL classroom of eleventh graders in a Colombian public institution. This chapter consists of the state of the art which is founded on local and international research studies that provide information and experiences about the importance of promoting ICC by including multimodal resources in EFL classrooms. Moreover, the theoretical framework, also presented in this chapter, defines and characterizes the constructs that underpinned this project which are Culture, communicative competence, intercultural communicative competence, and multimodal texts.

State of the Art

First, the study entitled *Informative Texts with Cultural Content: A Tool for Situated Vocabulary Learning*, carried out by Moreno (2020), describes how the activities with texts that have cultural content, in an EFL group, led to an indirect development of intercultural competence while promoting vocabulary learning. This qualitative action research aimed to use a set of whole language approach activities based on informative texts with cultural content to promote situated vocabulary learning. Thus, the action research was developed considering the information gathered through observation, interviews, questionnaires, and artifacts from the group of Fifth graders. It concluded that students could know and apply reading strategies, which led students to learn situated EFL vocabulary on their own and to develop autonomy principles for their reading learning process. Moreno's (2020) research project provided information on the impact of developing EFL classes through multimodal texts with cultural content as a reading comprehension strategy for developing intercultural competence indirectly. Hence, reading informative texts with cultural content encouraged students to realize about their own and others' emotions through the review and comparison of diverse cultures along the activities developed. That is a detailed perspective on how reading texts with cultural content may enable intercultural communicative competence as the current proposal aims.

The aforementioned research contributes to the present proposal due to the insights obtained on the effectiveness of informative texts with cultural content to promote EFL learning. Furthermore, the teacher involved in the above-named study implemented activities that get students to review and compare different cultures and make learners reflect upon their emotions and thoughts. That is directly related to the objectives of the present project which aims at fostering the initial intercultural communicative competence. However, the whole language approach activities in Moreno's (2020) study, only focused on developing situated vocabulary learning, so they did not integrate communicative competence as it was planned in this proposal. Thus, being competent when communicating in intercultural settings is necessary and EFL learners may be educated with the necessary mindset to live in the new globalized world which implies being open-minded and being willing to learn from the outside.

Second, the study titled *Multimodal Material with Social content: Promoting situated writing skills* by Galindo and Rodriguez (2020) highlighted the importance of implementing multimodal materials with social content to support values and a critical perspective about real issues through the development of situated writing tasks. This qualitative research project aimed at promoting situated writing skills in a seventh graders group after researchers found out, with data collection tools (diagnostic test, field notes, and questionnaires), that the greater difficulty was on such skill. Therefore, writing resulted as a way to share knowledge, and the social content aspect led students to enrich personal criteria by connecting it with personal life events, and experiences. Finally, learners were capable of discussing social problems without prejudice, nurturing their personal growth as they developed an empathetic and positive emotional attitude towards social content. That project was useful for this proposal as it specified the implementation of multimodal material involving social content, which means, cultural aspects that may help students to have an open-minded perspective when knowing new social constructs. Another contribution was that writing may empower students' personal growth as they develop an empathetic and positive attitude towards diverse social issues and allow learners to identify themselves as unique members of a community. Nevertheless, writing activities in the above-named research did not imply the

target culture. Since intercultural communicative competence involves knowledge about one's own culture and target culture, the current project aims at fostering it through multimodal texts with cultural content and achieving further results in EFL classes.

Third, the article entitled *Teaching Intercultural Communicative Competence through the Four Skills* carried out by Usó and Martínez (2008) presents a literature review regarding the theoretical concept of *communicative competence* to provide a better understanding of it and help language teachers with their classroom practices. The above-named research points out that communicative competence means being able to use the linguistic system effectively and appropriately in the target language and culture. Nonetheless, it also notes the difficulty that implementing a communicative methodology has. Afterward, Usó and Martínez (2008) discussed a current framework of communicative competence considering recent studies about teaching-learning processes. It highlights intercultural competence as the ability to understand and produce spoken or written pieces of discourse in a specific socio-cultural environment. As a result, it implies knowledge of cultural elements such as the target language community's codes of behavior, as well as cross-cultural awareness, which includes differences and similarities in cross-cultural communication (Usó & Martínez, 2008). Consequently, based on the framework, the authors proposed sample exercises that take into account each of the four language skills, being the intercultural component the point of activities' departure.

The relevance of this article for the present proposal relies on its findings regarding the theoretical concept of *communicative competence* and its components, paying special attention to intercultural competence. Also, Usó and Martínez (2008) proposed a variety of activities in the four language skills focusing on intercultural competence that included multimodal material with cultural content. It was useful when planning the pedagogical interventions, as it helps this proposal to state instructions more effectively and appropriately for fostering intercultural communicative competence.

Fourth, *De la competencia comunicativa a la competencia intercultural: una propuesta teórica y didáctica para la educación intercultural en Latinoamérica* is an article written by Fajardo (2012). It

presents a literature review regarding the evolution of the concept of communicative competence and how it is directly related to interculturality. This study displays the theoretical foundations of the communicative approach, by which language was no longer conceived as grammatical knowledge for speaking a language and came to be understood as declarative and operative knowledge necessary for communication. The author mentions how the CEFR provides a holistic view when developing communicative competence within a very broad framework. Such competence includes a cognitive development theory, human action, and even general social development. On the other hand, the article systematizes the intercultural competence indicators that result in a useful reference for developing didactic material and thus achieve expected aims in an intercultural education program. In the end, the author concluded that the communicative-intercultural competence development must be guided by a key extra-linguistic objective: that people, as social agents, can actively participate from their individual field of action in the construction of a society respectful of diversity. This study supplied important issues about communicative competence concerning intercultural knowledge and provided a notion for intercultural competence for Latin American educative contexts. Thus, the information was useful when nurturing the theoretical framework, and planning the pedagogical interventions of this proposal.

Fifth, *Relational teaching: A way to foster EFL learners' intercultural communicative competence through literary short stories* by Gómez (2014). The author aimed to apply a new teaching approach and literature in EFL to contribute to creating critical intercultural awareness. This was an action research study in an advanced EFL class of the language program at a public university in Bogotá. The researcher used a holistic approach through four main data collection instruments: (1) field notes, (2) three journals developed by students, (3) semi-structured interviews, and finally (4) artifacts which students wrote to develop critical views about the topics. Through Relational Teaching, students critically discussed the themes that the authors developed in those multicultural literary texts and related them to their cultural background and their life through a process of interaction and self-reflection. It concluded that the integration of authentic multicultural literary texts became a potential motivating means to help

EFL learners to develop critical ICC. Moreover, learners became aware of intercultural connections through the identification of *commonalities* (a concept approach proposed by Relational Teaching) or topics of connection among diverse cultural locations. The study gives an overview of the methodology and importance of how authentic material allows L2 learners to foster critical ICC. Also, it shows that students' voices contribute significantly to improve teaching practices and that the EFL classroom is not only a place to study grammar and language skills but a place to promote critical interculturality through authentic language use.

The results of this research portray how students approached intercultural communicative competence in more significant ways, expressing their feelings, points of view, and perceptions towards the material presented instead of focusing on the formal aspects of language. This research is relevant for the present proposal since it details the positive outcomes with the integration of authentic multicultural literary texts. The present proposal implies the application of multicultural texts with cultural content that involves authenticity to foster intercultural communicative competence, awareness of social concerns, and cultural values through interaction and self-reflection.

Theoretical framework

Language and Culture

Throughout history, there has always been a need to communicate with people from diverse and different parts of the world. Therefore, people find a common interest in learning languages and about other cultures to be able to communicate and understand each other. When it comes to learning a foreign language, not only theoretical or grammatical concepts are acquired, but also a series of cultural aspects that are as important when communicating, consequently, language and culture must be taught simultaneously. Hence, to understand ICC, it is important to define culture. Kramsch (1993) holds that culture should be seen as a language practice and as the core of language teaching.

Cultural knowledge is fundamental and has become a central issue in EFL education. Although there is a great number of definitions that make it difficult to describe culture, this proposal is focused on a social approach to the concept. Culture is a distinctive human feature that is learned through socialization processes. Therefore, it is something inherent in all aspects of our lives, from the way we behave to the way we think. It is a social construct that is organized by the diverse relationships between the members of a community (Barquín, 2013). A more recent definition of culture that seems to be suitable for the teaching of culture in EFL education is given by psychologist and linguist Spencer-Oatey (2008):

Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures, and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior. (p.9)

Thus, culture is basic values, beliefs, and conventions found in a group of people who may accept them or not necessarily may approve or follow. Besides, Eagleton (2000) claims culture is social and personal as individuals need to cultivate themselves in the personal aspect. Nevertheless, each person could not do that isolated; they need the culture and this depends on people's relationships as it is a product of them. Therefore, for this study, each member of a community may be influenced by the rules and values of their culture, but they will not be dependent on it.

Hence, culture and language are interrelated as Trujillo (2002) affirms by saying that people communicate in a cultural setting that compels the nature and form of communication. Hence, culture constrains communicative attainments such as what and how it is acquired. Besides, this study approaches culture as a dynamic entity that is transformative and is inclined to change through generations, as Trujillo (2002) suggests. Likewise, Prieto (1998) points out that culture acts as a go-between in communicative processes that involve knowledge, ideas, and beliefs which are codified in the language a group of people share that let them assimilate such information because they belong to a particular

community. In other words, there is a relationship of reciprocity between language and culture which means one needs the other. Culture is necessarily acquired through language and communicative processes. In that sense, this proposal looks to implement cultural content in the EFL classroom to make students interpret, compare, and recognize not only their own culture but also the target one.

Finally, Silva (2006) asserts that the current culture concept implies recognizing the plurality of cultural systems existence, which requires a culture study stated in terms of difference and not hierarchy.

Al debilitarse la idea según la cual enseñar una lengua equivale a transmitir las bondades de una civilización superior, el protagonismo de la lengua meta se desvanece para dejar el lugar a dos o más lenguas y culturas en contacto. Se hace patente entonces la necesidad de nuevas herramientas conceptuales, capaces de traducir la interacción entre los sistemas. Se habla entonces de lo multicultural, lo intercultural, lo transcultural... (Silva, 2006, n.d.)

Given that, this pedagogical proposal conceives culture as transmitted through language. The intercultural communicative competence is suitable for approaching culture in the EFL classroom and involves working in the foreign language skills that imply the communicative competence aspect.

Intercultural Communicative Competence

Intercultural Communicative Competence (ICC) is a fundamental theoretical construct to develop this project. Even though it is in an early stage of exploration in EFL education. Byram et al. (2009) defined it as “the ability to interact with ‘others’, to accept other perspectives and perceptions of the world, to mediate between different perspectives, to be conscious of their evaluations of difference” (p. 5). Foreign language teaching has generally focused more on the communicative competence that aims at developing learners’ linguistic and communicative skills to speak English fluently and accurately, than on intercultural competence. Hence, Byram (1997) complements the notion of communicative competence by including and incorporating the intercultural one.

To understand the intercultural concept, it is necessary to develop a general overview of the communicative competence aspect in an EFL classroom. The term was introduced by Hymes in foreign language education in the early 1970s. Thus, this proposal assumes such competence as means of expression, interpretation, and negotiation of meaning; it also considers psycholinguistic and sociocultural perspectives in the EFL environment (Hymes, 1972). In other words, communicative competence implies, therefore, a series of processes, knowledge, and experiences that the sender-receiver must use for producing or understanding discourses appropriately in the communication setting. On the other hand, intercultural communicative competence implies the ability to identify cultural aspects that are necessarily expressed through real language use when EFL learners can practice the four language skills: reading, speaking, listening, and writing.

In this regard, communicative competence is considered the tool that leads the speaker to communicate and interact effectively in conversations with other people. ICC is not limited to the social interaction of individuals as it can also be enhanced through “documents” and “cultural products created, written, and produced by humans from diverse cultures. Byram (1997) asserts “the intercultural speaker can ‘read’ a document or event for the implicit references to shared meanings and values... can identify or elicit different interpretations and connotations to establish relationships of similarity and difference between them” (p.62). Indeed, it is important to note that it is difficult for EFL teachers and learners in the Colombian context of public school to have opportunities for interacting with a real context or with native speakers in the EFL setting. For that reason, it is necessary to highlight that the intercultural person, as Byram (1997) affirms, can use sources such as programs, television, reference books, newspaper, stories to understand and analyze social relationships among cultures.

Hence, for this pedagogical proposal, EFL teaching-learning purpose goes beyond building vocabulary and developing fluency; it also implies individual interactions with another language, and it means that learners are also interacting with its culture. For this, it attempts to represent a cultural experience through multimodal material (which will be discussed later) that contains cultural United

States content; even though it is necessary to clarify that the learners are not going to have direct social interactions with any people of the target culture. Nonetheless, through the resources the proposal presents, learners could become more interculturally aware: e.g. finding differences among distinct cultural regions and their people. Lee (2005) affirms that intercultural competence not only involves interaction and understanding but also the ability to become critical of differences.

According to Byram (1997), learners' critical cultural awareness should be supported by the development of interpretation, discovery, and interaction skills within foreign language education. The author presents these factors as *savoirs* to be acquired or developed by the learner to become critical individuals. His model consists of three main aspects or *savoirs*: (1) positive attitudes toward cultural discovery, (2) knowledge about cultural information, and (3) skills to deal with cultural similarities or differences. These three main aspects are acquired through the process of building language competence and they are the spinal column for the pedagogical intervention design.

Regarding the first (*savoir être*), Byram (1997) explains that being culturally competent involves building positive attitudes such as openness, empathy, tolerance, readiness, and curiosity to put aside rejection prejudice, stereotypes, discrimination, and intolerance about other cultures and beliefs different from one's own. According to Byram these negative attitudes often cause unsuccessful interaction and cultural misunderstanding among people from diverse backgrounds.

The second factor (*savoirs*), which Byram (1997) refers to as the acquired knowledge of social groups and practices in one's own culture and country, and the general processes of society and individual interaction. It means knowledge implies being skilled with aspects such as definitions of geographical space, emblematic characteristics of a group, its institutions, its religious values, beliefs, historical relationships, etc.

