

WRITING AS SITUATED PRACTICE
AUDIO-VISUAL SOCIAL CONTENT & LEARNERS' EXPERIENCES

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BOGOTÁ 2021

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Abstract

The current document embodies a pedagogical and didactic proposal centered on situated writing activities and audio-visual aids with social content. This proposal aims to be implemented with eleventh graders from a public school in Bogota, Colombia. The main objective of the proposal aims to design a pedagogical and didactic proposal using audio-visual materials with social content to promote situated writing skills in students of 11th grade. Nine lesson plans were developed to improve English skills through situated writing activities, and each session aims to be implemented in periods of 90 minutes.

Key Words: situated writing, audio-visual materials, social content, social conflicts

Chapter I

The Problem

Target population

This proposal was designed for eleventh-grade students from public schools in Bogota, Colombia, who usually are between 15 to 18 years old, regarded because of their cognitive and physical development as teenagers, specifically middle and late teenagers. MEN claims that it is expected that eleventh graders reach B1 English level according to (CEFR) Common European Framework of Reference for Languages (2006). According to these standards, it is expected that the B1 level can interact with English speakers and familiar topics and understand the main points of clear standard input of familiar matters regularly encountered in work, school, leisure, etc. Based on the previous information, it is essential to mention the process of psychological, emotional, and social development of middle and late teenagers, as well as the academic aspects gathered through previous research inside EFL contexts; nevertheless, it is vital to highlight the characteristics that this group of participants may have in public institutions of Bogota, Colombia.

Taking into consideration the objectives of this proposal, it is crucial to take the account the similar characteristics of students from 11th grade in public schools of Bogotá, that are between 15 and 19 years old, belong to social stratification between 1 to 3, and that usually have been involved with familiar issues during their lives (Torres, 2007). At the same time, a high percentage of eleventh graders are sons or daughters of a female head of a family, which cannot be ignored as a relevant characteristic to consider. It must also be mentioned that a big part of the people that belongs to this social stratification have come to live in the city arguing innumerable social reasons, such as new job opportunities, familiar issues, new educational opportunities, and in some cases, forced displacement. The previous situations highlight conflicts that learners face

in their quotidian life and that can interfere with their learning process and their mental health.

According to Pineda (2017), this situation can cause effects such as low self-esteem, lack of interest in studying, and loss of personal commitment.

Regarding their psychological development, according to Damon & Lerner, there are three different stages in adolescence, early adolescence between 11-14 years, middle adolescence between 15-17, and late adolescence between 18-21 years old (Damon, 2004). It must be recognized that the psychological progress in human beings does not occur homogeneously and depends entirely on the situations and learning process the learners have been through during their lives. Remarkably, the adolescence period represents a dramatic transition, given pubertal and related physical changes, developmental advances, and advances regarding social expectations. Damon claims that regarding cognitive-developmental acquisitions, teenagers unfold the ability to think abstractly during the adolescence stage (Damon, 2004).

It is essential to reflect on the psychological advance of teenagers as the basis to understand the kind of content and how students may approach it, to facilitate their engagement with the learning process. Coll, Marchesi & Palacios describe adolescence as the stage in which humans can analyze not only a conflict themselves but also think about the possibilities that can be either relating or coexisting with the situation, giving place to contextualize with a higher precision (Coll, Marchesi & Palacios, 2001).

In the middle adolescence stage, the emotional status of teenagers can be directly affected by quotidian situations and recent physical and psychological changes in their bodies. Emotional development in middle adolescence is characterized in women by rising concern over daily situations, opposite to men who are affected chiefly by depression. Accordingly, as claimed by Heredia, Álvarez & Andrade (2014), in late adolescence, teenagers develop the ability to manage their autonomy and emotions differently to their parents, partners, and other social relationships.

Thus, teenagers cannot only identify conflict within their reality but also to express their feelings towards these conflicts.

Emotions are not only the guide, the orientation of every action, but also, somehow, the action itself (Roger & Lopez, 2006). Based on this, there is no cognition without emotions involved in it, and based on the age range of the group, the emotional development of the target population must be taken as fundamental in their learning process. Consequently, the social issues the learners face outside schools directly affect their learning process. As emotions affect adolescents more than other emotional development stages in human beings, the relationships they build during their lives are analyzed deeply during adolescence. According to the Office of Adolescence Health (OPA), adolescents may question their passions and values, examine their relationships with family and other social bonds. At the same time, emotions are also affected by social and physical contexts, physiological inference patterns, and experiential sensation experiences, which means that learners at that age can enforce their relationship not only with other people but also with their contexts.

To sum up, the target population can be considered adolescents, from social stratification level between 1 to 3 level and in a constant psychological and emotional development and, MEN establishes that they must have B1 level according to CEFR. However, social issues such as familiar conflicts, violence, and even forced displacement will interfere in propitious learning.

Statement of the Problem

Undoubtedly, Colombia has made efforts to enhance learners' proficiency from schools regarding the English language with programs such as "Colombia Bilingue" and "Colombia Very Well" that has been implemented in the last 15 years inside public institutions without substantial success. However, it must be recognized that the results have not been auspicious based on

English national tests such as ICFES. Based on the obtained results published by ICFES from the tests applied in the last period of 2020, the area with the less score obtained was English with 46.9%, followed by social competencies with 48% over 100% (ICFES, 2020).

Based on "Estandares De Competencias En Lengua Extranjera," regarding writing competence, it is expected that students in this grade can structure texts considering the formal elements of the language, such as punctuation, syntax, orthography, coherence, and cohesion. Nevertheless, the results published by MEN in PNDI highlight that more than half of students in public institutions obtain results in English as if they had never been exposed to any foreign language (MEN 2018).

The fact that English programs proposed by the national government have not obtained the established result highlights a problem in how institutions are approaching EFL and how students perceive and use English out of institutions. At the same time, if the scores achieved by learners show similar results to a person who has never been exposed to English, it is a must to enforce how English is thought and presented to the learners. Considering the information previously explained, two situations may interfere with the learning/teaching process at public schools: The lack of relation between English/learners and those writing processes is not considered an alternative to motivate expression in EFL classrooms.

According to Viafara (2018), learners consider language learning a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and producing perfect translations, which often creates confusion. While it is known that it is necessary to enhance language competencies inside EFL classrooms, it must also be recognized that learners' reality can be taken into consideration to increase their interest in a second language. EFL teachers are

challenged not only by the duty of improving students' results obtained in international tests but also by the economic and social issues that students and teachers face every day in Colombia.

Torres (2018) claimed that even if the school offers technological and didactical resources for students, motivation is being affected by the decontextualization produced by the lack of relationship between students and the target language (Torres, 2018). The institutions cannot avoid the fact that Education should aim to improve Colombian reality, which is why teachers have a huge responsibility that is not just related to teaching but with providing contexts that allow students to stand against these struggles. However, based on the observations made by Torres, it is possible to state that this responsibility has been neglected in public schools in Bogota.

To sum up, the Colombian government has implemented programs that have not achieved the expected results according to scores published by ICFES tests. At the same time, the lack of relation between English and learner's background can be considered a chance to improve writing processes and relate them with learner's experiences. Learners' conflicts outside and inside schools can also be considered an opportunity to promote the expression of learners' fears, issues, beliefs, opinions, histories, etc.

Rationale

English has been known as the most significant common language spoken universally, mainly used in technology, medicine, engineering, and other areas in Education. The importance of learning English nowadays has been considered by many countries, including Colombia; as a result, developing strategies to relate learners and English is a must among teachers from all educational institutions.

Several factors make English a must according to the needs of the contemporary world, such as communication with people from other countries, Education, internet and press, travel, and business, etc. English is necessary for the education field as in some countries the learning of English as a second language has been implemented since the first levels of Education. Consequently, most academic programs offered in international institutions can be found in English to accept students from different countries.

The advance of writing processes inside EFL classrooms could be developed to relate learners' background with their learning English process to contextualize the use of a foreign language in their quotidian lives. Cassany recognized writing as a communicative process that is collectively developed through the interaction with members of a specific social group (Cassany, 1999). Thus, creating a favorable environment for writing processes inside EFL classrooms might promote self-expression among learners due to their contexts regarding their quotidian life as students from a public institution in Bogota.

Moreover, the implementation of situated writing in EFL contexts might contribute to achieving some of the standards proposed by Estándares Básicos de Educación. As referred to in this document, students in 11th grade must express beliefs of their own culture through written texts and is the reason why the current proposal may provide meaningful results obtained through national tests, which are based on the standards. Implementing lessons under a Critical pedagogy perspective can be considered an alternative that can be articulated not only with students' realities and social issues but also with the enhancing process of language competencies. Teachers in Colombia have the responsibility not only of teaching but also of improving Education through the analysis of their experiences and research. While it is known that English contributes to an economic advance in Colombia, it must also be recognized that learning a

language involves a background that can be then used as the base to learn English in a more critical way (Janks, 2014).

Likewise, implementing a proposal focused on situated practices will impact on the way in which learners approach social issues inside their contexts, as well as how they use this knowledge to improve their living conditions in general. According to Gomez and Gutierrez, meaningful learning is built through the connection between what is being thought inside the classroom and the multiple situations that learners can face in their lives, which means that in EFL classrooms, English can be used as the vehicle to express and reflect about each one of these situations. Moreover, designing a pedagogical and didactic proposal based on audio-visual material with social content to promote situated writing skills can be an opportunity to relate a foreign language. Social content-related students' context can be considered a field where English can be used to provide linguistic elements to discuss and approach the issues they face every day, without considering English as the lesson's primary focus.

To conclude, taking an interest in students' realities applied in EFL contexts can be considered an opportunity to approach English as a foreign language with a different focus, providing linguistic knowledge and enhancing situated writing skills using the social issues from proper and foreign situations. The present proposal relies on promoting situated writing in students of 11th grade using audio-visual material with social content related to their realities and experiences.

Objectives

- To design a pedagogical and didactic proposal based on audio-visual materials with social content to promote situated writing skills in students of 11th grade.
- To promote situated writing in students of 11th grade using audio-visual material, which exposes problematics with social content related to their realities and experiences within a framework of critical pedagogy.

Chapter II

Theoretical Framework and Literature Review

This chapter deals with five different pieces of research that took place in Colombia and are considered relevant for the development of the current didactic and pedagogical proposal. In addition, the theoretical framework is composed of three constructs that are considered fundamental to achieve the objectives of the current document: Situated Writing, Critical Pedagogy, and Audiovisual Material with Social Content.

State of the art

The first research considered relevant for the current proposal is titled "Engaging English as a Foreign Language Students in Critical Literacy Practices: The Case of a Teacher at a Private University," developed by Maria Gomez Jimenez and Claudia Patricia Gutierrez in 2018. This study describes the process that a group of university students and their teacher went through when engaging in critical literacy practices in an EFL context. The research project was carried out in an English class of language center housed at a private university in Medellin, Colombia. 18 students were involved in this research, nine women and nine men from 19 to 40 years old.

