

**Collaborative Intercultural Activities to Enhance Speaking Skills**

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**Bogotá, Colombia**

**2022**

## **Acknowledgements**

First of all, I would like to thank God for giving me the strength, wisdom, and purpose to guide me on the educational path and get me into the UPN where I could find myself and be a great part of who I am. Having finished this pedagogical proposal, I felt blessed and extremely fortunate for the support, love, and help that I received from wonderful people.

First, I would like starting to thank my advisor, Diana Martinez, who has been a great supporter during my writing process. Thanks to her assistance, feedback, and constant accompaniment, I could get over and face each difficulty and doubt that I came up with my project.

Second, I wish to show my appreciation and gratitude to the UPN, where I met incredible teachers and friends who give me the chance to see and face life from different perspectives. Also, where I had the most rewarding experiences that left a mark on my heart, I would certainly never forget.

Finally, I am beyond grateful to my family and friends. My mother and father whose love, strength, and guidance follow me in every step that I take. My siblings who constantly put on me the courage to go forward and never give up. My pet that brings me joy when I most needed and that accompanies me in my long nights. Last, but not less important, my friends who have always been by my side being the light, hope, and joy when I have ever needed them.

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## **Abstract**

Speaking skills involve a wide variety of sub skills to promote effective communication. These sub skills can be encouraged by using different daily cultural situations including the native culture and other cultures from abroad to raise cultural awareness. The main goal of this project is to create an innovative pedagogical proposal to improve the EFL learners' speaking skills through collaborative intercultural activities. This proposal follows the guidance and components of a didactic sequence considering the collaborative learning's stages together with the Byram's components from the intercultural communication model. The methodology that guides this innovative proposal is through the collaborative learning stages and the intercultural communication models from Byram (1997) and Munezane (2019). It is expected that students can improve their speaking skills in terms of fluency, accuracy, and vocabulary. But also, learners can develop collaborative skills while doing the intercultural activities which could allow them to know more about their own culture and other's English cultures.

*Keywords: Speaking skills, collaborative learning, intercultural communication competence, motivation*

## **Resumen**

Las habilidades del habla incluyen una gran variedad de sub-habilidades para promover la comunicación efectiva. Estas sub-habilidades pueden ser fomentadas utilizando diferentes situaciones diarias culturales incluyendo la cultura nativa y otras culturas del extranjero para aumentar la concientización cultural. El principal objetivo de este proyecto es crear una propuesta pedagógica innovadora para mejorar las habilidades del habla de los aprendices de ELF a través de actividades colaborativas. Esta propuesta se rige a través de la guía y componentes de una secuencia didáctica considerando las etapas del aprendizaje colaborativo junto con los componentes del modelo intercultural comunicativo de Byram. La

metodología que guía esta propuesta innovadora es a través del aprendizaje colaborativo y los modelos interculturales de Byram (1997) y Munezane (2019). Se espera que los estudiantes puedan mejorar sus habilidades del habla en cuanto a la fluidez, la precisión y el vocabulario. Pero también, los aprendices puedan desarrollar habilidades colaborativas mientras realizan las actividades interculturales las cuales podrían permitirles conocer más acerca de su propia cultural y de otras culturas Inglesas.

*Palabras clave: Habilidades de habla; aprendizaje colaborativo; competencia comunicativa intercultural; motivación.*

## Introduction

Learning a foreign language (FL) has been conceived through traditional perspectives for both teachers and students. Learners are supposed to reach the communicative skills in FL, so they can be integrated in an effective way inside a global society. However, within the classroom, students do not have suitable opportunities to use their speaking skills. Therefore, this innovative pedagogical proposal focuses on collaborative intercultural activities on a group of EFL pre-intermediate learners to develop their speaking skills. The learners are encouraged to work collaboratively while sharing their opinions and learning about their own culture and other cultures from English speaking countries.

Based on the aforementioned, this paper includes five chapters. The first chapter is the *introduction*, which includes a description of the statement of the problem and the rationale. Second, the *theoretical framework* explains the main constructs and presents *the literature review* to support my pedagogical proposal. Third, the *methodological design* describes the main features and guidance of the didactic sequence. Fourth, the *pedagogical implementation* explains the structure of each lesson plan as well as the trial application. Finally, the chapter of *conclusions* presents the key results given by the trial, but also, the final thoughts that have been developing during the construction of this proposal.