The third (*savoir comprendre*), Byram (1997) subdivides into three skills: interpreting and relating, and discovering. That is to say, the ability to interpret a document or event from another culture,

to explain it, and relate it to documents from one's own. When interpreting, an individual gives sense to the information and knowledge which will allow him/her to discover allusions and meanings present in the foreign culture. Moreover, for Byram (1997) interpreting skill relates to the relating skill because this one involves the capacity to establish relationships by identifying and comparing cultural similarities and differences. These two are as well connected to the third skill of discovery that is "the skill of building up specific knowledge as well as the understanding of beliefs, meaning, and behaviors which are inherent in particular phenomena, whether documents or interactions" (Byram, 1997, p.38). Acquiring these three factors or *savoirs*, a person can be prepared to deal with other groups different from their own and to become more critical and analytical to understand why differences exist.

To conclude, learning a foreign language means more than just mastering its grammar, vocabulary, and phonology. The goal of language education is to develop intercultural communicative competence in students through cultural incorporation. Successful cross-cultural communication requires culturally aware communicators, those who respond appropriately in a given social context, showing comprehension, tolerance, and openness towards other communicators. Teaching a foreign language means preparing the students for real-life situations. One of the main goals of this pedagogical proposal is to foster cultural awareness and enhance ICC to make students build critical opinions about cultural topics of the US represented in the pedagogical intervention design.

Multimodal Texts with cultural content

A multimodal text, as Walsh (2006) affirms, uses a combination of two or more communications modes, for example, print, image, and spoken texts as in a film or a computer presentation. Hence, it is undeniable that the information is communicated in multiple modes and each one uses unique semiotic resources to create meaning (Kress, 2010). Also, Walsh (2006) mentions that the educational environment is filled with textual information that blends multiple modes of meaning-making. Therefore, it is usual for the student to encounter a variety of print and not-print multimodal texts in their daily lives. Some of this includes magazines, picture books, information books, films, videos, emails, and the internet in general.

In that sense, Rowsell and Burke (2009) claim that adolescent literacy practices -along with texts they interact with- are increasingly dynamic, visual, and multimodal in today's world.

Furthermore, Kress (2000) reiterates the need for language teachers to look at the context in which language is used and the resources, such as images that are co-present in any text and contribute to its meaning. Thus, the author discusses the interplay between image, text, and other modes of making meaning so that students might create their intended meanings. Learners need to be able to communicate effectively, as discussed in the previous chapters. This requires teaching students to comprehend and compose meaning across diverse, rich, and potentially complex -as speaking about cultural aspects- forms of multimodal text, and to do so using a range of different meaning modes.

Additionally, the New London Group (1996) published an article on *the pedagogy of multiliteracies*, of which Cope and Kalantzis (2009) later reframe some aspects. The main premise in this pedagogy relates to active citizenship: it is “centered in learners as agents in their knowledge processes, capable of contributing their own as well as negotiating the differences between one community and the next” (Cope & Kalantzis, 2009, p. 172). Thus, being the agent in one's knowledge processes implies more than interacting through verbal texts only, in this contemporary society. Hence, it is necessary to go beyond traditional literacy practices and consider semiotic resources, different from verbal language, such as images, graphics, sounds, and gestures, among others that have meanings and are frequently integrated with verbal texts (Stengling & Iedema, 2001).

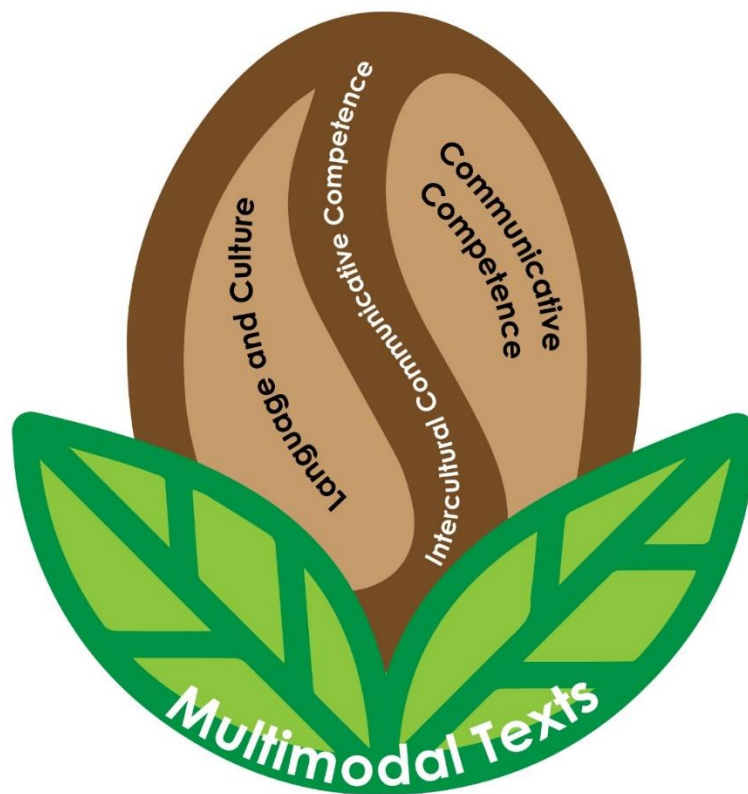
In the present proposal, multimodal texts are perceived as a key classroom tool designated to facilitate EFL learning. Moreover, Stec (2017) holds that English language teaching materials are cultural artifacts that reveal meanings about the target language linked with different ways of being and living, manners of using the language, and sets of values. For that, the multimodal text with cultural content is conceived in this pedagogical proposal as the tool and resource to design the interventions. This option may be useful as language modes like listening, speaking, reading, and writing are often integrated and interdependent. Consequently, activities might not isolate any of these language modes such as images,

graphics, sounds, and gestures among others that have meaning and are frequently integrated with verbal texts. In this sense, communicative competence, as discussed before, cannot be worked in the EFL in isolation. Beyond the knowledge of an isolated code, it is important to offer children and young people real possibilities to understand and interpret their reality. With this, the proposal aims to broaden EFL students' knowledge of the world, that they explore their social skills and learn about cultural aspects of the target language.

Figure # 1 is a visual representation of the theoretical constructs working together and how they can be complementary in this research study. The roasted coffee bean represents Colombian culture as this country has ranked first as a world producer of mild coffee. Having said this, the following representation displays the main bases of Intercultural Communicative Competence in this study, Language and Culture, Communicative Competence, and how Multimodal Texts embrace them as the tool to implement ICC in an EFL classroom. It also articulates each construct's support.

Figure 1

Adaptation of roasted coffee bean. Own source



CHAPTER III: Methodological design

This chapter defines first, what a pedagogical and didactic innovation proposal stands for. Additionally, the vision of curriculum, language, learning, and classroom will be explained to comprehend the core of this proposal, and how they were applied in the pedagogical instruction and its lessons plans.

Pedagogical and didactic innovation

Pedagogy and Didactics in the last decades are called to respond creatively and dynamically to the problems and challenges of education in times of change. The impact of technologies, and the application of teaching and learning, is still demanding a change in educational practices. As stated by Macanchí et al. (2020) educational practices should privilege the development of a culture of educational, pedagogical, and didactic innovation, since the possibility of achieving and consolidating educational quality rests on them.

According to Béchard (as cited by Walder, 2014) pedagogical innovation corresponds to a change defined as “an intentional action that aims to introduce something original into a given context, and it is pedagogical as it seeks to substantially improve student learning in a situation of interaction and interactivity.” (p. 196). As understood in the present document, pedagogical innovation refers to a systematic and complex process that helps to reflect and intervene in the students’ learning process. To this project, pedagogical innovation has been taken as teaching delivered in ways other than the traditional practice of the lecture. Thus, it seeks to integrate new methodological strategies employing multimodal texts to foster students’ intercultural communicative competence.

Besides, López and Heredia (2017) refer to pedagogical innovation as the implementation of a significant change in the teaching and learning process, teaching materials, delivery methods, content, or contexts involved in teaching. However, innovation is not necessarily equal to novelty. It means, as Moreno (2000) mentions, innovation does not only imply something new, but also practiced previously

used, applied to new circumstances, or incorporating new elements. This reinforces the idea that innovation never starts from scratch. Thus, fostering initial intercultural communicative competence through multimodal texts seeks to address EFL traditional high school classes differently. Moreover, innovation is not an act but a process, involving people, situations, and institutions, articulated to generate structured actions oriented to produce changes (Moreno, 2000). Therefore, the present didactic and pedagogical proposal is based on concepts, but it must be reflected in educational practices to improve the teaching and learning process for eleventh graders to achieve improvements in their intercultural communicative competence.

Vision of curriculum

From a critical perspective, the curriculum is a cultural construction because it is rarely constructed from scratch. Therefore, it is taken as a way of organizing educational practices as a whole. This project is based on Grundy's proposal (as cited in Agray, 2010), which bases the vision of curriculum as a cultural construct and as an organizational point of educational practices. Therefore, the emancipatory interest, which underpins Grundy's perspective (1991), would be the point of reference for the vision of curriculum in the present proposal.

According to Habermas (as cited in Agray, 2010), the emancipatory interest determines the quest for independence from everything outside the individual within a state of autonomy. Moreover, it is reflected in the human being's search for transcendence, growth, and development in self-knowledge interest through self-reflection, freedom, and autonomy (Agray, 2010). Therefore, the emancipatory curriculum promotes a perception and action of the learners based on the transformation of consciousness about their existence and involvement in the educational encounter. Indeed, Grundy (1991) claims that with the emancipatory interest, the students' role is not only as an active receiver of knowledge but also as an active creator of it together with the teacher. That is why this present project conceives the

educational curriculum as an aspect that ought to be negotiated and never imposed. Also, it implies organization and planning for that is not left chance or to the imagination of the moment.

This conception of the curriculum was assumed because it was considered the most consistent with the humanistic formation to which the present proposal aspires. Besides, for the understanding that the curriculum is a cultural construction, it is necessary to accept that the beliefs and experiences of the people involved in it, as well as their way of interacting, determine the form and type of their educational practices, that is, the curriculum. In this conception of curriculum one of the fundamental principles has to do with the transformation of consciousness, which means, the change in the way students perceive and act in the world.

Consequently, this vision of curriculum involves answering the question about the type of human being an EFL teacher is interested in forming. If it is wanted to educate only efficient students who respond to the formal linguistic aspects of L2 with all the utilitarian competencies perfectly developed, or if it is wanted to form a human being with a critical intercultural communicative competence, capable of assuming themselves as citizens of the world through a transformation of their conscience. This present project aims to train students who engage autonomously and responsibly in the educational encounter and the encounter with others, from the recognition of difference and plurality.

Vision of language

As teaching a language is a complex process, there is no unique vision of it as Tudor (2001) mentions. Learning a language and mastering it, involves the mastery of all the elements that language implies. According to Tudor, language is a system, a means of “achieving functional goals, a means of self-expression, and the bearer of a set of cultural values and ideologies” (p. 65). This pedagogical intervention focuses on language with a functional perspective within social interactions xx.

This project’s vision of language is embodied in the human perspective. Tudor (2001) points out that language is “a medium by which we build up personal relationships, express our emotions, and

explore our interests” (p. 65). In that sense, language, in its social context, allows members of a society to express concepts, perceptions, and values that are important for them. Besides, Meyer & Whitmore (2011) point out the language functional perspective as the tool to promote social interactions because of its multiple functions when using it. As social individuals, speakers regulate others, express emotions, needs, or ideas, represent thoughts, among others. Through this vision, adopted by the present project, it is possible to empower students, enabling them to foster their intercultural competence at the same time learners develop their EFL communicative competencies.

On the other hand, along with this document, it has been recognized that language plays a key role in the transmission of human culture. As Wilhelm Von Humboldt (1767-1835) (cited by Kotthoff & Spencer-Oatey 2007) language can be represented as the *soul* of a nation that allows individuals to notice cultural characteristics through language use and analysis. To illustrate better, language can be seen as the mirror of a nation’s culture as it discloses beliefs, customs, and behaviors from a community.

Accordingly, this pedagogical proposal understands the language not only as a social construction but also as a cultural one. More importantly, this perception supports one of the goals in this project, which is to foster the initial intercultural communicative competence, allowing learners to have cultural awareness and enhance critical opinions about the cultural aspects that the students find while learning the second language.

Vision of learning

The vision of learning embraced in this project is experiential which, according to Tudor (2001) implies that the learning process should foster the use of language as a means of communication. Thus, this vision is based on four principles: (1) focus on communication rather than learning about the language; (2) a holistic practice which reflects the communicative competencies; (3) the use of authentic material; and (4) the use of multimodal texts with cultural content which enable the language as a vehicle to learn about the culture.

In this pedagogical proposal, as pointed by Byram (1997), intercultural competence not only involves interaction and understanding but also the ability to become critical of differences. Hence, an experiential education vision, according to Dewey (as explained by Miettinen, 2000), focuses its attention on problem-solving and critical thinking instead of memorization and rote learning. Consequently, this pedagogical proposal's activities were planned to enhance interaction and effective communication along with reflective processes, problem-solving, and critical thinking among students. For Tudor (2001), students are seen as “individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological, and experiential factors” (p. 95). In other words, as Tudor mentions, students are not merely language learners, but they are complex human beings who interact individually, creating a personal understanding of language, language learning and socio-cultural factors around it. The present project aims at fostering meaningful language learning by finding ways of fitting the students' needs, interests, and social contexts.

Vision of classroom

The classroom represents the scenario where students can exchange their experiences and knowledge, making this place a fundamental aspect of the present project. The classroom is the place that enables learners' ways of being, acting, and thinking that support their personal development as social beings and as individuals within a specific context. Thus, the activities developed there should play a key role, being essential elements of students' reality. The vision of the classroom in this present proposal is grounded on two perspectives: as a place for communication and the classroom as a social experience. Bearing this in mind, the classroom is assumed as a place of communication and also a social setting where language is a goal, but at the same time, it is a means of learning.

Tudor (2001) affirms that “communication in the classroom was the preparation for communicative language outside the classroom” (p. 113), meaning that communicative activities being developed in classes and students' real worlds should have a connection. Indeed, classrooms depict a

vision of the society they belong to. That is why it is necessary to help EFL students to not only acquire language competence but to develop their critical intercultural awareness. One of the teacher's responsibilities as educators is to empower students with knowledge, skills, and attitudes, aiming at helping them to become more critical and interpretative of cross-cultural, social, and political meanings in this increasingly globalized society. Additionally, this conception of the classroom leads to a student-centered environment, as it encourages and respects the voices of students and promotes individual growth as an active social being.