Using interviews, focal groups, questionnaires, field diaries, and activities, the researchers implemented texts with social content related to sexual violence to reflect on it and the role of the students as agents of change regarding this problem. The results highlighted that the participant learners acquired a higher disposition towards their role as potential agents of change in their context. At the same time, the research suggests that teachers must be ready to encounter some resistance from learners and struggle with incorporating critical perspectives in their lessons,

something understandable considering the emphasis grammar mastering has traditionally used on language teaching and learning.

Nevertheless, the results also depict that the most recurrent struggles students' experienced during this pedagogical intervention corresponded to language use. This research is considered relevant in the development of the current proposal, as it highlights the importance of using a critical point of view in TEFL contexts, as it provides an opportunity to create agents of change in learners involved in the learning process. However, it suggests that one of the most important things to keep in mind while implementing a critical point of view in EFL contexts is learners' language use, as it can be an issue to struggle with during the process.

"Co-constructing Realities: Fostering Literacy in EFL 11th Graders as a Situated Social Practice", written by Natalia Torres Reyes from Universidad Pedagógica Nacional in 2018, is the second research considered as related to the current proposal. This project was developed through an investigation-action under a qualitative paradigm in a public instruction located in Bogota called Rafael Bernal Jimenez. At the same time, the study participants were 24 11th graders between the ages of 15 to 17 years old, and 15 women and nine men confirmed them.

The objective of this research aimed to co-construct reading and writing skills in English using social and situated practices and is proposed as an EFL learning tool and as a strategy that allows the development of meaningful practices and based on learners' contexts inside the classroom. At the same time, the authors described how the students constructed literacy skills to consequently reflect on their real-life situations to finally determine how the foreign setting might help them develop and improve their English learning process. Moreover, the pieces of research

analyzed the impact of socially situated practices to enhance the students' reading and writing skills processes in an EFL classroom.

The research results suggest that the implementation of situated practices in EFL contexts improved learners' writing and reading processes. At the same time, Reyes concludes that students' literacy skills progressed from basic comprehension interpretation and expression regarding texts as a consequence of cooperative learning. This study is considered necessary in developing the current proposal as it shows situated practices as the basis to develop critical skills using proper contexts of learners. Additionally, the research portrays contextualized material as the key to encouraging students writing and reading abilities, which sustain the proposal's objective relating audio-visual material with learners' realities and experiences.

The third research study reviewed is entitled "Using a Systemic Functional Genre-Based Approach to Promote a Situated View of Academic Writing Among EFL Pre-service Teachers," by Doris Correa and Sandra Echeverri in 2017. This project was carried under a qualitative paradigm and took place with participants divided into two groups of language preservice teachers from a public university in Medellin, Colombia. The course lasted 18 weeks and was divided into two sections of 23 and 15 teachers each, according to their time availability. This study is considered necessary as its objective consisted in shifting the teachers' former view of grammar as a set of rules to a view of grammar as a system of choices. At the same time, the emerging challenges the two groups of participants faced allow the teachers to rethink strategies that can convert a foreign language view as more than a set of grammar rules.

The fourth research considered as relevant is entitled "Ninth Graders Social Experiences to Promote Critical Literacy in EFL with Project-Based Learning" by Claudia Paola Ruiz

Sarmiento in 2015 was also important to analyze the advantages of creating a proposal related to EFL contexts at a public school. This was research carried out under a qualitative paradigm and aims to describe and analyze the promotion of critical literacy in an EFL context using students' social experiences. The research was framed within the socially constructed knowledge proposed by Creswell, as he states that the researcher and the participants aim to comprehend the world that surrounds them and that critical literacy is used as a learning tool while learners interact, share, and reflect on their social experiences.

The study participants are 80 ninth grade, 38 women, and 42 men aged between 13 to 19 years old. The results of the research highlight that it is possible to apply learners' experiences in EFL classes and reflect on them using the target language. At the same time, the author concludes that teachers must keep changing and reinventing the traditional method of learning English and looking for opportunities to relate learners' experiences as it what they are more interested in and where their knowledge comes from. This research is relevant to the current proposal because English is approached considering learners' interests, which is the relation that the current proposal aims to create to relate learners' experiences with social conflicts.

The last research project considered is titled "Undertaking the Act of Writing as a Situated Social Practice: Going beyond the linguistic and the textual," which was proposed by Claudia Marcela Chapeton Castro and Pedro Antonio Chala in 2013. The project analyzed the process of writing argumentative essays in an EFL context, under the vision of writing understood as a situated practice. Moreover, the study took place in a private university located in Bogota, and the participants were 15 students from the program of modern languages aged between 17 to 23 years old.

This action research took place under a qualitative paradigm, and it's designed into three cycles, each corresponding to a type of essay: Opinion, For and Against, and Problem-Solution. According to the results based on the essays written by learners, writing as a situated practice allowed the students to show their voice within their texts; also, the texts showed a significant influence on their realities. Therefore, this research highlights how students can relate the use of a foreign language to raise their voices against social issues they may face daily. Based on this, the relevance of creating a link between the language and these situations cannot be ignored and supports the current proposal.

Theoretical Framework

Situated Writing

As writing belongs to the processes involved in literacy, it is essential to explain how multiple authors have analyzed literacy and how it can be implemented as a situated practice. Literacy has been presented during history as the skill of having a perspective that can go beyond learning and writing skills and is considered as a fundamental part of the personal, social, and cultural practices regarding developing tools for further reasoning through reflection and care through the process (Giroux, 2001).

Situated literacy can be understood as the way to approach knowledge under a critical perspective considering the context and realities of the participants in the learning process. Consequently, the use of literacy as a situated practice is considered one of the requirements for students to develop a second language, according to national standards of Education (MEN, 2006). As one of the objectives of the current proposal is promoting situated writing in 11th graders, the requirements proposed by MEN can be reached using language skills but considering some aspects situated on learner's realities.

Situated literacy needs to consider the content the learner is learning and the context of the knowledge content, the self-context of the learner, and the use of this knowledge in authentic contexts. Armstrong claims that literacy considers all aspects of learning and all vi texts where students learn, and this process allows them to create tools that help them engage with learning processes and develop their confidence and social identity (Armstrong, 2015). Therefore, the material designed in the current proposal aims to create confidence and social identity towards an upcoming process of globalization that considers English as a need.

Similarly, social identity refers to the relation between a person and its role inside society, writing as a situated practice is directly related to cognitive and metacognitive processes in written production, linked with actual actions and shared contexts; this allows learners to rebuild and rethink the sense of interpretation toward situations. According to Camps, the previous explanation belongs to the definition of situated cognition, which is necessary for contextualized writing practices to think in a possible reader and create texts based on shared contexts with the reader (Camps, 2003). Hence, situated writing involves analyzing the presented situations and relating them with the reader's context for the texts created, not only to express a reasonable opinion but also a coherent opinion. Situated writing is relevant for the current proposal because situating any practice in the context it is being taught in is necessary not only for understanding the practice but also to use it in an actual situation.

The current proposal adopts the conception about writing developed by Barriga, who describes knowledge as situated, part, and product of specific contexts and the culture involved during the learning process (Barriga, 2003). As a result, writing is considered a social practice and cultural construction that approaches a series of cognitive processes that are not created abstractly or separated from the context; on the contrary, these are processes linked to actions and interactions that people have in particular groups. Moreover, this supports the current proposal

as the previous research naturalizes the use of English inside the interaction process with other learners and facilitates how learners interpret multiple situations of their quotidian life. Likewise, this proposal aims to use learners' interests and experiences inside EFL classrooms. The definition of writing by Barriga is considered fundamental as taking specific situations of learners to reflect and produce texts using the content of the lesson and quotidian situations.

Critical Pedagogy

Implementing a critical pedagogy (CP) in ESL classrooms portrays the rearrangements that teachers have had to adopt in their teaching experience against phenomena in their contexts, such as inequality, poorness, forced displacement, violence, etc. Freire portrays that in Education, language can be taken as a tool to empower participants in their reality, allowing them to voice and discuss political, social, economic, and cultural struggles in their spheres (Freire, 1985). Hence, critical pedagogy sustains the proposal of relating learning processes with students' reality to empower students to be agents of change in their context and face these issues they live within their quotidian life.

The focus of CP in ESL classrooms aims to teach active and resistant students who stand against the social consequences of corrupt governments. Freire criticized programs that were not related to students' realities, with their preoccupations, doubts, hopes, and fears- programs that increase the fears of the oppressed consciousness (Freire, 1974). Based on this, the current proposal aims to create a connection between the EFL learning process and learners' reality to analyze the conflicts in their contexts and enhance their English level through this process.

Critical pedagogy also allows the learners and the teachers to reflect on the past and the future of society. According to Wink (2000), CP is the impetus that causes people to learn, relearn and unlearn what is known about teaching and learning (Wink. 2000). In addition,

implementing a proposal based on students' realities brings the responsibility to reinforce and rethink our role as teachers in a context with apparent social issues. For this reason, institutions can find an opportunity to face the issues that learners struggle with within their quotidian life.

McLaren describes the use of CP as a way of thinking, negotiating, and transforming the relations inside knowledge institutions and the relation of these institutions with the society (McLaren, 2003). Accordingly, as teachers, creating a favorable environment inside the classroom is vital, as it allows the learners to feel comfortable during their learning process; also, this contributes to a peaceful relationship between the school participants. Likewise, the critical view of pedagogy is related to the sense of critical analysis of classrooms where learning takes place and the relation of the participants with different situations of power, discrimination, and racism (Pennycook 2004). Thus, CP allows the teachers to transmit and receive knowledge related to the daily problems of the participants inside the classrooms.

The relation between critical pedagogy and situated writing relies on the elements provided by CP that can be used in writing as a situated practice. The essence of applying CP to situated writing practices lies in finding the space in which learners can comprehend and reflect upon social relationships that lead them to disrupt often marginalized situations they can get involved in. CP is not just about revealing social inequalities but also about transforming writers' subjectivity, mainly in subjects oppressed by social phenomena such as inequality.

To sum up, critical pedagogy contributes to students' vision as potential agents of change inside their context as they are aware of the multiple problems they can face not only as students but as citizens of Colombia. CP aims to highlight social issues created by corrupt governments inside classrooms, not losing the focus of the area being addressed and giving relevance to practices that can help learners approach knowledge areas under social points of view. Finally, the relation between CP and situated writing relies on the vision that also considers the ways to

improve learners' context through the knowledge areas inside the classroom, not only by improving their capability to analyze an issue but also by reflecting inside the classroom about their role as social participants in their daily life.