## CHAPTER 1: The Problem

### 1.1. Statement of the problem

The purpose of learning a foreign language relates to its use in real life. In some of the schools or institutions where English is taught the methodologies mostly consist of the guidance of books, focusing on grammar structures and even no exposure to the foreign language. In the first place, these types of methodologies impede students to use the language in context. Moreover, it deprives teachers from having the opportunity to innovate and even to bring new material resources to the classroom. In Colombia, this is evident when talking about English as a foreign language (EFL); students tend not to be able to completely reach the communicative competence as it is expected by the educational system. Therefore, this section aims to describe the problematic situation that serves as the core of this innovative proposal, explain how it was identified and present some other studies that have recognized a similar issue.

First, the Colombian Ministry of Education states in the Estándares Básicos de Competencias de Lengua Extranjera “the acquisition of conversation and reading elements, at least, in a foreign language [...]the comprehension and capacity of expressing in a foreign language” (Ministerio de Educación Nacional, 2006, p. 7). Also, some Colombian legal documents such as “lineamientos estándar para proyectos de fortalecimiento del inglés” (Ministerio de Educación Nacional, 2016) aim to guide schools, institutions, and teachers to improve the English learning focusing on projects, regarding the guidelines of the Ministry of Education.

Also, according to the plan “Colombia very well”, students have to be evaluated in their oral competence as a way to innovate education for the future (Ministerio de Educación Nacional, 2015). Although this oral competence is one of the main objectives presented in the



previous legal documents, in real life schools and teachers have not been able to guide the learning processes to successfully achieve this goal since there are no suitable environments, material resources and even a methodology in which learners can use the FL in meaningful and functional contexts.

This problematic situation was identified from my current teaching practice. In 2021 I started to teach English and French in a private institution. The target population was from 15 to 30 years old; there were both women and men. I did not have a specific group of students to teach, I was always changing the group and the levels because that was the methodology used by the institute. This institution gave semi-personalized classes to the students -maximum six people per group. Every level was controlled by a course book in terms of content and activities. Thus, each student had a different topic or number of pages to study in each class, so most of the times students could not interact with each other.

Considering my own practice, I found some factors that affect the teaching and learning process. The first one was the age, as they were a diverse group it was difficult to adapt a teaching and learning technique which would benefit all of them. In the same way, the methodology was a key factor, as students did not share the same topic and they had to complete certain amount of pages per class, so it was tough to get them interact and to do something different from the book. Moreover, this second factor influenced directly in the innovation inside the classroom as teachers had to follow the tight structure of the book. And the third factor was the time; during the six normal classes per week, only one session was for video or cultural classes and that was the only space in which teachers had the opportunity to use, create or plan a different methodology.

Some authors have also identified a similar problematic situation in the EFL classrooms. For instance, in a research study carried out in Malaysia, Misbah et al (2017) identified some factors which contributed to the difficulties of the students in an EFL learning

environment, these are the lack of English vocabulary, the influence of the first language and the socio-economic status of the family. These issues are directly related to the lack of real-life contexts and motivation when developing the activities presented in the classroom. On the other hand, another study implemented in Kuwait explains that the most difficult skill to reach is oral communication. In this study, the problem was raised because of the current use of traditional methods in classes in which “learners spend most of their time doing grammar and vocabulary exercises” (Al-Nouh et al., 2015, p.2). This problematic situation is similar to the Colombian reality since students tend to have little chance to apply what they have learnt in a real-life situation.

In Colombia different authors have also focused on this issue. In a study carried out in Bogota from Universidad Pedagogica Nacional, the researcher found that students had problems communicating in English, considering the standards of the Colombian Ministry of Education. This problem appeared because of the lack of motivation, and the implementation of methodologies in which students are observers and not participants within the class (Vanegas, 2020). Otherwise, Barboza (2021) developed a study to explore the understanding of interculturality in the English Classroom in Colombia. The main purpose was that even national and international policies suggested the intricate relationship between language and culture into learners’ learning within the classroom. This research was built considering that everyone who wishes to learn a foreign language is supposed to be familiarized in an intercultural situation as we currently are immersed in a global society.