CHAPTER IV: Proposal of pedagogical and didactic innovation

Proposal of pedagogical and didactic innovation

This chapter describes the pedagogical and instructional design proposed to provide an alternative to deal with the problem stated in chapter 1. The main purpose of this project is to foster the initial intercultural communicative competence, among eleventh graders from a public school, through a series of activities using multimodal texts with cultural content which contain reading materials, videos, and native speakers' audios. Thus, it incorporates a set of classes to help students to observe a great variety of cultural material and expressions from the native and target culture. Even though learners are not going to have direct social interactions with any people of the target culture, the resources or products, that the proposal presents, may enhance learners' initial intercultural communicative competence by becoming aware of cultural differences. The didactic and pedagogical project is divided into 3 cycles of 3 lesson plans to be developed during 18 classes. That is 1 lesson plan for 2 sessions.

Eleventh graders are expected to participate actively during the sessions as most of the activities imply practicing and developing the four language skills simultaneously. The activities presented seek to complement the notion of communicative competence by incorporating the intercultural component. Thus, learners are expected to be able to express their opinions, participate and develop their critical intercultural awareness.

The next table (figure 2) details how the three cycles are planned. Each cycle entitles its name and the lessons that compound it. The multimodal material that corresponds to each lesson and objectives are also presented, as well as the grammar and vocabulary that will be addressed. Subsequently, the lesson plans of cycles one, two, and three will be described briefly.

Figure 2
Instructional design

CYCLE	LESSON TOPICS	OBJECTIVES	MULTIMODAL TEXTS WITH CULTURAL CONTENT	SUGGESTED LANGUAGE AND VOCABULARY
<p>1.</p> <p>Think outside the box.</p> <p>Fostering curiosity</p> <p>(Duration: 3 Lesson plans for 6 classes)</p>	<p>1.</p> <p>Have itchy feet</p>	<p>GENERAL</p> <ul style="list-style-type: none"> To build curiosity about other cultures and beliefs different from one's own . 	<ul style="list-style-type: none"> Blog about travelling places that includes relevant information of such places, pictures, and maps. Presentation of pictures and images from Colombian and USA place s. 	<ul style="list-style-type: none"> → Location → Geographical settings → Places in Colombia and USA → Adjectives to describe a place. → Traveling expressions → Imperatives → Present simple
	<p>2.</p> <p>I would like to go to __</p>	<p>SPECIFIC</p> <ul style="list-style-type: none"> To acquire vocabulary for describing and providing information about places . To describe places that surround people and create differences between cultures. 	<ul style="list-style-type: none"> Colombia and USA places presentation. YouTube Video 	<ul style="list-style-type: none"> → Places in Colombia and USA → Location → Geographical settings → Adjectives for places → Holidays → Would like to
	<p>3.</p> <p>The Holiday Spirit</p>	<ul style="list-style-type: none"> To identify cultural traditions in holidays . 	<ul style="list-style-type: none"> YouTube videos Songs and lyrics Colombia and USA holidays presentations 	<ul style="list-style-type: none"> → Expressions for holidays → Expressions to show personal opinions → Present simple

CYCLE	LESSON TOPICS	OBJECTIVES	MULTIMODAL TEXTS WITH CULTURAL CONTENT	SUGGESTED LANGUAGE AND VOCABULARY
<p>2. There is no accounting for taste(s)!</p> <p>-Getting to know the culture-</p> <p><i>(Duration: 3 Lesson plans for 6 classes)</i></p>	<p>1. Blow out the candles</p>	<p>GENERAL</p> <ul style="list-style-type: none"> To acquire knowledge of social practices in one's own country and target one 	<ul style="list-style-type: none"> Pictures Quizziz.com Songs and lyrics YouTube videos Reading passage 	<ul style="list-style-type: none"> → Expressions for birthdays → Likes and dislikes → Present simple
	<p>2. Variety is the spice of life</p>	<p>SPECIFIC</p> <ul style="list-style-type: none"> To recognize customs when celebrating birthdays To be aware of traditional dishes in Colombia and USA 	<ul style="list-style-type: none"> Nearpod.com Slides' presentation YouTube video Online Article 	<ul style="list-style-type: none"> → Food → Traditional dishes → Passive voice
	<p>3. Keep calm and pet a dog.</p>	<ul style="list-style-type: none"> To know about the adoption process and pet shelters in both countries. 	<ul style="list-style-type: none"> YouTube videos Blog entry Slides' presentation 	<ul style="list-style-type: none"> → Pets' vocabulary → Shelter's vocabulary → Present simple → Present perfect

CYCLE	LESSON TOPICS	OBJECTIVES	MULTIMODAL TEXTS WITH CULTURAL CONTENT	SUGGESTED LANGUAGE AND VOCABULARY
<p>3. A matter of opinion</p> <p>-Interpreting and relating cultures-</p> <p><i>(Duration: 3 Lesson plans for 6 classes)</i></p>	<p>1. Let's celebrate July 4th and 20th</p>	<p>GENERAL</p> <ul style="list-style-type: none"> To establish relationships by identifying and comparing cultural similarities and differences. 	<ul style="list-style-type: none"> Nearpod.com YouTube videos Quizizz.com 	<ul style="list-style-type: none"> → Independence/ History → Present simple → 'Wh' open questions
	<p>2. Pull over</p>	<p>SPECIFIC</p> <ul style="list-style-type: none"> To interpret a document or event from another culture. To identify differences when becoming an adult in Colombia and USA To be able to find differences and similarities between Educational Systems in both countries 	<ul style="list-style-type: none"> Nearpod.com YouTube videos Article 	<ul style="list-style-type: none"> → Traditions/Common practices → Present simple
	<p>3. To hit the books</p>	<ul style="list-style-type: none"> To reflect on real-world culture differences 	<ul style="list-style-type: none"> Online articles Prezi presentation YouTube videos 	<ul style="list-style-type: none"> → Educational system → Daily activities in an educational setting → Past simple → Present simple

Cycle 1: Think outside the box

The first cycle of this proposal consists of a set of activities where students may build positive attitudes such as openness, empathy, tolerance, readiness, and curiosity to put aside rejection prejudice, stereotypes, discrimination, and intolerance about other cultures and beliefs different from one's own. The three lesson plans are designed to review vocabulary and basic grammar structures (present simple, imperatives, would like to) and have students analyze, revise, discuss and create short presentations.

The first lesson plan *Have itchy feet* attempts to review vocabulary for describing and providing information about places. They would review and analyze different presentations and blogs about places from the native and target culture. They would also check the structures and rules of the simple present tense, imperatives, and would like to so that they can express themselves clearly and identify important information when describing places. They would develop and create a blog entry where they describe places from both cultures.

The second class *I would like to go to...* points at developing students' awareness about important places from both countries to visit in the future. Firstly, learners will share the entries they developed in the previous session. They will review implicitly the 'would like to' expression meanwhile they see the presentations provided by the teacher. Afterward, they will review the grammatical aspects of such expressions. Moreover, the idea with the presentations is to draw students' attention to want to visit Colombian and USA places. Thus, learners will be able to express themselves about their wishes when visiting a new place. Finally, students will prepare a presentation about holiday celebrations to have an idea for the next lesson.

The final class of this proposal *The Holiday Spirit* aims at understanding and identifying cultural traditions, and expressions when speaking about holidays. Students are expected to analyze and become critically aware of cultural aspects around holidays at the end of the year. Students' active participation is a key element during the lesson development as students will not only acquire information but also

interact and answer some questions, relating them to a real-world context. Afterward, learners will summarize the ideas that they perceived by watching a video about a holiday celebration.

Cycle 2: There is no accounting for taste(s)!

The second cycle of this pedagogical proposal deals with knowledge of one's own culture and the target language culture, as well as how human beings interact and perceive each other during communicative acts. Students will be able to review vocabulary aspects like expressions for birthdays, likes and dislikes, traditional dishes, and pets. They will also learn about the use of present simple, passive voice, and present perfect. Besides, they will identify, recognize, and notice differences between the customs of practices that take place in each country, Colombia and the United States. The three lesson plans are designed to enhance students' acknowledgment of cultural aspects.

The first lesson plan *Blow out the Candles* gathers information about birthdays celebrations, pointing out customs and differences between both countries. It is expected that students recognize vocabulary about birthday celebrations, likes and dislikes, and understand how to use the present simple tense. Additionally, they will have listening practice and analyze the authentic material related to the culture in these two countries. It also deals with the immediate contexts of students regarding their experiences when celebrating birthdays, students will practice writing skills to organize their ideas to share them with the whole class. Finally, learners will watch a video and read a short passage that will allow them to share their opinions about the differences in birthdays celebrated in both countries.

The second lesson plan *Variety is the spice of life* consists of learning social eating practices in one's own country and the target one. It is intended that students use passive voice to express how some traditional dishes can be prepared. Also, students will learn vocabulary related to food and meals, and they will be aware of traditional dishes in Colombia and the USA. Learners will see a short presentation, a video, and read an article to acquire knowledge about the lesson's topic. Thus, students will put into

practice listening, writing, and speaking skills to give opinions and analyze the main differences between the social eating practices in these two countries.

The third lesson plan *Keep calm and pet a dog* centers on the adopting pets process either in Colombia or United States. Students are expected to identify dog adoption vocabulary, acknowledge the necessary process to adopt a pet, talk about experiences using the present perfect, and discuss the importance of adopting instead of buying a pet. Accordingly, students will watch a video and read some information about the core topic of the lesson to develop the activities, such as discussions and role-plays.

Cycle 3: A matter of opinion

The third cycle of this didactic proposal deals with interpreting and relating culture. It includes the need to develop the ability to interpret a document or event from another culture and to relate it to a document or event, with a similar degree of significance, in one's own culture. Thus, learners will be able to establish relationships by identifying and comparing cultural similarities and differences between Colombia and United States.

The first lesson plan *Let's celebrate July 4th and 20th* focuses on the history of independence in Colombia and the United States. Students will learn vocabulary about the independence event in both countries. Moreover, they will assess their understanding by answering open 'wh' questions, and learners will review the present and past simple tense usage. Students' active participation is the key point when developing the activities, as they will share their previous knowledge on the topic, and provide their opinion regarding the Independence celebration in both countries. Lastly, students will develop a teamwork activity, in which they will be creative to propose planned activities to celebrate this historical event.

The second lesson plan *Pull-Over* draws attention to general cultural differences between Colombia and USA. Students are expected to use vocabulary related to traditions, common practices, and express themselves in present simple tense. As most of the lessons, the class is student-centered, thus

students' previous knowledge will be asked. Afterward, to guide the class, students will watch a video, and read an article that will allow them to reflect on real-world social practices' differences.

The last lesson *To Hit the Books* consists of talking about the educational system not only in the United States but also in Colombia. Students will reflect on the differences and similarities between these two countries' educational systems. To do so, they will read some articles to gain vocabulary and be aware of the lesson's core topic. Besides, they will also learn about a few aspects regarding economics and politics, as these last two affect directly or indirectly the educational system. Students will socialize the information, and they will share their visions, opinions, or experiences. Finally, students will create a collaborative blog and will participate in a Round table activity to demonstrate their understanding of the topic.

Instructional design

This section will present the lesson plans of cycles one and two, which were designed with their corresponding instructional materials. They include the links which will be used when addressing the classes and detailed instructions on how to develop each session. Different lesson plans have presentations that will be found through the last link below. Moreover, each lesson plan has the presentation indication as "attached", to set the example, one presentation will be added on the aftermost annexes. In regards to cycle three and its corresponding lessons, it will be correspondingly presented in annexes one at the end of the present document.

For access to the complete instructional material, and also as a flipbook presentation, the three cycles, lesson plans, and presentations, go to any of these links:

Flipbook sample:

https://issuu.com/loreng/docs/fostering_icc_through_multimodal_texts_instruction

PDF sample:

https://drive.google.com/file/d/1kHZUsjEPBLSoIo63pUViMnm83GcRIMq_/view?usp=sharing

For access to the individual presentations (which are named with its topic, and 'LP#' that indicates the lesson plan they belong to), and printable material that were designed for the application of this proposal, go to this link:


<https://drive.google.com/drive/folders/1dx0cz477Gu6dMikw2XJ2xUDeqLvLbjpa>



Fostering Initial Intercultural Communicative Competence through Multimodal texts

Instructional design





Universidad Pedagógica Nacional
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A most hearty welcome! We are happy to place this flipbook presentation instructional design in your hands. It contains a total of 9 lesson plans, which were intended to cover topics related to the L2 target culture and the native one. Each lesson plan aims to present the instructions and materials to carry out EFL classes among eleventh graders at a public institution in Colombia. To apply it, students should be able to speak, read and write in English; even though the teacher may apply a diagnostic test to the target group and adjust the lesson plans to students' L2 level.



CYCLE 1: Think outside the box

LESSON PLAN 1: Itchy Feet

Time: 120 minutes (two sessions of 60 minutes each)

Suggested Language and Vocabulary: Places in Colombia and USA, location, geographical settings, adjectives for places, traveling expressions, imperatives, present simple.

Objectives:

- To acquire vocabulary for describing and providing information about places.
- To describe places that surround people to create differences between cultures.
- To identify important information when looking at *Travel guides* and know how they work.

Materials:

- Colombian places presentation
- USA places presentation
- Quizizz.com
- Padlet.com

PROCEDURES

10 min

1. The teacher will ask a question related to the expression “get itchy feet” so that students can participate. The teacher will explain the meaning of the expression related to its informal and figurative form.

- What makes your feet itch?

Considering the above-mentioned question, the teacher will write on the board some students’ answers. Probably some answers will not be related to cultural content. Next to the answers, the teacher will paste on the board a picture (see appendix 1) that makes students analyze the people and name the places where they are.

15 min

2. The teacher will, then, present slides to point out some important places to visit in both Colombia and USA (see annex 2). The teacher can have students read the descriptions of each picture and let comments be made if there is so. The teacher will clarify vocabulary if necessary. This presentation will set an example for students to have an idea for creating blogs.