Audio-visual Material with Social Content

Since most people are visual learners, it is essential to go beyond "spoken words" when educating students (Patesan, 2018). Due to the rising use of technology in quotidian life during the last 20 years and the pandemic humanity is going through, it is mandatory to implement technological resources within EFL contexts and educational contexts in general. Although it is necessary to specify the meaning of visual literacy, it will also be supported the main focus of the current proposal, which aims to address social content using audio-visual aids to create an appropriate environment for EFL learning.

Before defining audio-visual aids and their relevance inside pedagogical proceedings, it is necessary to define visual literacy due to the easiness of finding multiple kinds of visual content nowadays due to human immersion in technology, alongside social media. Visual literacy can be defined as interpreting, comprehending, and expressing ideas using visual materials (Wileman, 1993). Therefore, it is crucial to develop and take into account visual skills on learners due to how exposed they are to visual content daily and the progression alongside technological development. Based on ICBF statistics, 82% of students between 10 and 18 years old in Bogotá have access to social networks such as Facebook, Instagram, TikTok, etc. (ICBF, 2018). According to this, it is necessary to develop visual literacy skills to enhance their learning process and analyze and reflect on the overwhelming amount of content they have access to in their quotidian life.

Delgado & Chapeton define visual literacy as the ability to read, interpret, and understand the information presented in pictorial or graphic images (Whileman, 1993). Visual literacy can be

defined as a group of competencies that can create media users capable of understanding the visible actions, objects, symbols, colors, patterns, and components of any kind of visual content. Audio-visual aids depend on their consumers' visual literacy skills, which means that relevant not only for visual consumers but for visual creators as well,

Kang describes audio-visual aids as designed to help the learner, enhance comprehension and learning, and elicit, explain, and communicate information (Kang, 2004). Thus, learning a foreign language presents situations that can be further explained using audio-visual aids, as learners will feel more familiar with the tools used during the process. In addition, as the material designed for the current proposal is based on social content, audio-visual aids will promote the relation between social conflicts and learners' experiences using English.

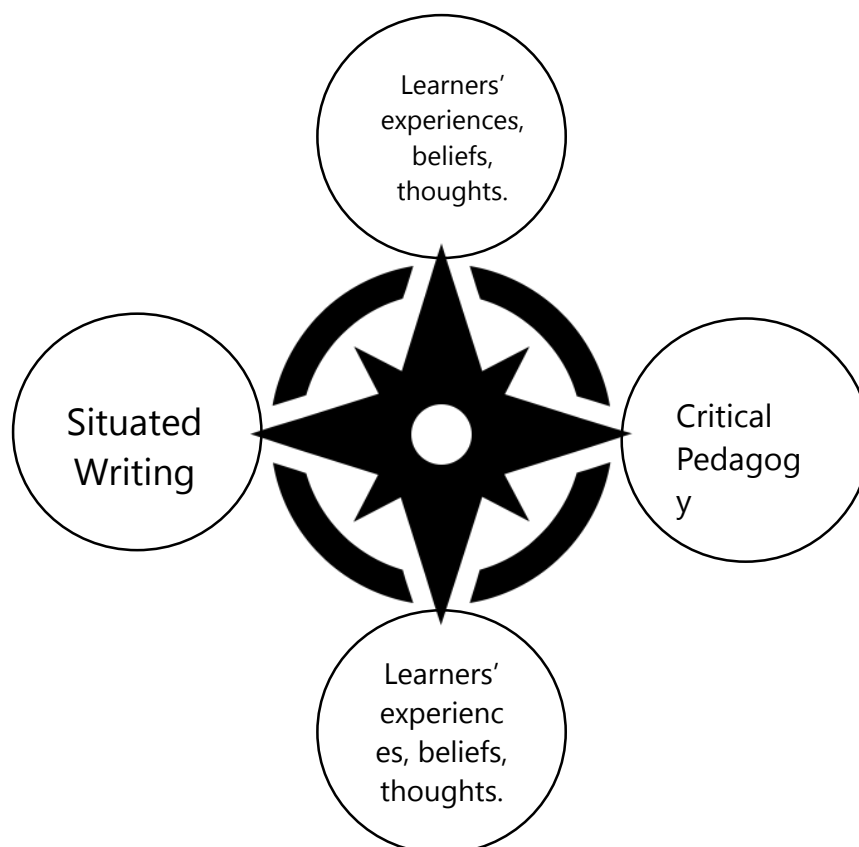
Levin and Mayer explain the beneficial effects of visuals and the reasons why pictures facilitate comprehension and learning. They proposed some principles called the seven "C." According to their words, pictures, for example, make the text more: concentrated, compact/concise, coherent, comprehensible, correspondent, and codable (Levin & Meyer, 1993). It is vital to enhance the results in national tests, using resources that warrant a more comprehensible understating for learners is significantly enriching in EFL contexts. Content can be defined in Education as the concepts, ideas, values, beliefs, opinions, and any kind of information that can be considered in teaching. The topics, themes, beliefs, behaviors, concepts, and facts, often grouped within each subject or learning area under knowledge, skills, values, and attitudes, are expected to be learned and form the basis of teaching and learning.

According to Audio-visual material regarding social content, it can be defined as the use of audio-visual resources to present conflicts inside certain groups of people and is related to Education for social justice. Teacher education for social justice encompasses many pupils learning goals, including thinking critically, connecting knowledge to real-world problems and

situations, challenging received knowledge, understanding multiple perspectives, debating diverse viewpoints, unpacking underlying assumptions, and engaging productively in the cross-cultural discussion." (Cochran-Smith, Gleeson, and Mitchell, 2010, p.37).

Due to this, the current proposal aims to make a stand against social issues present inside Colombian reality, to support a social change through the development of pedagogic content that considers the proper social environment of learners. The importance of this conception for the present proposal is seen regarding the connection of real-world problems with the content of lessons, as the primary goal inside the classroom is not only focused on language developments but also on the need to face these situations through analysis and reflection between learners.

Figure 1.



The previous diagram represents the correlation between the primary constructs of the current proposal, Critical Pedagogy, Situated Writing, and Audiovisual Material with Social Content. Accordingly, Situated Writing and Critical Pedagogy play an essential role during the development of the proposal as both are the basis to develop according to activities and tasks to relate English with their proper contexts. Audio-visual Material with Social Content is at the center of the diagram, as it represents the focus of the content presented in the development of the cycles.

Chapter III

Pedagogical and Didactic Proposal

The present chapter introduces and explains the curricular vision, the vision of language, the vision of learning, and the vision of the classroom that frame the current pedagogic and didactic proposal. However, it is essential to explain first what pedagogical and didactic proposal means. Multiple authors have defined pedagogy during history, and the word pedagogy was derived from the Greek word "paidagōgeō" in which "pais" means child and ágō means lead; so it means "to lead the child." In a modern context, the word entered to Oxford dictionary in 1571 and is defined as "interactions between teachers, students, and the learning environment and the learning tasks." (Murphy, 2008. p 35). Before giving a possible approximation to the meaning of pedagogical and didactic innovation proposals, it is necessary to define pedagogy, didactics, and innovation.

According to Alexander, a line must be drawn between teaching and pedagogy by emphasizing that "teaching is an act while pedagogy is both an act and discourse... Therefore, pedagogy is not simply describing the activity of teaching but reflects the production of broader social and cultural values within the learning relationship (Alexander, 2008). Based on this, the importance of this relationship between pedagogy and cultural and social values must be recognized, as it is not an act unrelated to the participants' context or reality. However, teaching and pedagogy are similar concepts directly related to enhancing learning conditions inside the classroom, which derives from the term didactics.

The concept of didactics is first derived from Ratke, as in 1612 is defined as normative didactics with instructions for content and techniques, then, in 1999, the term is seen as a theory of the art of teaching (Comenius, 1999). Due to this, didactics is not a manual or a structural

series of instructions to teach but can be considered to perceive what is happening in the classroom. At the same time, the role of teachers is not only inside the classroom teaching but also researching and reflecting about what strategies can be implemented to keep enhancing the learning/teaching environment inside institutions.

The product of considerable pedagogical and didactic research can be considered the base for other teachers to implement these strategies through the content they use inside the classroom; also, more content can be developed starting from previous knowledge implemented inside other institutions. At the same time, the didactic content needs to be reviewed by the teachers and the students who participated during the process, and they are also didactic actors. Some authors as Eraut has pointed that much of the didactic proposals are based on a lack of understanding of students' lives in the classroom, which leads to ignoring what is going on in the mind of the learners. Moreover, the teacher must be aware of the signals regarding their interest towards the lesson and the class and, based on this, create and reflect upon innovative strategies to improve the weaknesses identified and to take advantage of the goals achieved.

Moreover, a pedagogical proposal is defined by Carbonell as a set of ideas, processes, and strategies, systematized, that can introduce and provoke changes inside educative practices nowadays (Carbonell, 2002). The current proposal presents a series of lesson plans and activities primarily related to situated writing that was developed to relate EFL with students' experiences using their experiences, opinions, beliefs, etc. The main goal of a pedagogical proposal is to provide strategies to teachers to create changes inside the classroom to create favorable environments towards Education.

The educative innovation is considered by Chiroque, an intentional and structured proposal of change of any process or way inside one school or multiple schools to modify an actual reality and obtain better quality and educative pertinence. It must be recognized that educative

pertinence refers to the coherence between the content proposed by institutions regarding the reality of learners (Chiroque, 2007). The current document aims to share a proposal for EFL classrooms that can be used to modify and improve the reality of learners without losing the focus of learning a second language.

Vision Of Curriculum

As the objectives of the proposal seek to relate learners' experiences in EFL learning/teaching processes through the use of audio-visual aids based on social content, the vision of curriculum in the current proposal can be entitled as situated curriculum. This concept comes from the knowledge a subject may obtain from his interaction with a specific community and derives from the related concept of "learning curriculum" introduced by Lave and Wenger in 1991. Their purpose emphasizes the contrast between two different ways of learning, one based on the engagement with quotidian activities and the other in an academic environment (Lave, Wenger, 1991). Likewise, this proposal seeks to design a set of lesson plans that may include both ways of learning by establishing a relationship between writing activities and learners' realities, interests, opinions, and points of view.

From this perspective, knowledge is considered a social construction, and the curriculum is seen as a form of social practice occurring in the real world. This means that the activities are developed to highlight personal experiences with the EFL learning process, and at the same time, question their reality to understand and transform it by reflecting upon their role as agents of change. Situated writing can be considered the leading practice to implement in developing a curriculum relating learners' reality with the content presented. This can be supported by the definition proposed by Wilhelm, where curriculum must involve students connecting their communities through their writing (2003, p. 84).

The perspective of the previous authors highlights that teachers could take advantage of learners' backgrounds to promote situated writing inside EFL classrooms and enhance their learning process by relating their point of view with their learning process. Consequently, teachers can take advantage of the curriculum to promote language uses outside the classroom to improve learners' English skills and use them in their daily lives.