Regarding collaborative learning, Babiker (2018) carried out research to know how collaborative learning as a classroom technique enables EFL learners to improve Speaking skills. One of the findings was that graduated teachers expressed that they did not use this approach as they followed what and how they learnt the FL during school or college education. Moreover, pre-service’s teachers felt uncomfortable as they conceived this

technique is not a serious teaching method. Nevertheless, they agreed that this methodology could be an effective teaching technique to enhance oral interaction if teachers are prepared and trained to apply it in the classroom.

To sum up and based on my observation practices (see Annex 1) and considering the results that I found in different studies which had the same problem, it serves as the starting point of this innovative pedagogical proposal. Some of the results that contributed were the mismatch between policies and real teaching practices, the disregard of different teaching methodologies, the lack of opportunities that teachers have to innovate in the classroom regarding the different factors that surround them, such as the methodology implemented by the school or institution and the lack of chances that students have to use the language in a real-life situation.

## **1.2 General Objective**

To create an innovative pedagogical proposal focusing on intercultural collaborative activities to improve the learners' speaking skills.

### ***1.2.1. Specific Objectives***

- To work on fluency, accuracy, and vocabulary as key factor in the improvement of learners' speaking skills.
- To apply collaborative learning and intercultural communication competence (ICC) principles for creating the didactic sequence.
- To design purposeful and meaningful material for developing each lesson plan as well as autonomous work resources for learners.

### **1.3 Rationale**

Speaking skill is the ability to listen and speak properly in a particular life situation. This ability is one of the most important skills when learning a language as the main goal is to communicate with other people. The activities within the classroom must have a suitable environment for students to share, to dialogue and to negotiate experiences, meanings, ideas and opinions guided by a contextualized topic. As these environments are meaningful to the students, they can have the opportunity to associate what they learn with something tangible in real life. Therefore, this study is focused on the development of meaningful intercultural activities to foster pre-intermediate English learners' speaking skills. The present section will present a proposal with some collaborative intercultural activities, its benefits, and some related studies will be explained.

To begin with, this study focuses on a pedagogical innovation to promote a group of EFL intermediate learners' oral performance in the class context. This proposal aims to design a series of collaborative activities based on the intercultural communicative competence as a strategy to motivate students to talk and to learn a language implicitly through cultural topics. Some of the benefits include mutual learning and social construction of knowledge during the development of the different activities. Also, it will encourage students to interact with the language and to learn about their own culture and others from abroad, which will nurture their learning process and their vision of the world within the EFL classroom.

What is significant is that learners will foster their empathy, their openness to experience, their perspective taking which will engage them in this process of learning. Since all those features have a high importance in the EFL context, some national and international authors have studied and applied similar techniques which revealed good results regarding the increment of students' motivation and interaction in peers as well as with the class itself

that influence the confidence to learn and to use the foreign language that they are learning. These aspects are key and vital factors to continue strength and foster the methodology and the didactics used within the classroom.

Furthermore, this innovative proposal is worthwhile as in Plan Nacional de Bilinguismo (2004-2019) one of the main goals is “insert the country in the universal communication process, in the global economy and in the cultural opening” (as cited in MEN,2006, p.6). So that, learners not only need the reception and production skills, but also, other skills such as intercultural and collaborative skills that they might need to achieve the communicative goal in any intercultural interaction. For that reason, I consider essential to integrate the intercultural communication principals to the collaborative activities to make students reflect and analyze their own reality as well as other’s realities. What is more significant is that learners could be using and learning new things about the foreign language without being aware that they are learning something formal. Since they will be sharing, discussing in an informal environment which could make them feel comfortable, confident, and motivated during the activities when working as a team.

## CHAPTER 2: Theoretical Framework

In this chapter, I will present the literature review to show the current knowledge about the topic of the proposal based on a selection of recent studies. Besides, the theoretical constructs that build this research proposal: speaking skills, intercultural communication competence and collaborative learning.