25 min

3. The teacher will have students play a game on Quizizz (see annex 3). Learners will read the statements and will have to choose the accurate picture that matches the description provided. Then, they will have to point out at least 20 words (adjectives) from the statements to show how the places are described.

20 min

4. The teacher will organize students into groups (depending on the number of students) to analyze travel guides from Colombia and United States (see annex 4). Students can navigate on the travel guides as they prefer. They can choose the place that calls their attention the most. Then, students will share what they found in those guides to socialize and share ideas about the information with their classmates.

20 min

5. Students will be given the link to the Padlet platform (see annex 5) where they will create an entry to expose a place from their country. This place will have to be posted with a picture and a description that shows how one can get to that place. Students must know they need to choose a place they will like to visit and they do not know yet.

Workshop

30 min

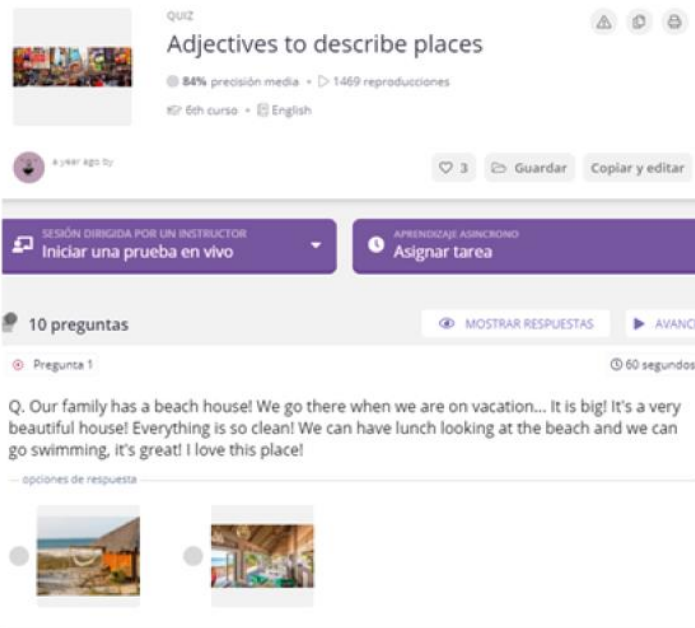
6. The teacher will have students create another entry among themselves, in the Padlet platform. This time, they will have to look for a place located in USA. Students will provide a piece of simple information about it, and the location by using adjectives and present simple. Every single student will have to comment on one of the places chosen by his/her classmates.

ANNEXES AND REFERENCES

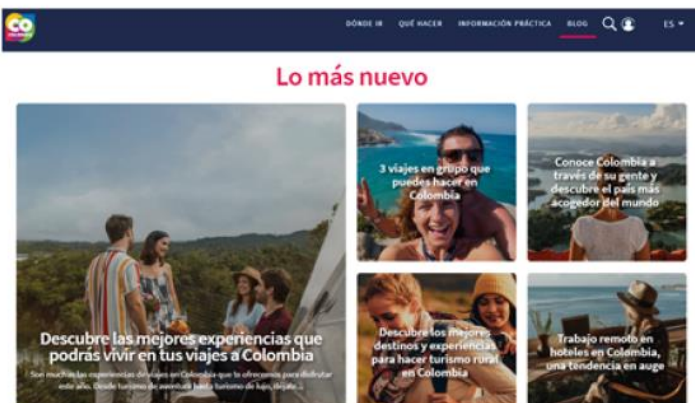


2. USA & Colombia Presentations (Attached)

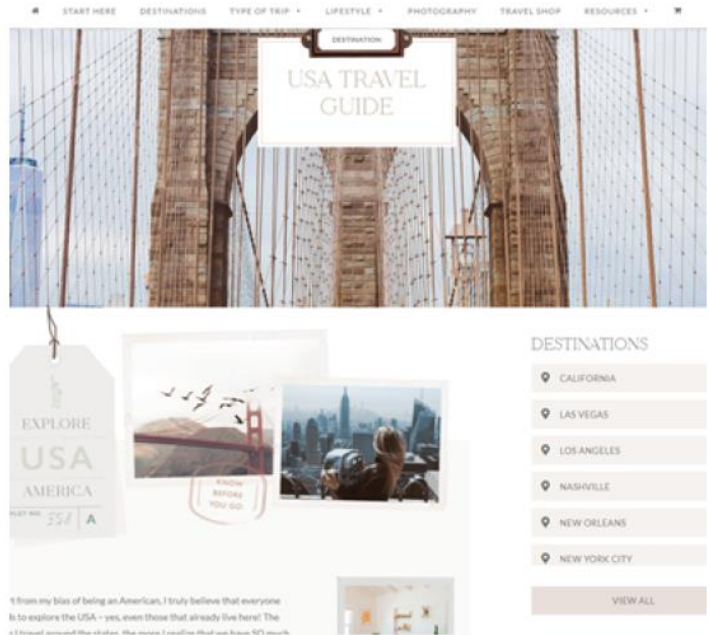
3. <https://quizizz.com/admin/quiz/5e8383a4ff87b2001d-53fffa>



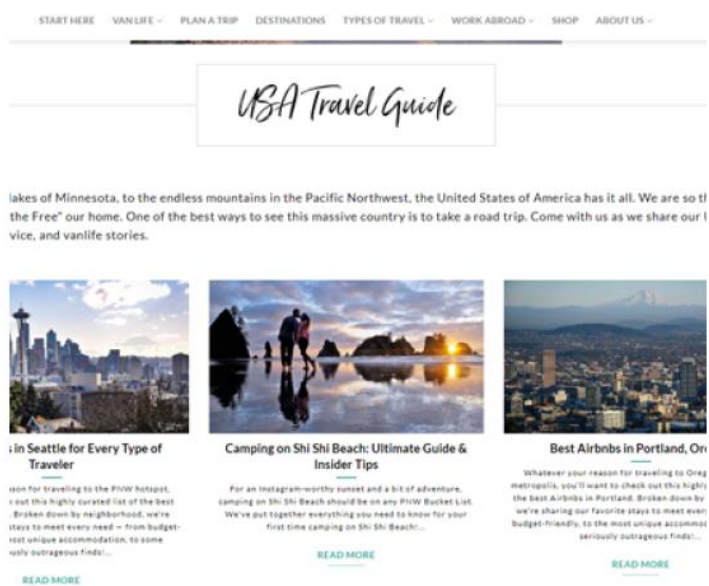
4. <https://www.colombia.travel/es/blog> – Colombian Guide Travel



● <https://www.theblondeabroad.com/ultimate-usa-travel-guide/>



● <https://www.twowanderingsoles.com/usa>



5. <https://es.padlet.com/auth/login> - The teacher will have to create the account and create the link for students to create their entries.

* Padlet is an online notice board tool. This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can the teacher post on the wall but so too can students.

CYCLE 1: Think outside the box

LESSON PLAN 2: I would like to go to __

Time: 160 minutes (two sessions of 80 minutes each)

Suggested Language and Vocabulary: Places in Colombia and USA, location, geographical settings, adjectives for places, holidays, would like to, present perfect

Objectives:

- To know important places from both countries to visit in the future.
- To express wishes in the future by using "I would like to"

Materials:

- Padlet.com
- Colombia places presentation
- USA places presentation
- YouTube Video
- Kahoot.com
- Jamboard.com

PROCEDURES

15 min

1. To remind students about last class activity, the teacher will have some learners (chosen randomly) socialize the entries (see annex 1) each one developed on the blog. The teacher will emphasize the use of adjectives and expressions learnt during the last lesson.

20 min

2. The teacher will present the material named *I would like to go to Colombia* (see annex 2) to socialize some common tourist places that students may know in Colombia because they have already visited them or seen them on social media. The idea with the presentation is to draw students' attention to want to visit Colombian places. The teacher can have students read the statements in the presentation to make the class interactive.

15 min

3. The teacher will make some groups (according to the number of students) to answer and discuss between them the following questions:

- Which city are you from?
- What are the differences between one of the places shown and the city where you live?

20 min

4. The teacher will present the material named *I would like to go to USA* (see annex 3) to socialize some common places that native people may know in USA because they have already visited them or seen them on social media. The idea with the presentation is to draw students' attention to want to visit USA places. The teacher can have students read the statements in the presentation to make the class interactive.

15 min

5. The teacher will make again some groups (different members) to answer and discuss between them the following questions:

- Have you ever been to USA?
- What are the differences between one of the places shown and the city where you live?

5 min

6. A short video named "Would like to' for wishes" (see annex 4) will be presented as it explains shortly how this expression can be used for wishes.

5 min

7. Then the teacher will explain shortly the difference between "I would like to / I would not like to" so students can express wishes in the future regarding places they would like to visit.

10 min

8. Students will practice this topic through an interactive activity (see annex 5) in the Kahoot platform.

25 min

9. Teacher will make a Jam board on Google (see annex 6) with the following questions:

- What USA place would you like to go to?
- What Colombian place would you like to go to?

Thus, students will have to answer the question by using the expression "I would like to go to"

Workshop

30 min

10. The teacher will organize five groups of learners. Then, students will have to look for the following celebrations on internet, books, and different sources they find useful:

- Christmas (in Colombia or USA)
- New Year's Eve (in Colombia or USA)
- Thanksgiving Day (only in USA)

The teacher will assign every group the topic and the country. They will have to make a short presentation (like a powerpoint) about the celebration and country assigned by giving answers to the following questions:

- What is this celebration about?
- When is it celebrated?
- How do people usually celebrate it?

ANNEXES AND REFERENCES

1. <https://es.padlet.com/auth/login> The teacher is supposed to have already created the link of the blog.



Padlet

Offered by: padlet.com

2. *I would like to go to Colombia* presentation (Attached)
3. *I would like to go to USA* presentation (Attached)
4. https://www.youtube.com/watch?v=OnLvmJuK_-4



5. <https://create.kahoot.it/share/would-like-to/5bba4050-066a-4981-abe7-bf10179a932f>



6. <https://jamboard.google.com/>



What's Jamboard?

If you have the legacy free edition of G Suite, upgrade to Google Workspace to get this feature.

Collaborate in real time with Jamboard, a 55-inch digital whiteboard that works with G Suite services.

Work together in real time

With Jamboard, you can:

- Write and draw with the included stylus.
- Search Google and insert images or webpages.
- Drag and resize text and images with your fingers.
- Sketch a box, star, cat, or dragon. Image recognition technology converts your sketch into a polished image.
- Share your jams with collaborators. Up to 25 people can work on a jam at once.

Work with Google Drive

- Add Google Docs, Sheets, and Slides to a jam.
- View and edit your jam files from anywhere with an internet connection. Your work saves automatically.

CYCLE 1: Think outside the box

LESSON PLAN 3: The Holiday Spirit

Time: 130 minutes (two sessions of 70 minutes each)

Suggested Language and Vocabulary: Expressions for holidays, expressions to show personal opinions, present simple

Objectives:

- To identify cultural traditions in holidays.
- To recognize useful expressions when speaking about holidays

Materials:

- Students' presentations from last lesson.
- YouTube videos
- Songs and lyrics
- Colombia and USA presentations
- Quizizz.com
- Padlet.com

PROCEDURES

20 min

1. The students will start the lesson presenting the workshop the teacher left last class. They will present some brief information about holidays in both countries: Colombia and USA.

20 min

2. The teacher will show the students a short video about Colombian Christmas Traditions (see annex 1) to introduce Christmas as a topic. After watching the video, the teacher will ask students to summarize what they understood and what called their attention about the video to make a small discussion. Depending on the answers, the teacher can make questions or rephrase students' ideas that guide the discussion.

15 min

3. The teacher will make students listen to *Faltan 5 pa' las 12* (see annex 2). After listening to it, they are going to analyze the lyrics giving answers to the questions the teacher will write down on the board.

- Why is this the name of the song?
- What can people infer when they listen to this song?
- Mention expressions that call your attention on this song and explain their meaning.

15 min

4. Students will have to listen to *Auld Lang Syne* (see annex 3) and they are going to analyze the lyrics giving answer to the questions the teacher will write down on the board.

- Why is this the name of the song?
- What can people infer when they listen to this song?
- Mention expressions that call your attention on this song and explain their meaning.

20 min

5. The teacher is going to present Christmas in both cultures (see annex 4) and how they are alike and different at the same time

20 min

6. The teacher is going to present New Year's Eve in both cultures by using an interactive lesson in Quizizz (see annex 5) where students will not only acquire information but also interact and answer some questions.

20 min

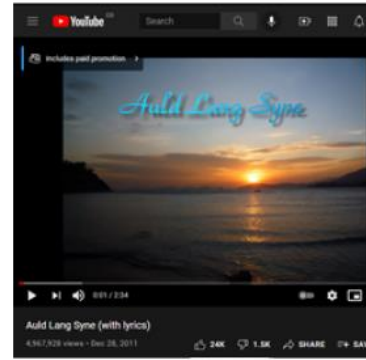
7. The teacher will present a scene from a movie regarding Thanksgiving (see annex 6). Then students will have to create an entry in the blog on Padlet with a summary about the things that they watched in the video, as the expressions and the traditions shown there.

ANNEXES AND REFERENCES

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



- Video: <https://www.youtube.com/watch?v=WTCryFIJ54Y>

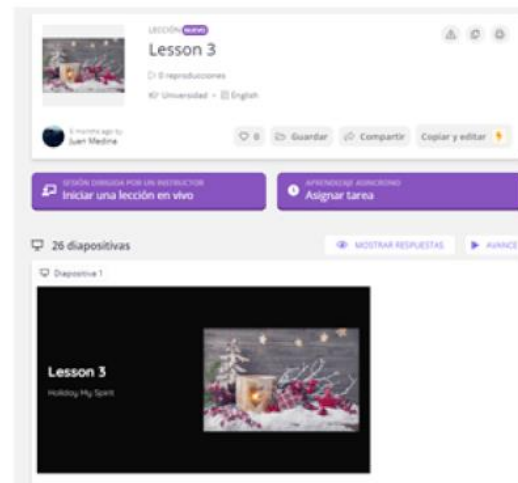


2. Lyrics: <https://www.letras.com/gabino-pampini/1819119/>



4. Colombian Christmas presentation and USA Christmas Document (Attached)

5. <https://quizizz.com/admin/quiz/607f9e043d0af-0001bac7b93>



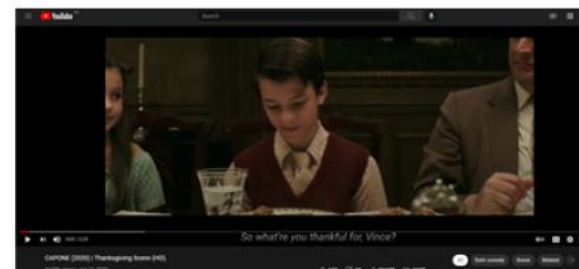
- Video: <https://www.youtube.com/watch?v=ulJ0FjRyiHQ>



3. Lyrics: <https://genius.com/Robert-burns-auld-lang-syne-annotated>



6. https://www.youtube.com/watch?v=y8Rr5e_sBFE



Padlet <https://es.padlet.com/auth/login> - The teacher will create the link for students to post the ideas.