Vision Of Learning

The vision of learning embraced for the current proposal is enforced by Tudor's vision, where the learning process must foster the use of language as a means of communication (Tudor, 2001). The vision of learning for the current proposal is based on five principles 1) focus on communication rather than learning about the language; (2) the use of authentic material; (3) The use of material related to social content. At the same time is based on the experiential vision by Vygotsky, where the process of sharing individual perspectives, called collaborative elaboration, results in learners constructing and understanding together, something that cannot be achieved individually (1978, p. 14). Based on this, the lesson plans are designed to aim to be implemented to relate the experiences of each of the participants to each other, not only to enforce a cooperative learning process but also to create a relationship between English and the participants.

The relevance of experiences inside the classroom has been pointed by Authors such as Kohonen, who considers learning as recycling of experience at more profound levels of understanding and interpretation. According to the author, the main point of learning is the individual's direct personal experience in each setting. This can be considered vital in the current proposal, as it highlights the importance of using learners' experiences and reflection about these experiences and using them inside the classroom to achieve a higher level of understanding.

The proposal also relates the experiences between learners and their contexts to encourage learners to use English in their classes and outside of the classroom. At the same time, the use of the content learned outside schools may represent a way to use English in their quotidian life. Gee claims that learning is meaningful when the participants are involved in motivating and improving social activities, which they find valuable, highlighting the relevance of situated practices as a tool for a better approach to English. Therefore, the lesson plans designed for the current proposal are focused on situations they may face in their realities, taking into an advantage that these situations can relate to the participants to improve their English learning process collectively.

Vision of Language

Regarding the vision of language of the current proposal, the context of learners is vital and must be recognized as the fundamental way human beings build beliefs, cultural values, experiences, and thoughts. According to Tudor, language is a system that is usually focused on "achieving functional goals, a means of self-expression, and the bearer of a set of cultural values and ideologies" (Tudor, 2001). Consequently, the vision of language can be considered as embodied in the humanistic perspective. At the same time, the use of different languages enforces the skills to compare and contrast the cultural values and beliefs behind the foreign language, which in this case is English.

Halliday states that language is a vehicle in which facts and experiences of the world are taken into the knowledge production and the social meanings relating to the speaker, as attitudes, beliefs, and social relationships with others (Halliday, 1975). This perspective explains the importance of the background of human beings in the language learning process and in knowledge production. Considering that the proposal aims to use learners' experiences relating them with audio-visual aids based on social content, the vision of learning cannot be related only

in grammar or form-based. Opposite to this, the vision needs to be more comprehensive, using experiences that learners may feel identified with in order to make use of language in a contextualized and meaningful way.

Vision Of Classroom

Based on the objectives of the current proposal, the classroom can be defined as a communicative space in which learners can freely share their experiences, and through this process, the teacher can gather relevant information to consider in the learning process. According to Chapeton and Mena, it is crucial to provide students with spaces and activities in which they can feel free to share their experiences, to find their voices, to be heard, to value each other's ideas, and to be critical of what is happening in their context and the world (Chapeton & Mena, 2014). This point of view is relevant for the current proposal, as it considers as fundamental not only the use of learner's experiences in the classroom but also the relevance of having a comfortable space for the learners that leads to enhancing their interest in the EFL process.

Classrooms are scenarios that propitiate learning and experiment, share, communicate, reflect, and face issues that students may face outside the institutions. As claimed by Dewey, classrooms should represent real-life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings. The current proposal aims to go over certain situations that learners can face in their daily lives and over situations that people who inhabit other places can also face to approach multiple conflicts that are the consequences of unpleasant political management during Colombia history.

Shor claims that situated contents in the curriculum influence learners' daily experiences and become the means to engage in reflective thinking (Shor, 1996). According to this, if the curriculum is linked with activities or situations that learners can face in their quotidian life, they

will have to address and reflect on possible solutions using the knowledge acquired inside the classroom. At the same time, situated writing activities on an EFL curriculum can be considered a strategy to approach social issues and relate students with writing.

Chapter IV

Proposal Of Pedagogical and Didactic Innovation

The current section describes the proposal of pedagogical and didactic innovation, which consists of a set of activities designed based on audio-visual materials with the aim of promoting situated writing processes. This proposal attempts to provide students with opportunities to write about their reality, beliefs, opinions, and interests having audio-visual aids with social content as an encouraging tool. In addition, it also considers implicitly grammar and vocabulary aspects necessary to enhance learners' writing skills. The proposal is organized in 3 different cycles namely, Me & Our City, Me & Our Country, and Me & Our World; each cycle contains 3 lesson plans which will be developed during nine sessions.

The learners are expected to create a series of writing texts such as letters, descriptions, anecdotes, and worksheets based on the topics presents in the audio-visual material explored during each session. At the same time, the content was thought to reflect upon students' context and a foreign context in order to contrast and compare these issues and the way they are approached in different scenarios. The following table (Figure 2) displays how the three cycles of intervention are planned. Subsequently, a detailed explanation of each cycle will be provided.

Table 1. Cycles of the proposal

Cycles Of The Pedagogical and didactic Proposal				
Cycles One: Me & My City				
Lessons	Objectives	Audiovisual Materials With Social Content	Situated Writing Activities	Suggested Language And Vocabulary
Lesson plan 1 The Great Things in Bogota	To elicit previous knowledge about the advantages of living in Bogota To identify the advantages of living in the capital city of Colombia	City Poster (Annex 1) Images about the most famous places in Bogota.	Description of neighborhood based on worksheet (See annex 1) Description of experience in famous place of Bogota using worksheet (See annex 2)	Verbs: Visit, Seek, Climb, Bear, Proclaim, Preserve, Create, Walk, Go Adjectives: Sacred, Predominantly, Historical, Public, Huge, Big, Reduced, Crowned
Lesson plan 2 My best experience in my neighborhood	To elicit previous knowledge about the advantages of living in Bogota To identify the advantages of living in the capital city of Colombia	Interactive map of Bogota. Pictures from neighborhoods in Bogota.	Description of neighborhood based on worksheet Description of anecdote lived in their neighborhoods	Vocabulary: Clean, Cold, Colorful, Cool, Crowded, Flat, Fresh, Hilly, Stressful, Spectacular, Hot, Humid, Industrial, Modern, Mountainous, Narrow, Old, Quiet, Small, Magnificent, Rural, Sandy, Smoky, Wide, Beautiful, Fantastic, Awesome,

Cycles One: Me & My City

Lessons	Objectives	Audiovisual Materials With Social Content	Situated Writing Activities	Suggested Language And Vocabulary
Lesson plan 3 Negative things in out city	To elicit previous knowledge about the advantages of living in Bogota To identify the advantages of living in the capital city of Colombia	Images about social conflicts in Bogota	Description of neighborhood based on worksheet (See annex 1) Description of experience in famous place of Bogota using worksheet (See annex 2) Steps to express your opinion	As far as I know, .../ I agree with the opinion of .../ I could be wrong, but .../ I'd definitely say that .../ I'd guess/imagine that .../ I'd say that .../ I'm absolutely certain that .../ I'm fairly confident that ...My (point of) view (on this) is ...

Proposal for evaluating the cycle

Cycles One: Me & My City

Student Name

Did you enjoy the activities performed during the classes?
Yes:___ No:___

What would you recommend to take into account for future lessons?

What is your opinion about the topics taken into account during the lessons?

Cycles Of The Pedagogical Proposal

Cycles Two: Me & My Country

Lessons	Objectives	Audiovisual Materials With Social Content	Situated Writing Activities	Suggested Language And Vocabulary
<p>Lesson plan 1 The history of our country</p>	<p>To identify the conflicts that people outside Bogota may face during their lives To identify the characteristics of living out of Bogota</p>	<p>Youtube video about the history of Colombia Entitled “Colombia History in 5 Minutes – Animation” (Annex 1)</p>	<p>Worksheet about questions to the other grouped conformed on the lesson “Indigenous people and Conquerors”</p>	<p>What (for a thing, when there are many things) Which (for a thing, when there aren't many things) Who (for a person) Where (for a place) Why (for a reason) When (for a time) How (for a method) Whose (to ask about possession)</p>
<p>Lesson plan 2 What if I were born in...</p>	<p>To identify the conflicts that people outside Bogota may face during their lives To identify the characteristics of living out of Bogota</p>	<p>Youtube video entitled “Cities of Colombia”</p>	<p>Worksheets about places the Ss would like to live in.</p>	<p>Positive Adjectives: Positive adjectives describe people, places, and things in a positive way. Using these noun modifiers, you can express emotions such as satisfaction, love, amusement, hope, and more.</p>

Cycles Two: Me & My Country

Lessons	Objectives	Audiovisual Materials With Social Content	Situated Writing Activities	Suggested Language And Vocabulary
Lesson plan 3 Sharing emotions	<p>To identify the conflicts that people outside Bogota may face during their lives</p> <p>To identify the characteristics of living out of Bogota</p>	<p>Series of pictures from social conflicts in other areas of Colombia.</p>	<p>Worksheet about personal opinions regarding the presented pictures of social conflicts.</p>	<p>Negative Adjectives Disgust: Contempt, disgust, revulsion Envy: Envy, jealousy Exasperation: Exasperation, frustration Irritation: Aggravation, agitation, annoyance, grouchiness, grumpiness, irritation Rage: Anger, bitterness,</p>

Cycles One: Me & My City

Student Name

Did you enjoy the activities performed during the classes?
 Yes: __ No: __

What would you recommend to take into account for future lessons?

What is your opinion about the topics taken into account during the lessons?

Cycles Of The Pedagogical Proposal

Cycle Three: Me & Our World

Lessons	Objectives	Audiovisual Materials With Social Content	Situated Writing Activities	Suggested Language And Vocabulary
<p>Lesson plan 1 Introducing other countries</p>	<p>To reflect about the differences and similarities between Colombia and English Speaker Countries worldwide. To share experiences, thoughts about the proper country and foreign countries</p>	<p>Youtube video about the importance of English entitled “The Importance of English”</p>	<p>Brief paragraph describing an English Speaker Country using a guideline.</p>	<p>The word 'Nationality' is not often used in spoken English. It is a formal and official word and it appears more frequently in written English. You will find the word 'Nationality' is used a lot in the travel industry and for immigration. We almost never say: What is your nationality?</p>
<p>Lesson plan 2 Getting to know English speaker countries</p>	<p>To reflect about the differences and similarities between Colombia and English Speaker Countries worldwide. To share experiences, thoughts about the proper country and foreign countries</p>	<p>Youtube video entitled “English as a global Language”</p>	<p>Worksheets about places the Ss would like to live in.</p>	<p>Questions about living abroad Have you...? Would you like to live in...?</p>

Cycles Two: Me & My Country

Lessons	Objectives	Audiovisual Materials With Social Content	Situated Writing Activities	Suggested Language And Vocabulary
Lesson plan 3 Meeting partners from other countries	To identify the conflicts that people outside Bogota may face during their lives To identify the characteristics of living out of Bogota	Youtube video about teenagers in other countries: Our Tomorrows	Written letter for one of the teenagers who participated in the presented video.	Examples of formal letter openings: Examples of formal letter closings: Examples of informal letter closings:

Cycles One: Me & My City

Student Name

Did you enjoy the activities performed during the classes?
Yes:___ No:___

What would you recommend to take into account for future lessons?