### 2.1. Literature Review

In this section, the theoretical constructs will be supported by some national and international studies. Recent studies will be reviewed in order to analyze their contributions to enrich and support the aim of this proposal. First, some studies about speaking skills as the main goal will be presented. Then, collaborative learning and intercultural communication competence.

The first qualitative study was carried out by Cárdenas (2019), following the action research design to determine the roles of Cooperative Learning and Visual Arts to promote Speaking Skills and Classroom Community. This proposal was implemented in a group of third graders at Domingo Faustino Sarmiento School in Bogotá and the main objective was that visual arts acted as an ally for changing student's perception of the English Language and the class itself. In order to collect data, the researcher used field notes, recordings, artifacts, surveys, and interviews. To implement her pedagogical proposal, she used three cycles: *Somewhere I belong*, *Discovering my surroundings*, and *Growing and learning together*. Throughout each cycle, some cooperative and artistic activities were developed, focusing implicitly in the grammar topic. The results showed that the implementation of cooperative learning and visual arts as a pedagogical tool fosters students' participation in the

tasks, their motivation to learn new vocabulary and its use in particular situations. The main objective was achieved as students demonstrated to be interested in participating in the activities and they were able to use simple words and sentences to communicate even if the teacher was not around. Furthermore, cooperative learning helped students to solve conflicts with some classmates as they could recognize their perspectives and thoughts through the different tasks and interactions.

The next study was carried out by Bonilla & Ramirez (2018) who employed qualitative action research design. This proposal was implemented in fourth grade at a public school in Colombia to discover the effectiveness of a series of EFL speaking activities based on a children's cartoon. The researchers used peer observation, reflective journal and semi-structured interviews as data collection instruments. The intervention was carried out in three sessions, which include three different episodes of one of the students' favorite cartoons to develop a series of speaking tasks. The findings showed the activities helped students to engage their motivation towards their learning process, being this a key component that they need to develop since they do not feel pressured and stressed at completing grammar exercises. Moreover, they felt confident to participate as they were building a collaborative learning community and the teacher researcher encouraged students to share their thoughts and be aware of the fact that making a mistake is part of the process.

In the same way, Geetha & Karthiga (2020) directed a qualitative study to find out the problems of speaking skills and their improvement at using three collaborative learning techniques with some Bharathiar Engineering College Students. The study was implemented with Electrical and Electronics Engineering Students. A pre-test and a post-test were used; the pre-test showed that lack of self-confidence and stage fear were the main weaknesses; also, the fear of making grammatical mistakes. Right after, the collaborative techniques were implemented, they were called *Robin Round* which consisted on a brainstorm activity

regarding one question for all the groups; *Buzz groups* entailed a series of queries that each group had to response; *Think-aloud Pair Problem Solving* that enclosed one single problem that the learners had to solve. Then, the post-test was applied, and it demonstrated that pupils gained confidence and were interested in doing the tasks as a team since they had to solve a problem. Finally, the collaborative activities allowed learners to interact actively and be more responsible for their role in the group as they had to work together.

Likewise, considering the collaborative learning and its implications in the EFL learning and teaching contexts, García (2016) implemented a qualitative case study to promote the encouragement of communicative, collaborative and ICT (Information and Communication Technologies) skills through situational video role-plays. This proposal was implemented in two groups of different degrees, Social Work and Telecommunications Engineering at Universidad de Las Palmas de Gran Canaria, Spain. Observations were carried out to collect data about the students' behaviors, and a survey was used to know the students' opinion. The idea was that, after students made an academic presentation of a certain topic, they had to make their video role-play according to the same topic that they exposed. The results stated that role-play tasks give students the opportunity to face more real-life scenarios to use the target language. Besides, the collaborative work enhances students' interdependent connections, skills interaction and motivation to accomplish each task successfully.