CYCLE 2: There is no accounting for taste(s) LESSON PLAN 1: Blow out the Candles

Time: 120 minutes (two sessions of 60 minutes each)

Suggested Language and Vocabulary: Expressions for birthdays, likes and dislikes, present simple

Objectives:

- To recognize customs when celebrating birthdays
- To notice birthday celebration differences between Colombia and USA cultures

Materials:

- Picture
- Quizziz.com
- Songs and lyrics
- YouTube videos
- Reading passage

PROCEDURES

10 min

1. The teacher will show a picture (see annex 1). It can be pasted on the board or presented through a projector. Then the teacher will elicit, with some questions, students' thoughts that the picture brings them. The teacher can write down on the board the students' ideas as a brainstorming activity.

- What do you see in the picture?
- What do you think the boy celebrates?

The teacher will help students with vocabulary to express themselves if necessary. In this sense, the teacher will be able to start talking about the lesson topic which is the birthday.

10 min

2. Students will play a short game on Quizizz (see annex 2) to learn some birthday vocabulary.

10 min

3. The teacher will have students listen to a Colombian song called *Que Dios Te Bendiga* by Peter Manjarrés and Sergio Luis Rodríguez (see annex 3). After listening to it, the teacher will ask some questions to analyze the purpose of the song according to Colombian culture.

- How do you think this song is used in Colombia?
- Why do you think this song is well-known for birthday celebrations in Colombia?
- Why do you think the song name is *Que Dios Te Bendiga*?

The teacher will rephrase the sentences to make sure students' ideas are understandable for everyone. With this, it is important to highlight how Colombian people is affectionate and religious when celebrating birthdays.

15 min

4. Students will have to listen to a traditional birthday song (see annex 4) and analyze the lyrics.

- Why do you think this song is universal for birthdays?
- Do you usually sing the 'Happy birthday' song in Spanish or English? Or do you combine the languages?
- Which of the 'Happy Birthday' songs listened do you prefer?

The teacher will moderate to let students answer. If necessary, the teacher can also call out for some students' names to make them participate.

10 min

5. The teacher will ask students to think about their birthday celebrations at home. Students can write down their ideas. They will share their likes and dislikes when celebrating. The teacher can start sharing his/her own ideas with the whole class to give students an example. Then listen to some students that would like to share what they wrote previously.

- Example: On my birthday I do not like to have a cake. Instead, I like to have fruit salad or pizza. I enjoy spending my birthday with close friends and family. I do not like huge parties.

10 min

6. Students will watch a video "Agnes Birthday Party - Despicable me 2" (see annex 5) to know and learn about some traditions in USA. After watching the video, the teacher will ask student to comment on the video and describe what happened.

20 min

7. The teacher will provide the students with a reading passage about USA birthday celebration (see annex 6). Students will read the paper. The teacher will clarify any doubts about vocabulary.

10 min

8. Students will watch a video "Birthday series: celebrations in Colombia" (see annex 7) to be reminded about Colombian traditions when celebrating birthdays.

15 min

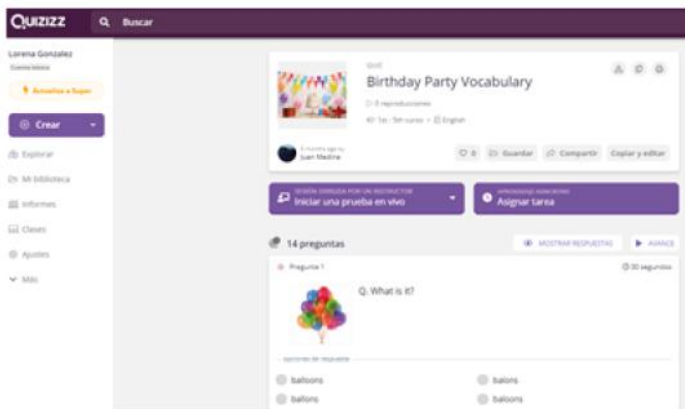
9. After reading and watching the video, the students will share their opinions about the differences about birthdays celebrated in these two countries. The teacher can elicit students' participation making this question:

→ What do you think about this celebration in each of these two countries?

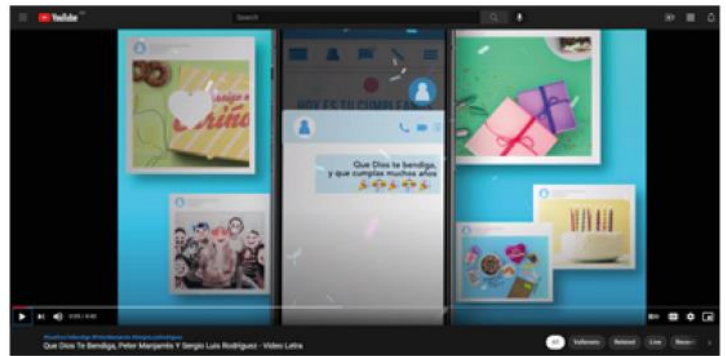
ANNEXES AND REFERENCES



2. <https://quizizz.com/admin/quiz/6080c-37838f670001f8d1493>



3. Song : <https://www.youtube.com/watch?v=40AJMqo-b25o>



•Lyrics : <https://www.musixmatch.com/es/letras/Peter-Manjarr%C3%A9s-Sergio-Luis-Rodr%C3%ADguez/Que-Dios-Te-Bendiga-Canci%C3%B3n-de-Cumplea%C3%B1os/traduccion/ingles>



Letra y traducción
Que Dios Te Bendiga

Peter Manjarrés

2 traducciones disponibles

4 Water & La Original

Bengali (40%)



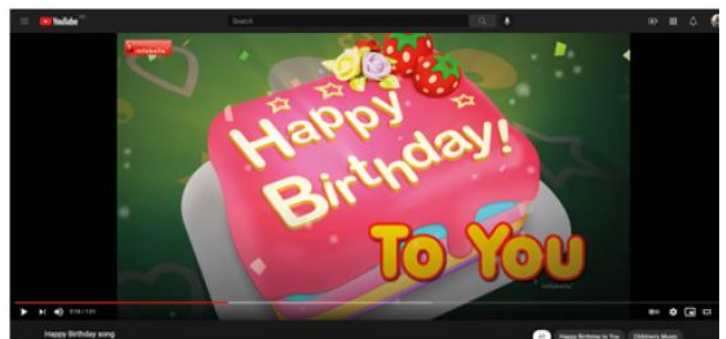
Letra original

Que Dios te bendiga
Y que cumplas muchos años.
Hay que estas cumpliendo años
Que Dios te regale vida
Que el Señor, siga derramando
Sus bendiciones sobre ti
(Ay, hombre!
Ay, quiero regalarte
En tu cumpleaños mi canción
Quiero regalarte el corazón

Traducción en Inglés

God bless you
And earn a lot of years
Today that it's your birthday
May God give you life
May the Lord continue to pour out
His blessings over you
Oh, man!
Oh, I want to give you away.
In your birthday my song
I want to give you the heart

4. Song : https://www.youtube.com/watch?v=_z-lfTISDF0



•Lyrics :

Traditional Happy Birthday Song Lyrics

Happy Birthday to You
Happy Birthday to You
Happy Birthday Dear (name)
Happy Birthday to You.

From good friends and true,
From old friends and new,
May good luck go with you,
And happiness too.

Alternative ending:
How old are you?
How old are you?
How old, How old
How old are you?

7. <https://www.youtube.com/watch?v=STLBPFYf2t-o>



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



6. Reading activity

Birthday Traditions in the USA

In the United States, many families celebrate birthdays with a party, cake, candles, and a song – specifically, the “Happy Birthday” song.

Once the song is sung, the birthday boy or girl makes a wish and blows out the candles. The number of candles represents the age of the birthday person. If they successfully blow out all the candles, it’s said that their birthday wish will come true.

Parties for children are usually held at home. At children’s parties, children wear birthday hats and spend time playing around.

Gifts are personal to the person receiving the item and can include things like gift cards, favorite fragrances, and hobby items. Food served might include anything from barbeque to pizza and chips. Finger foods that can be easily picked up and eaten are also popular. Some people make a punch made of fruit drink and ginger ale.

Many young women will celebrate their “Sweet 16” on sixteenth birthday. These parties are typically larger than your average birthday party and can be quite the big event! On the other hand, not all of teenagers receive a car on their 16th birthday, many teens do learn to drive at this age in high school! Each US state has its own rules about when a resident can earn a driver’s license, so drivers in some states are even younger.

The 18th birthday is arguably the most important in American society. You are officially an adult at this age in the US. With that label comes more responsibilities, such as being allowed to vote in local, state, and national elections. Most students also graduate from high school at this age and follow-up their studies with either college or a full-time job.

Some people want to celebrate the birthday of a relative or friend with a “surprise party”. They organize the party, but the birthday person does not find about it. When the person comes to the party everyone shouts “SURPRISE!”



CYCLE 2: There is no accounting for taste(s)! LESSON PLAN 2: Variety is the spice of life

Time: 180 minutes (two sessions of 90 minutes each).

Suggested Language and Vocabulary: Food, traditional dishes, passive voice

Objectives:

- To acquire knowledge of social eating practices in one's own country and target one.
- To be aware of traditional dishes in Colombia.
- To be aware of traditional dishes in USA.

Materials:

- Nearpod.com
- Presentation
- YouTube Video
- Article

PROCEDURES

10 min

1. To introduce the topic, the teacher will provide the link of the Nearpod (see annex 1) containing an interactive slide for them to draw the food they like. That is going to be used throughout the lesson and this will be developed through opinions about the topic.

5 min

2. The teacher will introduce the topic and mention the aim of the class: Explain differences regarding the way of eating and cooking in both Colombia and USA.

5 min

3. Students will watch a short video "Colombian Food: The Best Colombian Street Food in Medellín" (see annex 2) about typical Colombian dishes.

20 min

4. The teacher will present some important data regarding food in Colombia (see annex 3) such as dishes, location, what they are made of.

10 min

5. Students will answer the following question over the interactive Nearpod tool (see annex 1) Students can attach pictures as well:

→ What is your favorite Colombian Dish?

15 min

6. Students will watch a short video "The Most Iconic Food In Every State | 50 State Favorites" about typical USA dishes (see annex 4).

20 min

7. The teacher will present some important data regarding food in the United States (see annex 3) such as dishes, location, what they are made of.

15 min

8. To link cultures, the teacher will have students read the article "Differences between American Culture and Colombian Culture: Meals" by Paige M. Poole (see annex 5)

10 min

9. The teacher will have students answer the following statements, over Nearpod interactive tool (see annex 1):

→ Mention three Colombian Dishes

→ Mention three USA Dishes

→ Mention one of the differences regarding food between both countries.

30 min

10. By this time, students are going to make 4 groups and each one is going to develop one of the following roleplay activities.

1. Imagine you have a Colombian Restaurant in USA. You have to create a menu for offering breakfast, lunch and dinner to your customers.

2. Imagine you have a USA Restaurant in Colombia. You have to create a menu for offering breakfast, lunch and dinner to your customers.

3. Talk about 5 common dishes in Colombia and where

one can find them as well as curious data from the way of eating in Colombia.

4. Talk about 5 common dishes in USA and where one can find them as well as curious data from the way of eating in USA.

(Teacher will make the groups and assign the roleplay)

30 min

II. Students will perform the roleplay in order to exchange bicultural information.

ANNEXES AND REFERENCES

1. Preview Link <https://app.nearpod.com/?pin=FAD2B-01187B25F9402326D3F7D9B38EC-1>

The students can access a teacher's presentation through a code and the teacher then moves the class through the presentation and lets students interact with the media as they go. Teachers can also opt for Student-Paced mode, where the student controls the flow of the lesson. The app is web-based and works on any device with an internet connection.

Editable Link: <https://npl.nearpod.com/sharePresentation.php?code=70a22f7418860a38be3532024bid0a6a-1>

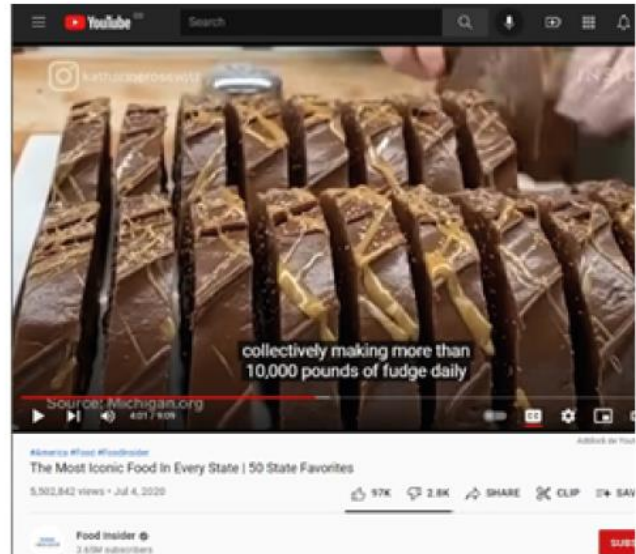


2. <https://www.youtube.com/watch?v=U8599lupe20> – Also in the Nearpod (I)



3. Colombian and USA Food Presentation attached

4. <https://www.youtube.com/watch?v=Wxdj97ORM7M> – Also in the Nearpod (I)



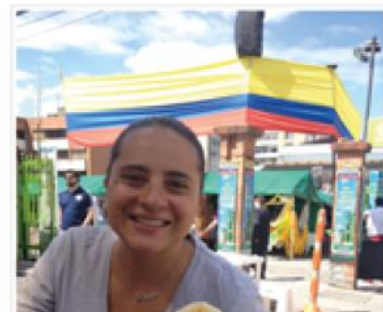
5. <https://uncovercolombia.wordpress.com/2014/04/05/differences-between-american-culture-and-colombian-culture-meals/>

Differences between American Culture and Colombian Culture: Meals

uncovercolombia / April 5, 2014

Not too long ago, I tried to explain a bit about the **differences between the American and Colombian** concepts of time. Today, I want to talk to you about another pretty significant cultural difference: the concept of meals. Like most people in the United States, **Colombians** tend to eat three meals a day; however, these three meals are very different both in size, time they take to be eaten, and types of foods typically found in each meal.