What is your opinion about the topics taken into account during the lessons?

Cycle One: Me & Our City

The first cycle, entitled "Me & Our City," was developed into four different lesson plans of 90 minutes each. The objectives of this cycle were designed to elicit previous knowledge about living in Bogota, reflect on the advantages of living in the capital city, and identify the conflicts inside learners' realities. At the same time, the use of verbs, places, adjectives, vocabulary related to likes and dislikes, and the use of tenses such as simple past, simple present modal forms will be implicit in the content that will be presented and created during the development of the lesson plans.

The cycle is divided into 3 lesson plans: The Great Things in Bogota, My experience in my neighborhood, and Negative Things in Our City. All lesson plans are composed of a warmup phase where the teacher will elicit previous knowledge by introducing the session's topic and the audio-visual content that will be presented. At the same time, all lesson plans aim to create written products at the end of each session, through situated writing tasks related to the opinion of students towards the presented content or their answers to questions that will be asked during the development of the class.

The content presented during the four lesson plans that belong to this cycle is pictures of the most representative places in Bogota, interactive maps, genially presentations, videos from YouTube related to social conflicts in Bogota. The content presented in the lesson plans will be focused on three main conflicts related to society in Bogota: Poverty, Social Inequality, and Social Violence.

"The Great Things in Bogota" is the first lesson plan of the sequence and uses pictures of the most representative places in Bogota to encourage the learners to analyze the advantages of living in Bogota. At the same time, the development of written phrases and a poster about a famous place in Bogota have been proposed to elicit previous knowledge about the city and

gather information about students' interests, likes, dislikes, and opinions about the city they live in. Likewise, regarding the vocabulary and grammar to implement during the lesson, verbs about places and likes will be clarified.

The second lesson plan of the circle is entitled: My best experience in my neighborhood and was developed to use a map of Bogota and a series of pictures of the city. Consequently, using an interactive map of Bogota allows the students to express their opinions about other related places. The vocabulary to work during the lesson will be focused on presenting a place, taking into consideration adjectives and verbs, to elaborate a description of learners' neighborhoods.

The third lesson plan deals with three main concepts related to quotidian issues that a person may face living in Bogota. Poverty, social inequality, and violence. To achieve the objectives proposed for the cycle, the writing task will question the learners about their feelings toward this kind of social conflict.

Cycle Two: Me & Our Country

The second cycle, entitled "Me & Our country," was developed into three lesson plans of 90 minutes each and are entitled: The History Of Our Country, What if I were born in, and Sharing Emotions. The objectives of the current lesson plan were designed to identify the conflicts that people outside of Bogota may face in their lives and reflect on the differences and similarities between living in Bogota and living in another city.

The first lesson plan of the cycle, "The history of Colombia," presents a video from YouTube called "Colombia History in 5 Minutes", which goes inside multiple events in Colombian history such as the Conquest, the Independence Day, the Thousands Days' war, etc. This video with social content provides the learners about the violence that has been present since the foundation of Colombia. At the same time, the Ss will use a worksheet with three questions

about their ideas about what would have occurred if they had lived the described situations of Colombian history.

"What if I would be born in...", the second lesson plan of the cycle, attempts to review learners' knowledge about cities out of Bogota. Consequently, a video entitled "Cities of Colombia" will be introduced to elicit last bits of knowledge about these cities. At the same time, the suggested vocabulary to implement is Positive Adjectives, which will then be used on the worksheets related to the place they would like to have been born in.

The third lesson plan is entitled "Share my emotions" and aims to make a dynamic approach from learners to people who have been involved in difficult times during Colombian history. At the same time, the lesson plan focuses on producing a text based on three questions about the presented pictures. The suggested vocabulary for the lesson is related to negative adjectives and emotions to provide the structure to express their opinions and feelings.

Cycle Three: Me & Our World

The third cycle, entitled "Me & Our World," is divided into two three plans of 90 minutes each one and the objectives proposed were: To reflect on the differences and similarities between Colombia and English Speaker countries worldwide, also to share experiences and thoughts about the proper country and foreign countries. The lesson plans in the current cycle are "Introducing Other Countries," "Getting to Know English speaker Countries," and "Sharing My Fears" and were designed to approach learners' context and English Speaker Countries.

The first lesson plan, "Introducing Other a countries," presents an interactive game based on a YouTube video entitled "The importance of English," to elicit previous information about the conflicts learners may know about related with other countries as well as the number of countries English is spoken as a first language. Consequently, the learners will write a paragraph

about the chosen English Speaker Country. The vocabulary to take into account will be related to countries and nationalities.

Therefore the second lesson plan is entitled "Getting to know English speaker countries" and aims to elicit knowledge about countries out of Latin America. At the same time, the situated writing practice aims to indagate about the learners' opinion about English Speaker Countries. The lesson will focus on making questions to enforce the relationship between students and English through curiosity and opinions.

The third lesson plan, entitled "Sharing My Fears," is based on a video called "Teenagers worldwide share their fears and dreams." The video deals with the most common fears in adolescents' quotidian life from Mexico and the US. The expected written product of the lesson is text-based in the experiences of the video participants, sharing the fear learners have in their lives.

At the end of each lesson plan, a table was designed to draw the aspects to take into account in case it was needed to evaluate the learning process of the participants. The format will entirely focus on how learners interpret the conflicts introduced during each of the cycles. At the same time, the format will ask for their opinion about the overall implementation of the cycle; however, the use of language in the opinion will also be considered for the evaluation.

The following section will present the lesson plans of the cycles one, two and three, which were designed in order to approach to the established objectives of the current proposal. Each lesson plan is divided into two tables, the first one highlighting the audiovisual material with social content, the objectives of the cycle, the situated writing activity, the independent practice and vocabulary to take into relevance throughout each lesson. Additionally, the material designed and used on each lesson will be the included at the end of each lesson plan as annexes.

Cycle One: Me & My City

Lesson Plan 1: The Great Thinks In Bogota



Audiovisual Material With Social Content :

1. Images about the most famous places in Bogota (Annex 1)
2. City Poster (Annex 2)

Objectives:

To elicit previous knowledge about the advantages of living in Bogota

To elicit previous knowledge about the advantages of living in Bogota

Situated Writing

Activity:

Four phrases describing the famous places in Bogota.

Written recommendation on a poster about one of the famous places.

Independent Practice:

Reflect about the thinks Ss like and dislike of their neighborhoods

Useful Expressions:

Expressions to describe my town:

"It is..."

"I live in ..."

"I'm from..."

Vocabulary;

Verbs: Visit, Seek, Climb, Bear, Proclaim, Preserve, Create, Walk, Go

Adjectives: Sacred, Predominantly, Historical, Public, Huge, Big, Reduced, Crowned

THE GREAT THINGS IN BOGOTÁ



Warm Up: 15 Min.

To elicit the experiences of the students in Bogota, the teacher will show a series of pictures of the most common places in the city. (Annex 1)

After presenting the pictures, the teacher will gather some Ss' opinions about these places on the board. The pictures presented belong to famous places of Bogota that most of Ss may recognize.

The Ss will be asked to name the pictures presented if they recognize the places. At the same time, a brief description of the places will be introduced by the teacher.

Vocabulary and language clarification: 10 Min.

Before proceeding to present the situated writing activity, the teacher will answer questions and doubts about the vocabulary presented on the description of the famous places.

Verbs: Visit, Seek, Climb, Bear, Proclaim, Preserve, Create, Walk, Go

Adjectives: Sacred, Predominantly, Historical, Public, Huge, Big, Reduced, Crowned

Situated Writing Practice: 35 min

The Ss will organize groups of 5 people, and they will be asked to elaborate 3 phrases per group about these places based on their likes and dislikes

For example:

The public transport is an advantage in Bogota due to the multiple places I can go to in less than 2 hours

Therefore, the Ss will be asked to recommend places in Bogota to a tourist, to show the advantages of living in Bogota.

Due to this the groups will be asked to elaborate a poster about the chosen places.

The poster will be composed by any advantage the learners have highlighted regarding living in the capital city or a recommendation about Bogota (Annex 1)

Example:

-I'd recommend visiting Museo Nacional, in there you'll find relevant items from antiques civilizations.

-Come to Bogota! The most you know it, the most you love it!

The poster that needs to be created can be also related with recommendations about famous places of Bogota such as: Museums, Restaurants, Historical Places.

In order to close the session, the teacher will recall the most common opinions shared during the lesson.

Independent Practice:

In order to elicit previous knowledge about the Ss' neighborhood, the teacher will ask them to reflect about the things they like and dislike the most about the neighborhood they live in.



Annex 1: Most famous places in Bogota



While today the Monserrate is a tourist attraction, it is also still predominantly a religious and sacred place, with many people visiting the cathedral to offer their prayers to *El Señor Caído* (the Fallen Lord). Pilgrims and nature lovers today climb the mountain to seek peace or to offer sacrifices. Many people climb up the mountain on Sunday mornings on their knees, barefoot or blindfolded, to proclaim their faith and pray for the healing of loved ones, and at the top of the mountain is a rock bearing a



Torre Colpatria (Colpatria Tower) is a 50-story skyscraper located at the area of San Diego in Bogotá. It is the tallest in the country and the second tallest in South America. It was constructed from 1978 until 1979, and has a total height of 196 metres. The main headquarters of Colpatria Bank are located in the building, and also a great number of other banks and financial corporations have offices in it.

The building lies at the intersection of 26th street and 7th avenue, in the heart of the city's downtown. Since 1998 the Colpatria Tower is illuminated every night with thirty-six color changing Xenon lights. The building is a



Nineteenth-century eaves and colonial balconies, the ghosts of the viceroys that once inhabited patios and hallways are hidden.

A large portion of the homes - many of them in colonial and republican construction styles - are preserved and have been declared assets of historical and cultural interest. In this area of the historic center of the city there are about 500 institutions including the best museums in Bogotá, research centers, as well as theaters, libraries, and universities.



Plaza de Bolívar is a square in the historic heart of Bogotá. On the square stands a statue of Simón Bolívar. The statue was created in 1846 by Italian Pietro Tenerani. It is the first public monument in Bogotá. Small detail is that Simon Bolivar is from Venezuela, and that there almost every city a square with his name.