Additionally, Moncada (2021) carried out a pedagogical and didactic innovation proposal to implement collaborative communicative tasks to develop oral interaction in an EFL classroom. The target population was tenth graders from a public school in Colombia. He created three cycles of activities to enhance oral interaction and collaborative work. The first cycle aims to get students familiarized with some individual activities such as introduce yourself, to talk about their routine when learning English; the second, make students to work in pairs at completing some collaborative tasks and, the last cycle, have students to work in



groups of three to accomplish a situational based task. Some of the implications and conclusions that the researcher made were that the native language is an influencing factor for not developing oral interaction in the classroom. Moreover, the institutions should have suitable spaces and materials to develop the activities and finally, teachers might keep up learning and adapting to the different teaching and learning perspectives that are arising globally.

In regard to intercultural communication competence, some studies have recently been developed. Vo (2017) agreed on the importance of ICC (Intercultural Communication Competence) as this competence becomes a bridge for cross-cultural communication. His proposal used a mixed methods approach to identify the perceptions and practices of ICC in the ELT in Vietnamese southern tertiary institutions. The target population were EFL teachers from six Vietnamese southern universities. The instruments used were an online survey questionnaire and interviews. The results demonstrate that the participants nearly agree that ICC is the ability to acquire new knowledge of other cultures and operate that knowledge into attitudes and skills to particular intercultural situations. Regarding the importance of teaching this competence, the participants said that ICC could decrease the misunderstandings caused by cultural differences as well as the increase of awareness of the different cultural perspectives to compare and contrast with their own culture. However, there is a group of factors that influence this ICC competence in the classroom like limited knowledge, time to integrate in each teaching period, content in teaching curriculum, resources, guidance, religious or social issues, IT support, foreigner environments for communication and finally, students' little interest in cultural topics.

Finally, Alba and Betancur (2020) proposed an action research project to build oral production skills and cultural awareness through the use of WhatsApp as a pedagogical tool. This research was implemented in EFL eighth-grade students at Instituto Pedagógico

Nacional in Bogotá. Field notes, interviews, surveys, audio and video recordings were employed as instruments to collect data. The teachers developed activities to get students to know the Colombian culture in terms of surface and deep cultural aspects. Thanks to these activities, students could generate a meaningful performance with American and Scottish hosts when they were invited to participate in one of the classes and talk about their culture, depending on the topic that the teacher was proposing in her class. With this interaction, students could develop their cultural awareness by recognizing their own culture while finding similarities and differences. This showed that it was possible to bring the cultures to their classroom.

In short, these studies have demonstrated that creating activities and strategies based on topics or students' interests could raise their motivation as well as their participation in the classroom. Among other things, working as a team could build up confidence in one-self and create good interrelationships with their classmates while they solve the common goal in the activities proposed. Furthermore, including the intercultural aspect would bridge cultural differences meanwhile the students are comparing and analyzing the own culture with other from abroad. This strategy can develop cultural awareness and enrich their cosmovision which would decrease the prejudices and stereotypes that they might have stated about a certain culture or language.

## **2.2. Theoretical Constructs**

### ***2.2.1. Speaking skills***

Speaking skills seem to be a familiar concept related to our natural way of communicating with someone, which the main purpose is “to accomplish pragmatic goals through interactive discourse with other speakers of the language” (Brown, 2000, p. 267). In

addition, Harmer (2007) stated that speaking involves using “a range of conversational and conversational repair strategies. Speakers will need to be able to survive in typical functional exchanges, too” (p. 343), making use of body language and nonverbal communication. Moreover, during the interaction we do not only use the language but also, other features as fluency, accuracy, grammar, vocabulary, and pronunciation.

In this pedagogical innovation, the focus will be on fluency, accuracy, and vocabulary. According to Hedge (2000) fluency “is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation” (p.7). However, fluency is not synonym of speaking fast without hesitating, this encloses speaking slowly but clearly, with the possibility to make pauses and use fillers. As Jones (2007) stated “fluency depends on knowing more vocabulary and on confidence-and on not worrying about losing face by making mistakes” (p. 18). Subsequently, this ability consists of maintaining an understandable speech and feeling comfortable to accomplish the communication purpose as well as having confidence in one-self to keep improving.