Just as most people around the world do, Colombians start their day with breakfast. While the Colombian traditional breakfast is fading in some places due to the intensifying nature of modern lifestyles, many Colombians continue to eat traditional regional **breakfasts** which can include tamales (Tolima, Bogotá, Boyacá), hot chocolate with cheese and artisanal breads (interior departments), changusa (interior departments), calentao (Coffee Zone, Medellín), smashed green bananas with coastal artisanal cheese (Caribbean Coast), caldo de costilla (beef broth with potatoes), or an arepa with butter, salt, and cheese possibly accompanied with fresh tropical fruits. Most of these breakfasts would be eaten with a nice cup of Colombian coffee to give the perfect burst of energy for starting the day.



CYCLE 2: There is no accounting for taste(s) LESSON PLAN 3: Keep calm and pet a dog

Time: 120 minutes (two sessions of 60 minutes each)

Suggested Language and Vocabulary: Pets vocabulary, shelter's vocabulary, present simple, present perfect, comparatives and superlatives.

Objectives:

- To know how one can adopt a dog in both countries.
- To identify differences regarding pet shelters in both countries.
- To be able to create scenarios where one can evidence how people can adopt dogs.

Materials:

- YouTube videos
- Board and markers
- Blog entry
- Slides' presentation

PROCEDURES

5 min

1. The teacher will present a short video about dogs, named "Top 10 Funny and Cute Dog" (see annex 1). This would introduce lesson's topic that is adopting pets.

15 min

2. The teacher will present some statements related to Dog Adoption vocabulary (see annex 2). Students will have to analyze if either the statements are suitable in spoken English or spoken Spanish and share their presumptions and reasons why.

10 min

3. Teacher will have students talk about how we can adopt a dog in Colombia. The teacher can use prompting on the board questions for students to think and provide an idea.

- What process do you have to follow to adopt a pet? Is there one?
- Are there pet shelters in Colombia? Have you ever visited one?
- If you have adopted a pet, how did you adopt it?

The teacher will write down some of the students' ideas on the board.

10 min

4. The teacher will present a short blog text "Adopting a dog in Colombia" (see annex 3). Teacher can read it or have the students read it. Afterwards, if necessary, clarify doubts about vocabulary or expressions.

There is a video and it is optional to presented it. The video length is fourteen minutes.

15 min

5. The teacher will have students make groups of three or four. Students will watch a video "How to Adopt a Rescue Pet Online by Nyle Lynnabout" in USA (see annex 4). Based on it, they will have to create a list about the steps for adopting a dog.

30 min

6. Students will do a roleplay activity by groups. The teacher will provide them with the instructions either written on the board or spoken.

- You have to create a scenario where you can adopt a pet in Colombia or USA (Teacher chooses the country for each group)
- It should be creative and you can interpret different characters such as the owner, or the CEO from the foundation, etc.

20 min

7. Students and the teacher will socialize why people should adopt dogs instead of buying them with the help of a presentation on the topic (See annex 5).

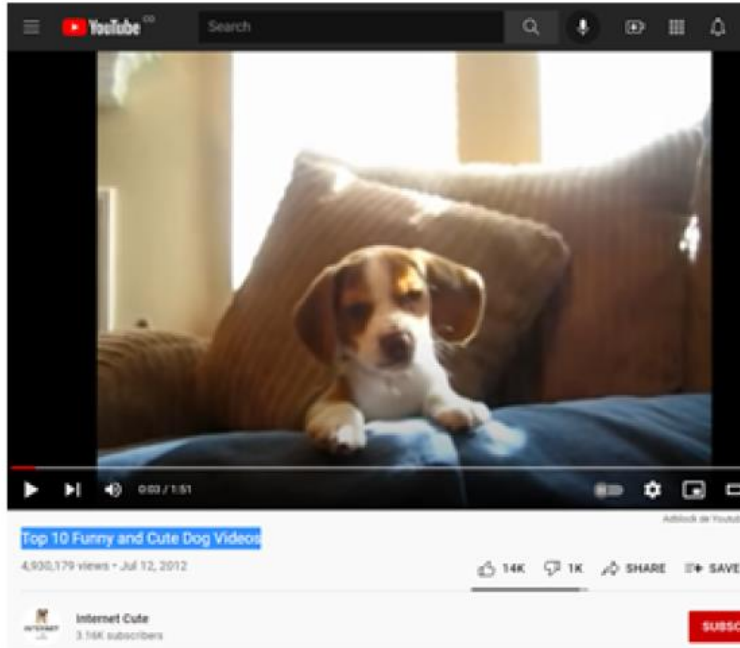
15 min

8. Students will make a round table and discuss the following question:

- Why do you think there are a lot animal shelters in USA but not in Colombia?

ANNEXES AND REFERENCES

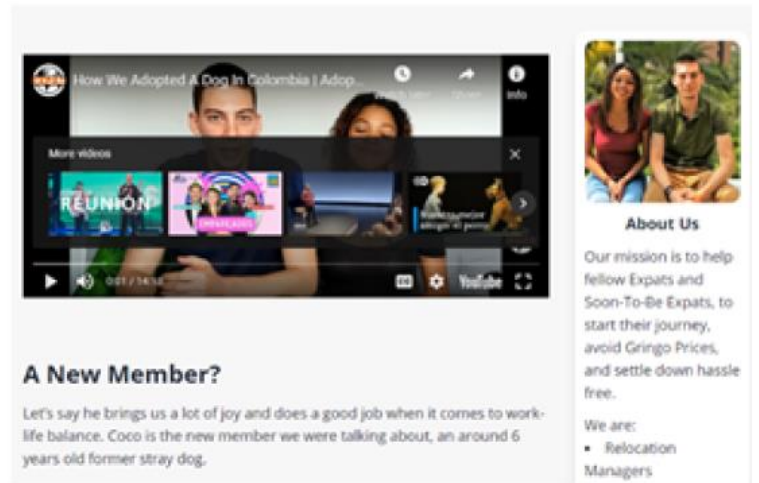
1. <https://www.youtube.com/watch?v=28xjtYY3V3Q>



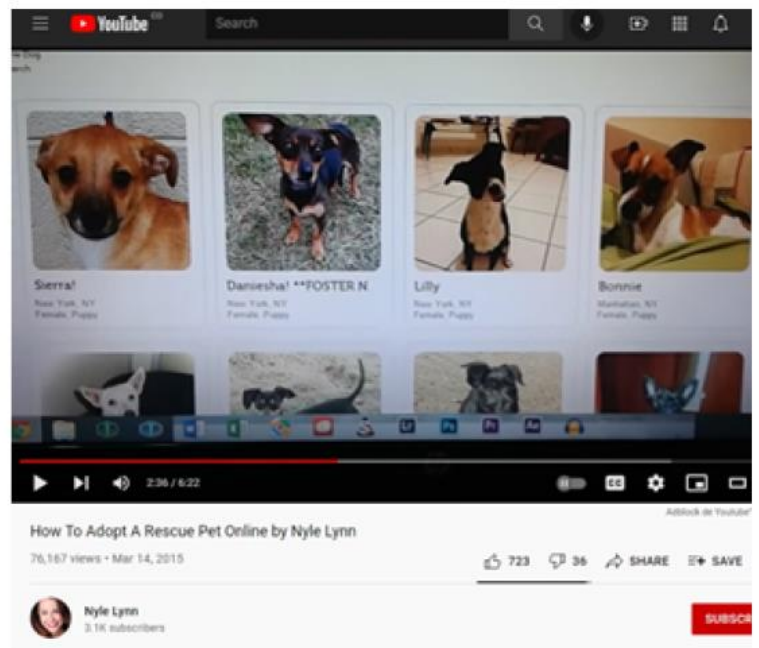
2. Statements:

- Be of legal age and present a copy of your identity card.
- If you adopt a dog, bring a leash.
- If you adopt a cat, bring a crate.
- Have time for an interview and learn about responsible adoption at the pet foundation.
- Pick it up from the street if it is abandoned.
- Spend time with the animal to get to know its personality.
- Complete a form called Adoption Application
- Pay an adoption fee
- Be 21 years old or older, or 18 but with an adult over 21.

3. <https://www.how-to-expat.com/post/adopting-a-dog-in-colombia>



4. <https://www.youtube.com/watch?v=0WJuAHgdAll>



5. Dog Adoption Presentation (Attached)

CHAPTER V: Conclusions and implications

This didactic and pedagogical proposal looks to promote eleventh graders' initial intercultural communicative competence through multimodal texts with cultural content in an EFL classroom, as seen throughout the previous chapters. This final chapter presents the implications and conclusions that arise from designing and applying the present didactic proposal. Lastly, some limitations and further research suggestions will be presented.

Implications and conclusions

Firstly, this proposal of pedagogic and didactic innovation that involves the EFL community implies a transformation in the teaching and learning practices. In a global world marked by continuous contact between individuals from the most diverse communities or cultural environments, language teaching must prepare students to accept, understand, and enjoy otherness. Nonetheless, in practice is not always easy to integrate these aspects into teaching. It is necessary to start from the conviction that the English class cannot close its doors to the environment in which adolescents live. Thus, cross-cultural themes and English Language Teaching are framed within a set of guidelines of necessary reference for the teacher, in which expressions such as communicative competence, meaningful learning, respect, and tolerance towards others are no longer mere words, but become authentically real.

The implementation of innovative methodologies in the EFL classroom allows a diverse foreign language exploration that helps teachers and learners' English skills improvement. The development of classes through multimodal texts with cultural content implies using a variety of activities where students can learn without being in a tedious, purposeless, and non-useful process. Realistic contexts and authentic material place students in an active role when developing knowledge. That will cause more lasting learning with real-life relevance.

Besides, nowadays technological tools have been of great help in the educational field. Therefore, the lessons and activities of this proposal are mainly designed to be developed through technological

devices and network tools. This implies a teacher who is knowledgeable on how to use them, and who is constantly trained to take advantage of these resources. Moreover, nowadays audiovisual resources, within synchronous classes, work as a support tool that facilitates the learning processes in EFL since it promotes interactive experiences that generate interest and motivation in students. Likewise, students may find in Information Technologies, such as the Internet and mobile devices, different employment than they are normally used to. In the same way, they will be able to recognize the usefulness of these tools for continuous improvement in their EFL learning process, as well as in their environments, not only educational but also social.

Nonetheless, most of the activities have the possibility of being developed in synchronous or in-person class, since both options are available for their development. Therefore, the development of the classes implies that either the student or the institution must be equipped with computers that enable stable Internet connection which will allow the learner to see, participate and develop the activities proposed. Besides, some material, like articles, and charts can be printed in case it is needed. In addition, classrooms may be set with a projector so that the teacher can share the presentations if there were face-to-face classes. Therefore, the teacher must have the ability to implement the material in any possible scenario.

Concerning the implications for students, it is vital to recognize that the ideal implementation of the proposal presented implies that students acknowledge they are not merely language learners, but they are complex human beings who interact individually, creating a personal understanding of language and language learning. Thus, learners need to become responsible for their learning, be involved in every activity the teacher brings out, and work autonomously. Thus, students' active role, in their learning process, is a key core matter to achieve proper results. Indeed, every cycle is designed for teenagers to go through a process in which they start knowing their culture and the target one to reflect and analyze differences and similarities between these cultures. Consequently, it implies learners who build cultural competence and would not only passively store cultural information.

Finally, regarding the implications for the pre-service teacher who designed the pedagogical innovation proposal, it is necessary to highlight the degree of effort extended, the dedicated time, analysis of real-world contexts, and creativity to carry out the designing process of the corresponding topics and make the EFL classroom an appealing setting. Even so, adjustments and changes may take place depending on the EFL classroom in which it may be applied to. Thus, the current proposal represents a starting point and not a final version of a pedagogic and didactic innovation proposal, as it could serve to strengthen the implementation of another kind of project within EFL education.

Limitations

The design of this project has demonstrated that it is necessary to take into account the immediate context and conditions in which it is presented since its execution was limited by COVID-19 sanitary conditions. The access to all educational institutions was completely restricted, which prevented having an approximation to a real educational environment. Thus, it is valid to point out the need for new forms and channels of teaching within the Colombian educational system. Nonetheless, it did not prevent the development of an alternative structured proposal for its eventual implementation.

Another limitation might occur in terms of access to virtual education, technology, and equipment. Furthermore, the majority of public institutions in the country do not have computer rooms or televisions in classrooms. On the other hand, some students could not have the technological resources at home in case the implementation is done through remote classes. Moreover, the teacher and learners may not be able to interact with the resources and material properly, which would limit the positive outcomes expected from applying this proposal. Therefore, they may need adequate training in the employment of this digital material

A third drawback might be related to students' lack of sensitivity and the ability to relate to different people outside their group as a result of their lack of real-world experiences. Therefore, the possibility of overcoming stereotype relationships might be prevented because of learners' lack of enough

opportunities to participate in intercultural settings. Indeed, the current proposal focuses on the Initial Intercultural Communicative Competence as it could not approach the last two factors that Byram (1997) presents as *savoirs*, which are *savoir apprendre/faire* and *savoir s'engager*. Being the first connected to the discovery skills and interaction or the ability to acquire new cultural practices, attitudes, and skills under the self-control of real-time communication and interaction. The last one concerns critical cultural awareness and/or political education, which means having the ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products in one's own and other cultures and countries. These last two Intercultural abilities may be limited by the scarcity or none interaction opportunities with native speakers of the foreign culture which limits the idea of cultural exchange.