Annex 2: City Poster

Annex 3: Worksheet**CLASS WORKSHEET****Name of the Group:**

Sentences about Bogota:

1.

2.

3.

Poster about Bogota:

Cycle One: Me & My City

Lesson Plan 2: My best experience in my neighborhood



Audiovisual Material With Social Content :

Interactive map of Bogota. (Annex 1)

Pictures from neighborhoods in Bogota. (Annex 2)

Objectives:

To elicit previous knowledge about the advantages of living in Bogota

To elicit previous knowledge about the advantages of living in Bogota

Situated Writing

Activity:

Description of neighborhood based on worksheet (See annex 1)

Description of experience in famous place of Bogota using worksheet (See annex 2)

Vocabulary;

Clean, Cold, Colorful, Cool, Crowded, Flat, Fresh, Hilly, Stressful, Spectacular, Hot, Humid, Industrial, Modern, Mountainous, Narrow, Old, Quiet, Small, Magnificent, Rural, Sandy, Smoky, Wide, Beautiful, Fantastic, Awesome, Large, Amazing.

Useful Expressions:

Mexico City is a lively metropolis with an incredible art scene.

This part of Lisbon is quiet during the day but lively at night.

I'm just looking for a secluded place where I can do some writing.

It's a beautiful village, but it's a little too

MY BEST EXPERIENCE IN MY NEIGHBORHOOD



Warm Up: 15 Min.

The T will greet the Ss and will show a map of Bogota on the board (Annex 1), to elicit previous knowledge related with locations in the city. This map is presented in order to point out the exact location of the institution.

Introducing My Neighborhood: 20 Min.

The students will be asked to point out in the map on the board the place where they live in.

Four pictures of neighborhoods in Bogota will be also presented (Annex 2)

Consequently, the Ss that would like to participate will be asked to give a brief description of their neighborhoods, as well as their opinion about it.

The experiences shared will be written on the board in order to share a basic structure to make opinions about their neighborhoods.

Situated Writing Practice 1: 35 min

In order to continue highlighting characteristics of their neighborhood, the Ss will be asked to point out in the map their neighborhoods.

After having pointed all neighborhoods, the teacher will present the worksheet to follow and will proceed to describe his own neighborhood in order to provide a basic structure for the Ss (Annex 1)

The Ss will provide the worksheet to each of the Ss and they will be asked to describe their own neighborhood following the same written style by filling in the gaps across the worksheet.

Independent Practice

The Ss will be asked to write their best anecdote in their neighborhood using the words explained in "Vocabulary and Language Clarifications"

This experience can be related with their childhood or their current life.



Annex 1: Worksheet about my neighborhood

MY NEIGHBORHOOD

I live in a neighborhood called..... it is /isn't.....

A few years ago, my neighbourhood was.....but now it's.....

I have lived there sincewhen i wasyears old.

It's also

.....and.....

It doesn't havebut it has

Sometimes it isand other times it's

In the day, it isn't but at night, it is

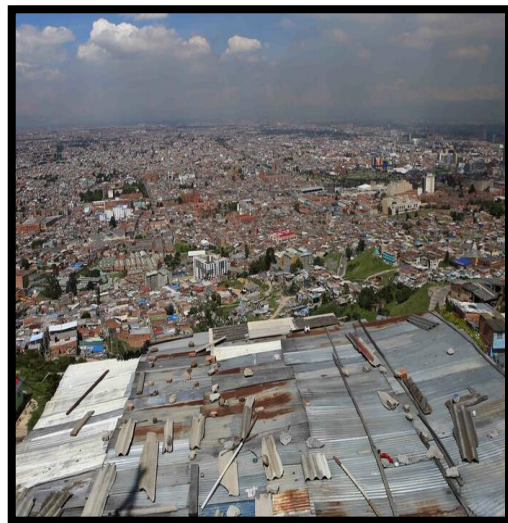
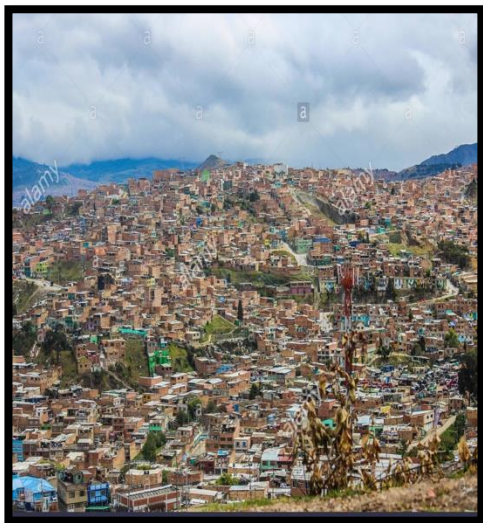
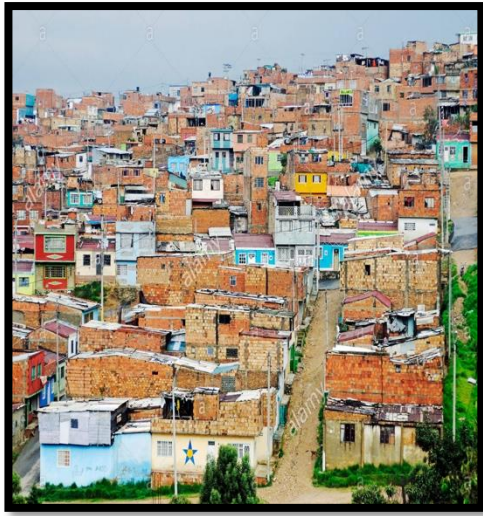
Also there are / aren't,.....

One thing i like about my neighbourhood is that it is / isn't

The only thing i dislike about my neighbourhood is that it is / isn't.....

The kind of people who live in my neighbourhood are / aren't

Annex 2: Neighborhoods in Bogota (Pictures)



Cycle One: Me & My City

Lesson Plan 3: Negative Things In Our City



Audiovisual Material With Social Content :

1. Pictures about social conflicts
In Bogota

Objectives:

To elicit previous knowledge about the advantages of living in Bogota

To elicit previous knowledge about the advantages of living in Bogota

Situated Writing

Activity:

Phrases about the possible causes of the conflicts identified

Suggested Language And Vocabulary

As far as I know, ...

I agree with the opinion of ...

I could be wrong, but ...

I'd definitely say that ...

I'd guess/imagine that ...

I'd say that ...

I'm absolutely certain that ...

I'm fairly confident that ...

I'm no expert (on this), but ...

I'm positive that ...

I'm pretty sure that ...

NEGATIVE THINGS IN OUR CITY

Warm Up: 15 Min.

The T will greet the Ss and to elicit previous knowledge, the teacher will show three pictures related with the concepts that will be consequently introduced. (Annex 1)

Simple Steps to Express Your Opinion: 25 min

Based on the images presented, the teacher then will introduce three words related with the pictures

- Poverty
- Social Inequality
- Violence

Independent Practice

To conclude, the teacher will ask the Ss to reflect about the situation presented across the lesson and the following questions, in order to introduce the following lesson.

How does this kind of conflicts affects me?

How does this kind of conflict affects my family?

How does this kind of conflict affects my life?project?



Situated Writing Practice: 35 min

The teacher will start the situated writing practice by explaining steps to share opinions:

Step 1. State your preference (Directly answer the question). For example, "Do you prefer A or B? I prefer A."
 "Some people think that... Do you agree or disagree?" "I agree that..."
 "Which of the following skills is most important for ____: A, B, or C?" "I think that B is the most important skill for..."

Step 2. Connecting sentence (A) and main reason (B). For example, I have several reasons to support my opinion (A). Most of all...(B)

Step 3. Further examples and more details.
 "For example, I have a friend named..."
 "When I was young,..."
 "For example, I would like to talk about..."
 "For example, last month, I had to..."
 Then, give more details!

Step 4. State your preference again
 Example: "That is why I agree/ disagree with this opinion."
 "That is why I prefer this option."
 "That is why I think "(X-item, quality, skill, etc.)" is the most important thing for..."

The teacher will also present a video entitled "Phrases for expressing an opinion" (Annex 2)

Therefore, the Ss will create groups of 5 people and will choose one of the words previously explained by the T.

In the group they will create a phrase explaining the possible three causes of these conflicts in Bogota.

Example:

Poverty is the consequence of corruption

Violence is the consequence of the lack of education

The SS will read the possible causes written by each group



Annex 1: Poverty in Bogota (Images)



ANNEX 2: Social Words in Action

MOST COMMON CONFLICTS IN BOGOTA

POVERTY

Poverty is a state or condition in which a person or community lacks the financial resources and essentials for a minimum standard of living. Poverty means that the income level from employment is so low that basic human needs cannot be met. Poverty-stricken people and families might go without proper housing, clean water, healthy food, and medical attention. Each nation may have its own threshold that determines how many of its people are living in poverty.

SOCIAL INEQUALITY

Social inequality refers to relational processes in society that have the effect of limiting or harming a group's social status, social class, and social circle. Areas of social inequality include access to voting rights, freedom of speech and assembly, the extent of property rights and access to education, health care, quality housing, traveling, transportation, vacationing and other social goods and services.

• SOCIAL VIOLENCE

: Social violence refers to any type of violence committed by individuals or the community that has a social impact. These violent acts take various forms across countries, including armed conflicts, gang violence, parent-to-child physical aggression (e.g., corporal punishment), terrorism, forced displacement and segregation.

Annex 3:

Name: _____



1. What word would you use to describe this picture?

2. What do you think the cause of the situation occurring on the picture is?

Cycle Two: Me & Our Country

Lesson Plan 1: The History Of Our Country



Audiovisual Material With Social Content :
1. Youtube video about the history of Colombia
Entitled "Colombia History in 5 Minutes - Animation"
(Annex 1)

Objectives:

To identify the conflicts that people outside of Bogota may face in their lives

To reflect about the differences and similarities between living Bogota and living in another city.

Situated Writing

Activity:

Worksheet about questions to the other grouped conformed on the lesson "Indigenous people and Conquerors"

Suggested Language And Vocabulary

What (for a thing, when there are many things)

Which (for a thing, when there aren't many things)

Who (for a person)

Where (for a place)

Why (for a reason)

When (for a time)

How (for a method)

Whose (to ask about possession)

THE HISTORY OF OUR COUNTRY



Warm Up: 15 Min.

In order to elicit previous knowledge about social issues, the teacher will ask the students to share their opinions about the independent practice from the previous lesson

At the same time, the teacher will introduce the next topic by introducing a YouTube video called "Colombia History in 5 Minutes - Animation" (Annex 1)

Vocabulary and language clarification: 10 Min.

The teacher will clarify questions about the use of question words such as

What (for a thing, when there are many things)

Which (for a thing, when there aren't many things)

Who (for a person)

Where (for a place)

Why (for a reason)

When (for a time)

How (for a method)

Whose (to ask about possession)

Situated Writing Practice: 35 min

Consequently, T will start an introduction about Colombia, considering the conquest by Spain in 1492, the arrival of Gonzalo Jimenez de Quesada, the independence day in 1810, the role of Antonio Nariño, the role of Simon Bolivar in Colombia independence, the battle between conservative and liberal fronts, the Thousand Days' War, "La Violencia" period between "1940-1950", the period of General Laureano Rojas and the raising of guerillas in 1960

T will ask the students to answer three questions on a worksheet that will be shared with the Ss.

The Ss will use a randomizer app online on: www.random.org

The activity will consist in flipping a coin between two students and depending on the result, the role of either a conqueror or a native person will be assigned.

Two groups divided into natives and conquerors will be joined and they will be asked to write questions to the other group.

5 questions will be gathered from each group and will be discussed between the participants.

Independent Practice

The Ss will be asked to reflect about the historical process Colombia has been through, as well as the current situation according to their point of view.



Annex 1: Colombia History in 5 Minutes (Video)

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



Annex 2: Writing Worksheet

Indigenous & Conquerors

Name: _____

What questions may you have asked to the other opposite side?

1. _____

2. _____

3. _____



Cycle Two: Me & My City

Lesson Plan 2: What if I were born in...



Audiovisual Material With Social Content :
1. Youtube video entitled "Cities of Colombia"

Objectives:

To elicit previous knowledge about the advantages of living in Bogota

To elicit previous knowledge about the advantages of living in Bogota

Situated Writing

Activity:

Worksheets about places the Ss would like to live in.

Suggested Language And Vocabulary

Positive adjectives describe people, places, and things in a positive way. Using these noun modifiers, you can express emotions such as satisfaction, love, amusement, hope, and more.

Not all noun modifiers have a happy connotation. Some make listeners and readers think about sad, unpleasant, or unhappy situations or emotions. Fortunately, though, there are just as many positive describing words as there are negative.

WHAT IF I WOULD BORN IN...

Warm Up: 15 Min.

The T will start the session by greeting the Ss and reflecting about the activity performed on the previous session

At the same time, the Ss will be asked to choose a member of their family who does not live in Bogota

My relative from another city: 25 min

According to the family member each Ss has chosen, the Ss that would like to participate will be called to front of the class in order to describe the places that the person they have chosen may live in.

The teacher will reflect about possible changes between living in Bogota and in another city, taking into consideration factors such as public transport, education, etc.



Situated Writing Practice 1:

Based on the experiences shared, the Ss will be asked to choose one place in Colombia they would like to live in.

Consequently, the Ss will be guided to write two sentences clarifying the reasons they would like to live in the chosen place.

At the same time, the teacher will also reflect about the things they will miss from Bogota, if they would be living in the chosen place.

Situated Writing Practice 2:

The T will reflect about the answers provided by the Ss and will write the most common opinion on the board

At the same time, the T will ask the students to think about the differences regarding life conditions between some regions of Colombia and the capital city.

In order to close the session, the teacher will propose a discussion around the differences and advantages of living in the capital city.



Annex 1: Cities of Colombia (Video)

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



Cycle Two: Me & My City

Lesson Plan 3: Sharing Emotions



Audiovisual Material With Social Content :

Series of pictures from social conflicts in other areas of Colombia.

Objectives:

To elicit previous knowledge about the advantages of living in Bogota

To elicit previous knowledge about the advantages of living in Bogota

Situated Writing

Activity:

Written answers to questions about social conflicts pictures shown during the lesson plan

Suggested Language And Vocabulary :

Anger

Disgust: Contempt, disgust, revulsion

Envy: Envy, jealousy

Exasperation: Exasperation, frustration

Irritation: Aggravation, agitation, annoyance, grouchiness, grumpiness, irritation

Rage: Anger, bitterness, dislike, ferocity, fury, hate, hostility, loathing, outrage, rage, resentment, scorn, spite, vengefulness, wrath

SHARING EMOTIONS



Warm Up: 15 Min.

The T will start the session by greeting the Ss and reflecting about the activity performed on the previous session

At the same time, the T will show a series of pictures related with the most common social conflicts in other regions of Colombia (See Annex 1), without providing information about the context of the pictures

Vocabulary and language clarification: 10 Min.

Disgust: Contempt, disgust, revulsion

Envy: Envy, jealousy

Exasperation: Exasperation, frustration

Irritation: Aggravation, agitation, annoyance, grouchingness, grumpiness, irritation

Rage: Anger, bitterness, dislike, ferocity, fury, hate, hostility, loathing, outrage, rage, resentment, scorn, spite, vengefulness, wrath

Torment: Torment

Horror: Alarm, fear, fright, horror, hysteria, mortification, panic, shock, terror

Nervousness: Anxiety, apprehension, distress, dread, nervousness, tenseness, uneasiness, worry



Situated Writing Practice: 35 min

The Ss will share their experiences by reading the answers written in the worksheet.

The T will reflect about the answers provided by the Ss, considering the consequences of violence in Colombia and the issues they may have faced if they were living on the same areas when these problems started occurring.

What is happening on the picture?

What would I do if where on the same situation?

Which is the cause of this conflict?

At the same time, the reflection will be focused on the consequences of violence in Colombia.

The Ss will share their experiences by reading the answers to the previous questions

The T will reflect about the answers provided by the Ss, considering the consequences of violence in Colombia

At the same time, the reflection will be focused on the consequences of violence in Colombia.

Independent Practice:

The teacher will ask to think about how would the Ss introduce Colombia to people from a foreign country.



Annex 1: Social Conflict in Colombia (Pictures)



Annex 2: Writing Worksheet

Sharing Emotions

Name: _____



What situation(s) do you think the picture is showing?

What would you do if you were on the same situation?

What may be the cause of this conflict?

What makes you feel this set of images?

Cycle Three: Me & Our World

Lesson Plan 1: Introducing Other Countries



Audiovisual Material With Social Content :
1. Youtube video about the importance of English
entitled "The Importance of English"

Objectives:

To reflect about the differences and similarities between Colombia and English Speaker Countries worldwide.

To share experiences, thoughts about the proper country and foreign countries ta

Situated Writing

Activity:

Brief paragraph describing an English Speaker Country using a guideline.

Suggested Language And Vocabulary

The word 'Nationality' is not often used in spoken English. It is a formal and official word and it appears more frequently in written English. You will find the word 'Nationality' is used a lot in the travel industry and for immigration.

We almost never say: What is your nationality?

We usually say: Where are you from?
OR Where do you come from?

To tell someone your nationality you DON'T say: My nationality is Chilean.

You say: I'm Chilean

INTRODUCING OTHER COUNTRIES



Warm Up: 15 Min.

The T will start the session by greeting the Ss and reflecting about the activity performed on the previous session

At the same time, in order to link the way how they would present Colombia to other countries, the teacher will make an introduction about the following English speaking countries

Introducing English Speaking Countries: 25 min

The Ss will be asked to write on the board their opinion about English, if they like it or not and, what English Speaker Country they would like to visit.

Consequently, they will be asked to write on the board the chosen English speaking country.

The teacher will present a video entitled "The importance of English"

Situated Writing Practice: 30 min

The teacher will write the following description on the board in order to make a brief description of Colombia (Annex 1)

Welcome to Colombia, a tropical country of incredible diversity and charm. Its ever-changing geography, a history loaded with mystery and adventure, its people and cultures, have fascinated the world for centuries.

Although its excellent coffee and the purity of its emeralds have made the country famous, Colombia is also the homeland of the El Dorado legend and the magical universe of Garcia Marquez's Macondo. If you still have not been here, you can browse our portal and realize how much you have been missing. Coming to Colombia is discovering a completely new world.

The Ss will be asked to make a description of the country they have previously chosen based on the structure written on the board.

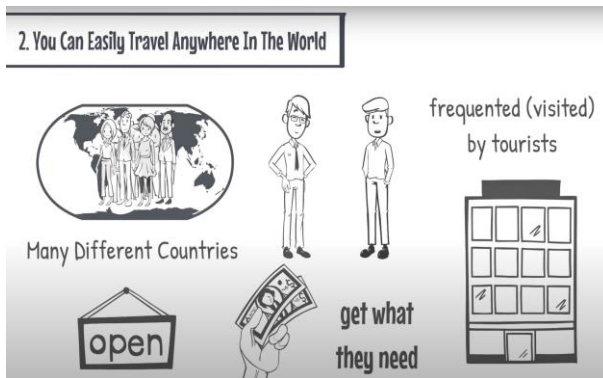
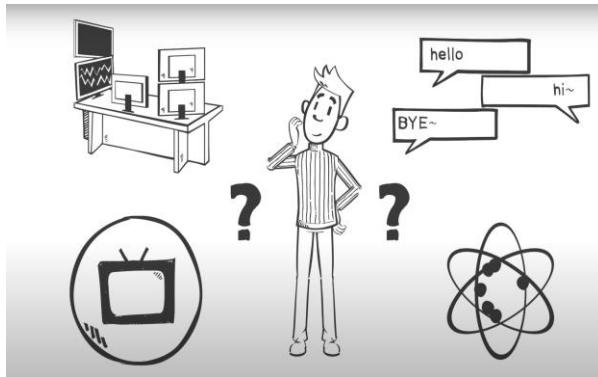
Independent Practice:

The Ss will be asked to reflect about not only the introduced English Speaker Countries, but also to look for countries that also have English as their first language but that can be more related to Colombia due to beliefs, social issues, culture, etc.



Annex 1: Importance of English (Video)

<https://www.youtube.com/watch?v=kCG5Bb9PfjY>



Cycle Three: Me & Our World

Lesson Plan 2: Getting to know English speaker countries



Audiovisual Material With Social Content :

Youtube video entitled "English as a global Language"

Objectives:

To reflect about the differences and similarities between Colombia and English Speaker Countries worldwide.

To share experiences, thoughts about the proper country and foreign countries ta

Situated Writing

Activity:

Worksheets about places the Ss would like to live in.

Suggested Language And Vocabulary

Questions about living abroad

Which country would you like to live abroad in? Why?

Why do people live abroad?

Would you rather live in a hot or cold climate? Why?

Is it easy for you to make new friends? Why or why not?

What would you miss about your home country while living abroad? Why

GETTING TO KNOW ENGLISH SPEAKER COUNTRIES



Warm Up: 15 Min.

The T will start the session by greeting the Ss and reflecting about the activity performed on the previous session

At the same time, a Youtube video entitled "English a Global Language" (Annex 1)

This video will be presented in order to elicit previous knowledge about English speaker countries that are not well known.