Furthermore, English class time allocated per week could be another limitation when applying this didactic proposal. Also, the school offers English as a mandatory subject but probably all of the students might not attend or be interested in the subject. EFL learners who have a low level of proficiency may find the activities difficult and will cause a limitation when trying to develop the different class activities. Thus, it would be difficult to attain the expected class results if students do not have enough previous knowledge of the language. Consequently, frustration, misunderstandings, delays, and demotivation might be manifested among learners or the teachers themselves. Lastly, the quantitative approach of our educational system highly limits the development of the current project as it does not contemplate the assessment with numeric scores but students' intercultural communicative competence improvement which implies more than grammatical and vocabulary knowledge.

Further research

To conclude, it is crucial to mention that further research is needed. Not much has been researched regarding Intercultural Communicative Competence. Therefore, it would be very beneficial to apply this proposal in a real environment to evaluate its results within an educational context. Additionally, another population can be scoped, another educational setting, and non-formal education.

Afterward, these activities are present in people's reality, from language development to cultural awareness. Consequently, before implementing this proposal, it is necessary to perform a diagnostic test on the population to adapt it to the needs of the students in terms of language level, contents, and activities from a critical and contextualized point of view of the teacher. On the other hand, it reiterates the call for the creation of projects with a view to a remote application, taking into account the situation generated by the pandemic and to have various alternatives that are feasible in this type of context, taking into account the particular situations of the country.

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Annexes

Annex 1: Cycle three

CYCLE 3: A matter of opinion

LESSON PLAN 1: Let's celebrate July 4th and 20th

Time: 120 minutes (two sessions of 60 minutes each)

Suggested Language and Vocabulary:

Independence, history, present simple, 'wh' open questions

Objectives:

- To interpret a document or event from another culture.
- To identify how both cultures became independent some years ago.

Materials:

- Board and markers
- Nearpod.com
- YouTube videos
- Quizizz.com

PROCEDURES

15 min

1. The teacher will make a hangman and students will have to guess the topic: I N D E P E N D E N C E. The teacher can provide the students with its meaning so they can guess easily.

- The fact or state of being independent.
- Freedom from the control, influence, support, aid, or the like, of others.

1 min

2. The teacher will have students access to a Nearpod Interactive Presentation (see annex 1). The first slide will have an open question for students to write down their answers.

- What do you think INDEPENDENCE is?

20 min

3. In the same Nearpod presentation, students will watch a video "4th Of July for Kids - Independence Day" (see annex 2) about July 4th, regarding the history and its origins. Afterward, some slides are presented with detailed information on this celebration.

2 min

4. Students will answer a poll to be aware of the independence in Colombia by answering the following question:

- Do you know if Colombian Independence Day is celebrated in USA?

2 min

5. Students will be aware of the celebration of Independence Day in United States by watching a short video "Colombia Independence Day in New York" with typical celebrations by New Yorkers (see annex 3).

20 min

6. Students will check some concepts to remember information about the Independence Day in Colombia with the Nearpod presentation (see annex 1).

10 min

7. Students will put into practice the knowledge they gain about the Independence Day in USA through a Quizizz activity that has questions related to this celebration (see annex 4).

10 min

8. Students will put into practice the knowledge they gain about Independence Day in Colombia through a Quizizz activity that has questions related to this celebration (see annex 5).

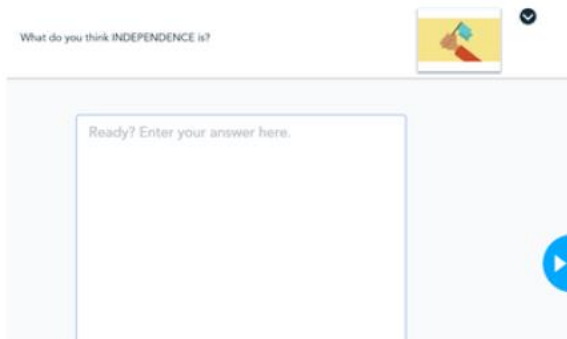
35 min

9. The teacher will give the instructions to develop a teamwork activity. Students will make groups.

- You work for a travel company. Your boss is going to take either some of your workmates and/or you to USA from July the 4th to July the 20th. For this, you have to present a planner with activities and traditions of both countries. The most creative group is going to travel to USA to celebrate both Independence Days. You have to take into account the clothes, the food, the history and some activities people are used to do in these days. You have to present a poster and explain it in a creative way!

ANNEXES AND REFERENCES

1. Preview link <https://share.nearpod.com/TejtmjBHEfb>

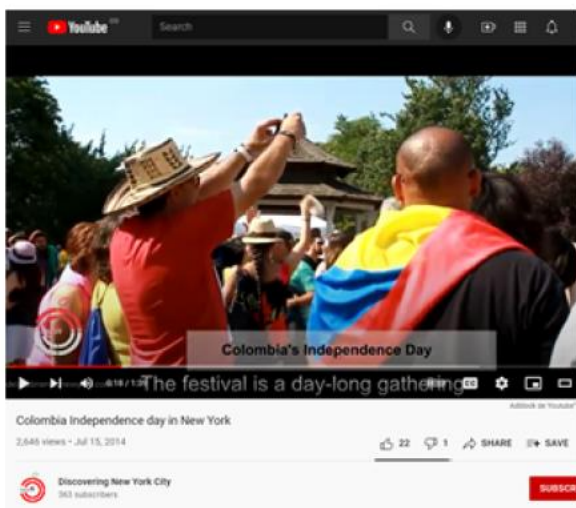


Editable link: <https://npl.nearpod.com/sharePresentation.php?code=620c5aea03cdf52215b697286c08a533-1>

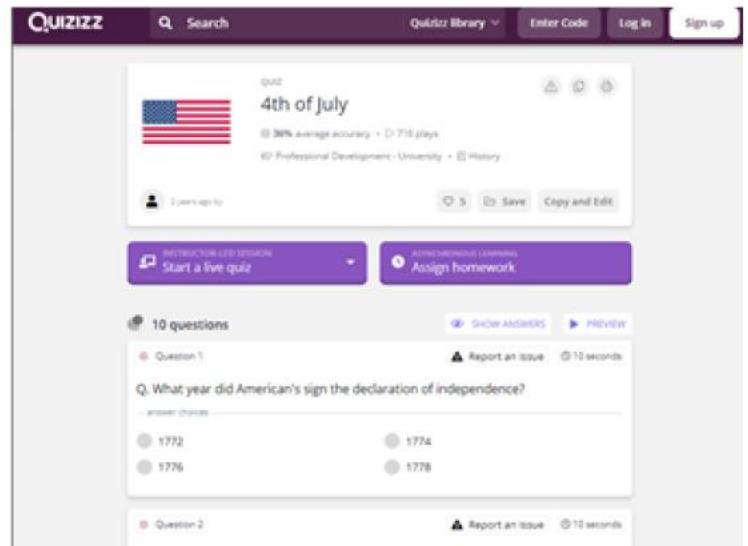
2. <https://www.youtube.com/watch?v=XoNlsoqT5s0> – Also in the Nearpod (I)



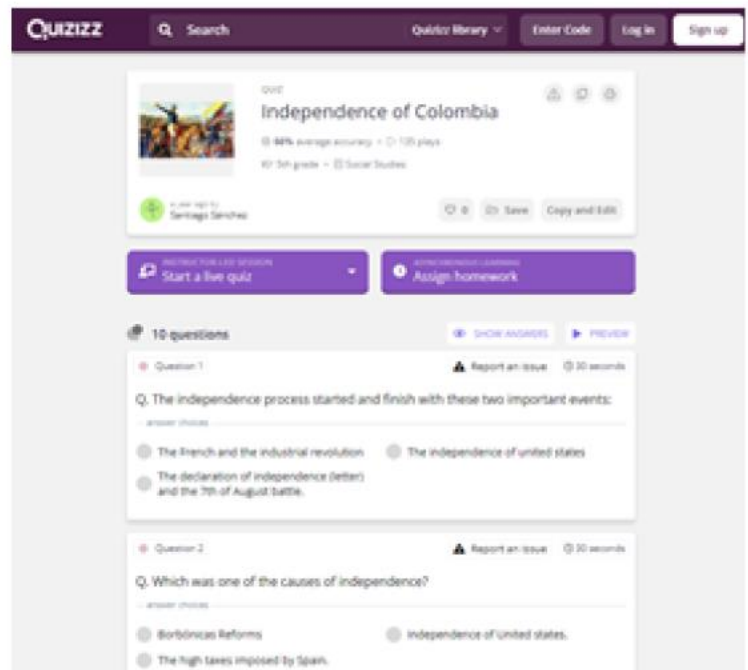
3. <https://www.youtube.com/watch?v=mH-C3fqoaOs> – Also in the Nearpod (I)



4. <https://quizizz.com/admin/quiz/5d1cbbccedd-160001cle6d64>



5. <https://quizizz.com/admin/quiz/5f11b8fbb7e-646001b67e4b0>



CYCLE 3: A matter of opinion

LESSON PLAN 2: Pull Over

Time: 120 minutes (two sessions of 60 minutes each)

Suggested Language and Vocabulary: Traditions, common practices, present simple.

Objectives:

- To establish relationships by identifying and comparing cultural similarities and differences.
- To identify some common traditions when people give presents for birthdays, graduations or ceremonies.

Materials:

- Nearpod.com
- YouTube
- Board and markers
- Article

PROCEDURES

5 min

1. The teacher will share a Nearpod Interactive Presentation (see annex 1) in order to guide the lesson.

5 min

2. Students will watch a short comedy video "Americans VS. Colombians" (see annex 2) about differences between Colombians and Americans.

10 min

3. Students will make a collaborative board answering the following question (see annex 1):

→ Do you know some other differences people from these cultures have? Which ones?

Learners can share thoughts and/or images there. The teacher can set some examples (aloud or written down) for learners, so they develop their ideas:

→ In America, when you see the cop light it means you're getting pulled over. In Colombia, it means a cop or someone with a siren is passing by.

- In America, when most people become comfortable with a person, they can be friendly but rarely invite people over to the house. In Colombia, when most people become comfortable with a person, they invite you to their home, introducing you to their family. Just because — open and welcoming.
- In America, the local currency is United States Dollars — USD. In Colombia, the local currency is Colombian Pesos — COP.
- In America, people text. In Colombia, people use 'WhatsApp'.

30 min

4. In order to complement the students' ideas regarding differences, the teacher will have students read an article (that has been shortened for this lesson) (see annex 3) about becoming an adult in USA.

The teacher may guide the reading by having different students read it aloud. Also, the teacher can clarify doubts, alongside the reading, if they arose.

To check understanding, the teacher can ask students, when they finish, what the reading was about and explain in their own words what the article frames.

30 min

5. Students will see some pictures (see annex 4) regarding differences and similarities between USA and Colombian culture. Learners will have some minutes to write down their ideas and then socialize them in a group discussion session. The teacher will guide discussion with open questions like:

- What do you think the picture shows? What is it for?
- Which one depicts better Colombia or USA?
- Why would you say that the picture represents 'x' (it could be USA or Colombia) country?

10 min

6. The teacher will have students develop a 'Fill in the Gaps' (see annex 5) activity regarding the differences and similarities in both cultures.

20 min

7. To wrap up the session, the teacher will point out the differences found between Colombia and USA along the

class session. It will be necessary to highlight the differences found about teenagers' life style between these cultures. For example:

- Living in two different countries is an experience that opens people's mind to a new way of thinking. Colombia and the United States have differences in geography, traditions, and economy.
- Family lifestyle: It is usually for Colombian children to live with their parents until they get married. This leads to a big family composed of more than six members. In the United States, it is more usual to see children moving from their parent's house as soon as they graduate from high school or when they finish college. However, with the article it can be notices this may change.
- It is very common in United States to see many teenagers with their own car, as it is traditional to give a car as a birthday gift.
- It is very important that at this point students start recognizing real-world culture differences between target culture and native one.

2. <https://www.youtube.com/watch?v=kMhAYIOrXds> - Also in the Nearpod (I)



3. Article (Attached)

Becoming an adult: Why more adolescents now say 'Don't rush me'
By Stephanie Hanes

Amy Zhang, age 21, knows her parents would like her to get her driver's license. They've been on her about it for some years now. And while the college senior from Vienna, Va., readily admits that she could get it, she just hasn't gotten around to it yet, what with coursework and extracurriculars and internships taking up most of her time.

"I do plan on getting my license," she says. "I've been planning on getting it so long that it's funny."

Anyhow, Ms. Zhang says, she has never really needed it. She goes to school at the College of William & Mary in Williamsburg, Va., where she walks to everything. When she is back home in the suburbs, she is happy to get rides from her mom, her older sister, or maybe one of her friends.

And there is something else, Zhang says. A driver's license always struck her as a symbol that she was growing up – and not necessarily in a good way.

"It was a departure from childhood," she says. "You want to have independence and want to be an adult. But at the same time, I didn't want to leave my childhood behind, or feel that I was leaving my family behind."

Zhang's perspective – a near flip from that in the 1980s when acquiring a driver's license was seen as a marker of freedom – is increasingly common. More than a quarter of teenagers today don't get their license before graduating high school. For those who do, the reasoning often has to do with "making things easier on Mom" or "my parents pushed me to get it" rather than a craving for independence, dating, or adult-free social engagements.