Introducing English as a Global Language:

Based on the YouTube video previously presented, the teacher will ask about the importance of English for the Ss

Do you think English is a global language?

What uses do you find on learning English?

Situated Writing Practice 1:

The game on the video from Youtube, shows the map of 9 countries and the main idea is sharing any opinion or thought from the learners regarding the countries

Australia, United States, Canada are countries highlighted on the video that belong to English Speaker Countries

The teacher will introduce a letter designed in Genially, in order to show the scheme of a letter (See annex 2)

Consequently, the learners will be asked to write a letter similar to the one introduced inviting a person from a foreign country to Colombia

The letters will be gathered and the last minutes will be focused on reflecting about the countries presented during the session

Independent Practice:

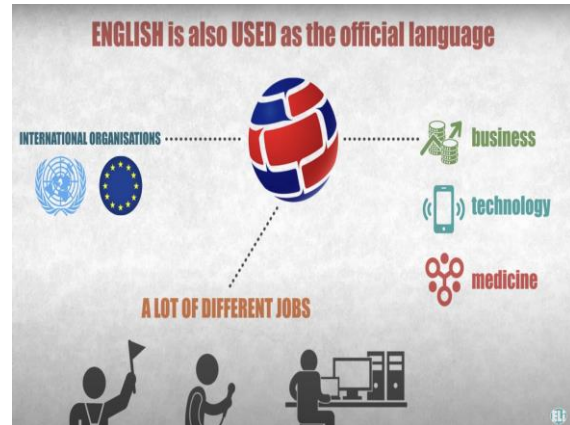
In order to elicit previous knowledge for the next lesson plans, the Ss will be asked to reflect about the social issues identified in Colombia during previous lesson plans, and compare them with English Speaker Countries

Do these countries face the same social issues than Colombia?



Annex 1: English as a global language (Video)

<https://www.youtube.com/watch?v=2q4DAu0x-zU>



Annex 2: Worksheet

INTRODUCING OTHER COUNTRIES

NAME: _____

Which country would you like to live abroad in? Why?

Why do people live abroad?

Would you rather live in a hot or cold climate? Why?

Is it easy for you to make new friends? Why or why not?

*What would you miss about your home country while living abroad?
Why?*

Cycle Three: Me & Our World

Lesson Plan 3: Meeting partners from other countries



Audiovisual Material With Social Content :
1. Youtube video about teenagers in other
countries:
Our Tomorrows

Objectives:

To reflect about the
differences and
similarities between
Colombia and English
Speaker Countries
worldwide.

To share experiences,
thoughts about the proper
country and foreign
countries ta

Situated Writing

Activity:

Written letter to one of the
characters in Our
Tomorrows video

Suggested Language And Vocabulary

Examples of formal letter
openings:

I am writing to enquire
about

I am writing to request

I am writing to explain why
... .

I am writing to express
interest in

I am writing to inform you
that/about... .

I am writing to complain
about (the fact that I)... .

After having seen your
advertisement in ... , I
would like to... .

After havina received your

MEETING PARTNERS FROM OTHER COUNTRIES



Warm Up: 15 Min.

The T will greet the Ss and to elicit previous knowledge, the teacher will ask the Ss about the differences they could find regarding social conflicts in Colombia, compared with English Speaker Countries.

Presenting Teenagers from other countries: 15 min.

In order to elicit previous knowledge related with social conflicts from other countries, the teacher will present a YouTube video entitled: "Our Tomorrows" (Annex 1)

This video presents five teenagers from Kenya, Indonesia, UK, U.S, Sweden

The video deals with social conflicts in English speaker countries such as discrimination, lack of opportunities, forced displacement.

Situated Writing Practice: 30 min

After having presented the video, the teacher will check students' understanding by asking basic questions about the teenagers introduced on the video.

Consequently, the teacher will ask the Ss to read a letter that will be presented in order to provide a structure to write a letter to a friend. (Annex 2)

After having clarified the doubts about grammar and vocabulary on the letter, the Ss will be asked to write a letter to one of the teenagers involved on the video.

In order to write the letter, the teacher will share a worksheet (Annex 3) that will guide the Ss through the writing process of a letter

Reflection about previous chapters: 20 min

The Ss will be asked to reflect about the conflicts shown in the Youtube video in order to make a discussion about the social issues not only introduced during this lesson, but also on previous lessons.

The teacher will close the lesson by recalling all the social issues presented during the complete proposal, and will ask the Ss to think about possible solutions for these problems.



Annex 1: My Letter For A Friend

Dear Sabrina

Thanks for your letter and it was great to hear from you. You asked me to tell you about my favourite day of the week. Well, it's definitely Friday.

One reason I like Fridays is because I have my favourite subjects at school: PE and Chemistry. Chemistry's great because we do experiments in the Science lab and our teacher, Mr King, is so funny. In PE we usually play basketball, which is my favourite sport. I'm good at it because I'm quite tall. Our team usually wins.

We also have French on Fridays, which is actually my least favourite subject, but after that we have ICT which is much more interesting. At the moment I'm creating a webpage for our basketball team. After school I hang out with my friends, and then in the evening I play football at the sports centre. On Friday nights we sometimes go to someone's house for a party or to watch a DVD. We can relax a bit on Friday evenings because there's no school on Saturday.

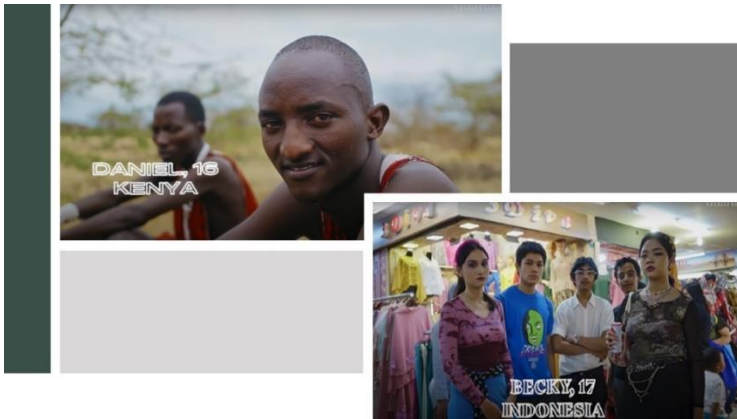
Tell me about your favourite day in your next letter. Hope to hear from you soon.

Love

Dani

Annex 2: Our Tomorrow (Video)

<https://www.youtube.com/watch?v=IgmFn-suAi4&t=334s>



Chapter IV

Conclusions and implication

Implementing this kind of pedagogical end didactic proposal in a pedagogical context sets off multiple outcomes and changes in the participants' reality. Consequently, this section deals with the implications that may come up when applying the current proposal. Due to this, the outcomes that may take place after applying the current proposal can be related to the way how EFL learning/teaching process is usually approached, the way how teachers may approach situated writing practices, the institution where this proposal may be implemented at, the participants and their role of change.

The way EFL learning and teaching processes are approached in classrooms implies a compromise from the institution regarding how they will relate the students with English. Authors such as Lillis (2001) state that success in EFL learning has been understood from the linguistic dimension, and students have been introduced to focus their attention on how they use English, taking for granted, why, where, when they learn English (Lillis, 2001). However, this does not represent an obstacle during the process, but an opportunity to develop strategies that allow learners to approach English and understand the role of English nowadays and the outcomes it may have in a learner's life if it is taken into consideration. Thus, before applying the current proposal, it is essential to reflect on how to relate learners with English and take into account their background to stretch the gap between Colombian students and EFL.

On the other hand, it is vital to analyze and reflect on the role of teachers in EFL processes. As the current proposal established Critical pedagogy as one of the central constructs for its development, it is essential to mention the result of implementing this philosophy of Education. According to Kantz, teachers signaled a positive response to the ideas of Critical

Pedagogy and implemented real situations inside the learning process; likewise, they opposite to standard practices under a linguistic language (Kantz, 2014). The current proposal supports the idea of changing the focus of teachers inside EFL classrooms by considering the learners' background and their point of view about the lessons to be applied to use their realities inside the teaching process.

The third aspect to consider as an implication is an institution where this proposal may be applied. Solano claims that students feel motivated and interested in using technological tools in classrooms as it allows them to learn more effectively through

Limitations

The first limitation that needs to be mentioned before the possible ones inside the classroom is the pandemic situation that the world is going through now. Education is facing a meaningful change by changing its mechanism to digital tools. While it is known that before the pandemic, lots of didactic content could be found in digital resources, it must also be recognized that transferring the whole educational process to digital platforms is the most critical challenge to keep in mind as teachers.

Facing the pandemic and the transition to digital platforms can be considered one limitation to take into account; however, inequality in Colombia results in a lack of access to digital resources that can be a more significant challenge to reflect about. At the same time, if at least one student loses access to Education due to the lack of access to digital resources, the main focus of the pedagogical activity is being affected and trunked due to external factors related to inequality. Due to this, the current proposal aimed to present primary digital content for teachers who would like to involve student's reality inside the classroom

Having developed the current proposal based on the use of experiences and the background of learners in the TEFL process allowed me to think and identify three different limitations which have high relevance to apply it successfully: the English proficiency of participant learners, interest in learning a foreign language and teacher's disposition to change and gear TEFL towards a situated practice.

The first limitation identified is the English proficiency of the participants, as the development of the activities proposed in the current document aims to be implemented with students with A2 English speakers, according to CEFR. As the proposal involves students' experiences, it will be required for the students to express and share written and oral experiences of their lives. It is essential to mention that this limitation which may be present in most public institutions.

As a second limitation, the participants' interest in learning English as a second language plays an important role. While it is known that the teacher must create and enhance learning spaces to enforce the interests of the participants in the process, it must also be recognized that English may represent a knowledge field alien for the participant learners. Consequently, the lack of interest in English represents one of the biggest obstacles regarding the successful implementation of the proposal.

Finally, the last limitation identified relies on the teacher's disposition to adopt and create content based on students' English contexts. However, this implication does not depend only on teachers but also on institutions, as institutions oversee analyzing, accepting, and enforcing new strategies in the teaching/learning process. Consequently, the materials available for teachers at institutions represent another limitation that can obstruct creating a context apt for English learning/teaching.

Further Research

This didactic and pedagogical proposal was developed to relate learners' experiences, beliefs, thoughts, and opinions with writing as a situated practice through audio-visual aids. Although it is necessary to apply this proposal inside a real EFL classroom to determine its impact on writing processes and students' reality, this is to comprehend and reformulate the content and methodology for a particular learning context. There is not too much information regarding situated practices and the use of learners' experiences inside EFL classrooms; however, applying similar proposals not only focused on situated writing but other language skills will promote the development of a wide range of practices to implement at public schools. To conclude, the application of proposals based on situated practices may lead to rethink and reflect on the traditional way to teach English inside Colombian institutions, which will finally reach higher English proficiency in Colombian learners.

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