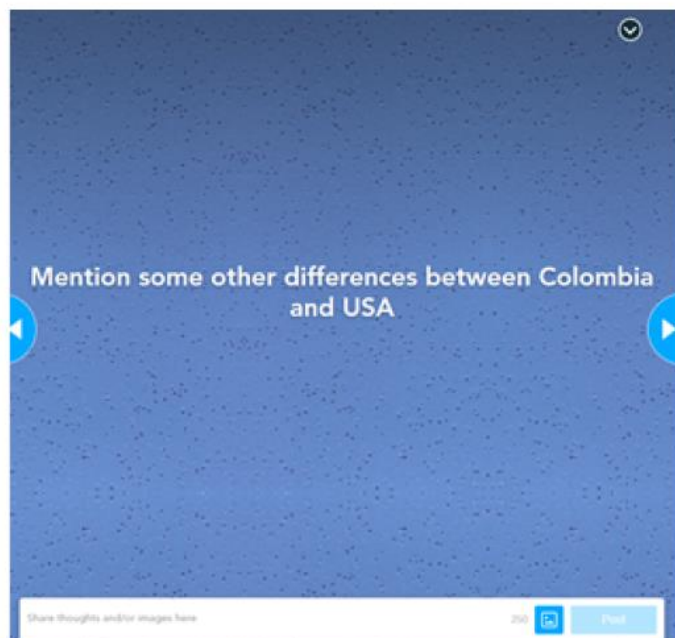
After 18, they move into a new, widely acknowledged developmental phase called "emerging adulthood," putting off traditional markers of the grown-up world such as marriage, children, and home ownership. Many researchers, educators, and parents view this apparent slowness with concern. They see a generation of young people arriving in adulthood

4. Presentation (Attached)

5. Information found in the Nearpod (I)

ANNEXES AND REFERENCES

1. Preview link: <https://app.nearpod.com/?pin=F01444D-C28BDED4CED76AB1B4DA6981D-1>



Editable link: <https://npl.nearpod.com/sharePresentation.php?code=8f38f9af3ce40461bd67d1ce737fa64f-1>

Completa los espacios

The culture between Colombia and the United States can be similar and different at the same time. Depending on the occasion, comparisons can be made. In both countries it is common for parents to give their children a graduation . It is also very common to go on an ending school year . However, in Colombia people usually travel to the in USA, they usually travel to another . In the USA it is very common to see how on birthdays people receive in Colombia this only happens in the social classes; however, in Colombia you can see how there are at parties and for children. Something in common in both cultures is the both are acquired from the age of however, the legal age in is years old, while in it is . Likewise, in USA it is common to have where they drink but in Colombia it is common to have a party for . Other facts are the in USA they are than in Colombia; the in Colombia they are than in USA because of the and from friends and .

15th 21 turnier 16 drivers cars piratas teach drinking emarsen license music stickers LISTO
parties weddings bicycles bigger ring USA state happens girls 18 upper teenage Colombia

CYCLE 3: A matter of opinion

LESSON PLAN 3: To Hit the Books

Time: 120 minutes (two sessions of 60 minutes each).

Suggested Language and Vocabulary: Educational system, daily activities in an educational setting, past simple, present simple.

Objectives:

- To be aware of the educational systems in both countries.
- To be able to find differences and similarities between Educational Systems.

Materials:

- Articles
- Board and markers or Jamboard.com
- Prezi presentation
- YouTube videos
- Students' notebooks
- Chart
- Padlet.com

PROCEDURES

20 min

1. Teacher will present an article in a blog "33 Facts on Colombia and its Education System" (see annex 1). To read it, the teacher can assign learners to read it, while checking on pronunciation and clarifying any doubt, if raised, about vocabulary. After reading it, the teacher will ask the following questions to discuss lesson's topic:

- Did you know any information presented? Which one?
- If you did not know, which aspect called your attention the most?
- Would you add some information? What would it be about?

The teacher will develop a brainstorming graphic either on the board or with the online Jamboard tool (see annex 2) to summarize the students' ideas and answers.

20 min

2. Teacher will use a Prezi Presentation "Colombian School vs. American School", by Robert Cooper (see

annex 3), to show some differences and similarities between Colombian and United States Education some years ago. After presenting it, the teacher will have students socialize and update some of the information according to their current experience.

10 min

3. Students are going to watch a video "The United States Educational System Compared to the Colombian System" (see annex 4) regarding educational systems in both countries. The teacher will ask them to take notes about it in order to develop following activities.

25 min

4. The teacher will organize the students into groups to make them work together to fill the chart (see annex 5) with the information previously provided and the blog "USA VS COLOMBIA" (see annex 6) that depicts differences between USA and Colombia in general.

5 min

5. The teacher will have students watch a video "Day in the Life: Elementary School Student" (see annex 7) about how elementary school is like in USA.

20 min

6. Students are going to make a collaborative blog through Padlet tool (see annex 8) based on their memories regarding their time and own experience in elementary school. To set the expectations, the teacher can share these questions so students can give them an answer through the blog:

- Do you remember your elementary school? How was it?
- Do you recall the daily routine? What was it?
- Did you enjoy it? What did you enjoy the most?

20 min

7. The teacher will set a Round table activity. Students will have some minutes to think about their own daily basis at school. Learners can write down ideas so they can organize them. Afterwards, students are going to socialize their ideas about how students' daily basis is in Colombia.

The teacher may recommend students to take into account the following topics:

- Clothing
- Backpacks, where they are left.
- Classes
- Schedules
- Food

ANNEXES AND REFERENCES

1. <https://acei-global.blog/2018/09/13/33-facts-on-colombia-and-its-education-system/>

33 Facts on Colombia and its Education System
September 14th, 2018

General Country Facts:

1. Located in northern South America, bordering the Caribbean Sea, between Panama and Venezuela, and bordering the North Pacific Ocean, between Ecuador and Panama.
2. Slightly less than twice the size of Texas.
3. It has a population of 47,494,244 (July 2017 est.).

Archives:

- August 2018 (3)
- July 2018 (4)
- June 2018 (4)
- May 2018 (3)
- April 2018 (3)
- March 2018 (4)
- February 2018 (3)
- January 2018 (4)
- December 2017 (3)
- November 2017 (3)

2. <https://jamboard.google.com/> The teacher needs to sign in with a Google account

Google Jamboard

Recent Jams

Owned by anyone

You don't have a Jam yet
Tap + to create one

3. <https://prezi.com/0affwsrssfk-/colobian-school-vs-american-school/>

Prezi

Search presentations... Login Get started

Colombian School vs. American School

Learn about Prezi

Robert Cooper
14 Apr 17 2018

4. https://www.youtube.com/watch?v=DI EJdm-V_C0

YouTube

Search

1:06 / 1:37

The United States Educational System Compared to the Colombian System

901 views • Nov 30, 2016

Hope World (2) Associates

The United States Educational System Compared to the Colombian System

SHOW MORE

5. Chart Document (Attached)

Activity: Based on the information from the Prezi and the Blog web page, fill the following gaps regarding the facts in both Colombia and USA. Then, mention if there are differences or similarities and why.

FACTS	Colombia	USA	Are they similar or different? Why?
Grades			
Sector			
Clothing			
Food			
Leisure activities and Sports			
Economy			
Work-Environment			
Educational Life Style			
Extra info			

6. <http://colombiavsusa.blogspot.com/>

EDUCATION

USA

There are public schools and private schools in the United States. The public school curricula and other policies are set through school boards, meanwhile the private schools are free to determine their own curriculum and policies.

The education is divided into three levels: elementary school, middle or junior high school, and high school. Twelfth grade is the final year of high school.

There are also a large number and wide variety of publicly and privately administered institutions of higher education throughout the country. Post-secondary education, divided into college, on the first baccalaureate degree and graduate degree, is described in a separate section below. They refer to public schools.

7. <https://www.youtube.com/watch?v=MINNGeusB7M>

YouTube

Search

Day in the Life: Elementary School Student

240,119 views • Jul 12, 2017

Indian Prairie School District 204

2,204 subscribers

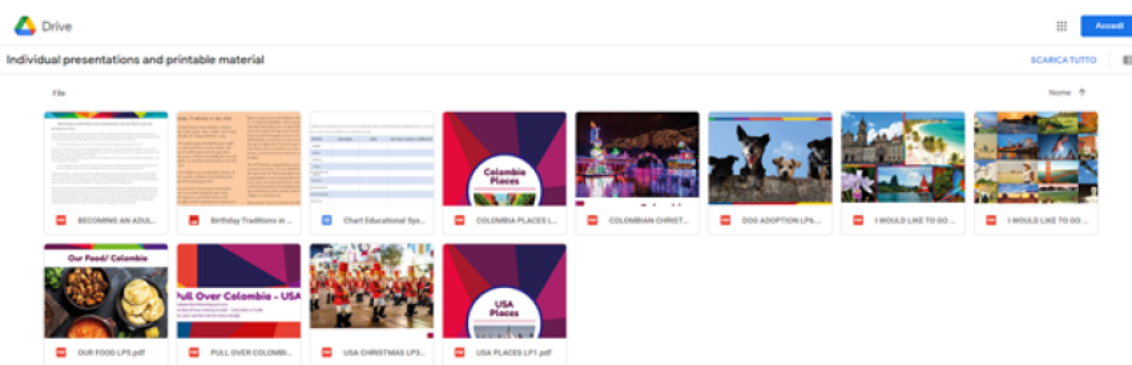
Check out what a typical school day is like for District 204 elementary students.


8. <https://es.padlet.com/auth/login> - Teacher will need to sign in with a Google account, create, and share the link for students to access and develop the blog.

Activity: Based on the information from the Prezi and the Blog web page, fill the following gaps regarding the facts in both Colombia and USA. Then, mention if there are differences or similarities and why.

FACTS	Colombia	USA	Are they similar or different? Why?	
Grades				
Sector				
Clothing				
Food				
Leisure activities and Sports				
Economy				
Work-Environment				
Educational Lifestyle				
Extra Info				

We are introducing the English language Initial Intercultural Communicative Competence with a variety of activities by which we focus on to develop the interest and confidence of such EFL competence among the learners. Previous material presented is intended to aid EFL teachers when developing L2 classes. Thus, for access to the individual presentations (which are named with its topic, and 'LP#' that indicates the lesson plan they belong to), and printable material go to this **link**: <https://drive.google.com/drive/folders/Idx0cz477Gu6dMikw2X-J2xUDEqLvlbjpa>





**Universidad Pedagógica Nacional
Facultad de Humanidades
Departamento de Lenguas
2021**

Annex 2: Cycle 1: Lesson plan 1

USA & Colombia Presentations

USA Places



CYCLE 1

Places of Interest in the USA

Cities and Sites



Major Cities

New York



Los Angeles



Phoenix



Chicago



Boston



Philadelphia



Washington, D.C.





Statue of Liberty

- Located in the New York Harbor.
- It was a gift to the United States from France in 1884.
- The Statue of Liberty remains an enduring symbol of freedom and democracy, as well as one of the world's most recognizable landmarks.





Liberty Bell

- Located in Philadelphia, Pennsylvania.
- Rang to declare independence of America from Great Britain.
- Recognizable for its crack, the Liberty Bell remains significant today for its message of liberty.





Washington Monument

- Located in Washington D.C.
- Built to honor George Washington, the United States' first president.
- The design was audacious, ambitious, and expensive, creating numerous complications during its construction.





Gateway Arch

- Located in St. Louis, Missouri
- It is the world's tallest arch and Missouri's tallest accessible building.
- Built as a monument to the westward expansion of the United States.



Mount Rushmore

- Located in South Dakota.
- It features the 60-foot faces of four great American presidents who represent the birth, growth, development, and preservation of this country. (Washington, Jefferson, Roosevelt, and Lincoln).
- Open year-round and located near hotels, the park includes a half-mile walking trail, museum, gift shop and dining room.





Grand Canyon

- Located in Arizona.
- For thousands of years, the area has been continuously inhabited by Native Americans.





Golden Gate Bridge

- The Golden Gate Bridge is a suspension bridge located in San Francisco, California.
- The structure links the U.S. city of San Francisco to Marin County.
- The Frommer's travel guide describes the Golden Gate Bridge as "possibly the most beautiful, certainly the most photographed, bridge in the world."





Hollywood

- Hollywood is a neighborhood in the central region of Los Angeles, California.
- Home to the film industry.
- Many of its studios such as Columbia Pictures, Disney, Paramount Pictures, Warner Bros., and Universal Pictures were founded there.



Colombia Places



CYCLE 1

Cultural and Tourist Attractions of Colombia

Attractions in Bogotá

Plaza Bolivar

It is a square in the heart of Bogotá, where it stands a statue of Simon Bolivar. The statue was created in 1846 by the Italian Pietro Tenerani.

Buildings in the square

- Palace of Justice
- The Parliament of Colombia
- Cathedral of Bogotá
- The Holy Chapel



Monserrate Hill

- It is a mountain of almost 3152 meter.
- It is an important symbol of Bogotá, in religious terms.
- Mr. Juan de Borja former governor of Colombia gave the order to built a church on the mountain in 1640.
- Thousands of people go to Monserrate.
- You can come up the mountain by a cable car, which takes about 5 minutes to reach the top, or just by walking.

Simón Bolívar Park

- This Park is slightly larger than New York's Central Park, located in the middle of the city.
- It is a nice spot with public libraries, walkways, bike paths, and stadiums where many events take place each year with entertainments of all kinds.



Centro Mayor

- It is a shopping mall located in the South of Bogotá.
- It is the biggest mall in Colombia and the third one in Latin America.
- It counts with 430 stores, and it offers different activities and events.

93rd Street Park

- Public Park located in Bogotá.
- It is a commercial and recreational Park, full of art, culture, and gastronomy.
- It is the location for most popular shoppings, night clubs, and restaurants in the city.



Attractions in other cities

Catedral de Sal

- Located in a small town near Zipaquirá.
- Completed in 1995.
- It is a underground Roman Catholic Church.
- Carved out of an old abandoned mine.
- Built under a halite mountain which is 200 meters deep.
- It is part of a larger complex which includes the Salt Park and the Museum of Mining.



Cocora Valley

- Located in Quindío.
- Established in 1985.
- A part of Los Nevados National Park.
- Wide variety of flora and fauna.
- The valley is the location of the majority of the remaining populations of the wax palm.



San Agustin Archaeological Park

- It is located in San Agustin, Huila.
- It has been an UNESCO site since 1995.
- It contains the largest collection of religious monuments and megalithic sculptures in Latin America.
- Considered the world's largest necropolis.
- It is over 3000 years old.

Tayrona National Natural Park

- It is located in Magdalena and 34 kilometres from the city of Santa Marta.
- The park has an area of 150 square kilometers.
- One of the Colombia's most famous and visited natural park.



Parque Explora

- Located in Medellín.
- Opened at 2008.
- It is an interactive science museum.
- Over 70,000 square feet of indoor space and 50,000 square feet of outdoor activities.
- South America's largest freshwater aquarium.
- At the aquarium there are more than 4000 fish from 400 different species.