In view of accuracy, Brown (2000) explained that “accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output” (p.268). Moreover, the author clarified that it would lead students to reach a more purposeful interaction. Additionally, this factor is related with the consciousness of the speakers to correctly use every aspect of a language when producing their speech. Nevertheless, making mistakes is part of the learning process, the idea of accuracy is to get students to be aware of their mistakes and encourage them to correct themselves (Jones, 2007). What is important is that teachers ought to discourage students from worrying about making mistakes and make it a natural part of learning a language.

Finally, vocabulary alludes to a wide range of words used to communicate. As Matsumoto & Juang (2008) explained “refers to the words contained in a language. For

example, the words tree, eat, how and slowly are each part of the English Lexicon” (Matsumoto, p.262). Besides Mazouzi (2014) pointed out that is the ability to use a scope of words and expressions appropriately and employ them considering the context. This language’s feature will show the students’ ability to switch from formal to informal speech or include the possibility to search for synonyms to avoid repetition. Hence, vocabulary is necessary to establish clear communication.

### ***2.2.2 Interculturality***

Culture refers to a collective system which includes values, behaviors, manners, norms, beliefs and so on, in order to interact and live in the society. As Matsumoto and Juang (2008) expressed that it is “a set of psychological rules, attitudes, values, and beliefs, and strong associations exist between those rules and our emotions and judgments of morality and personality” (p. 65). In the same view, Kramsch (1998, as cited in Muñoz,2019) refers the language to define culture in this manner: “language as an expression of a cultural reality, that is, people transmitting ideas, facts or events that are communicable in the sense that they express a knowledge of the world shared by the same group” (p.6). As it was seen, culture comes from a shared system that we inherited due to language and we use it depending on the speaker’s purpose to interact, understand and interpret within the communication context.

The importance of interculturality is that language cannot be learnt without the culture that it encloses. Language is an expression of a cultural reality which involves ideas, facts, values, events, etc. It is a dynamic system fills of assumptions and beliefs that can be used to interpret people’s actions and patterns of thinking. At this point, it is important to consider two parts of the culture.

Matsumoto and Juang (2008, as cited in Muñoz, 2019) explained an iceberg to determine two parts of a culture (figure 1). The first part is called external group, which is characterized by different things that may be perceived for any tourist, such as language,

food, typical dances, etc. The other is internal group that implies values, beliefs such as body language, norms, roles and nonverbal communication. These factors are not so noticeable by the people. However, the combination of both groups is essential to the language learning.

### Figure 1.

External and internal factors of the culture

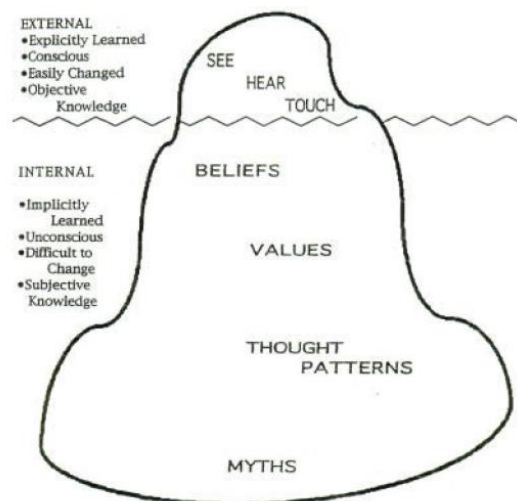


Figure 1. Iceberg for cultural factors Matsumoto and Juang (2008:48)

*Note.* External and internal factors of the cultures. Taken from: Iceberg for cultural factors Matsumoto and Juang (2008). *Interculturality and English teaching* (p.8) by Muñoz, (2019). Retrieved from: Repositorio de Trabajos Académicos de la Universidad de Jaén.

The final purpose of the interculturality within the classroom is to guide students to be an intercultural competent speaker who has knowledge, skills, and attitudes as it was stated by Byram's Model of Intercultural Communicative Competence (1997, as cited in Muñoz,2019, p.14). The knowledge includes to know how social groups and identities work. Skills regarding how to deal with misunderstandings and how to solve them, and finally, attitudes like being positive, tolerant, and open-minded to new experiences (Muñoz,2019). Therefore, it is essential to know how the culture will be integrated in the collaborative activities, but also, it is highly important to explain the intercultural communication

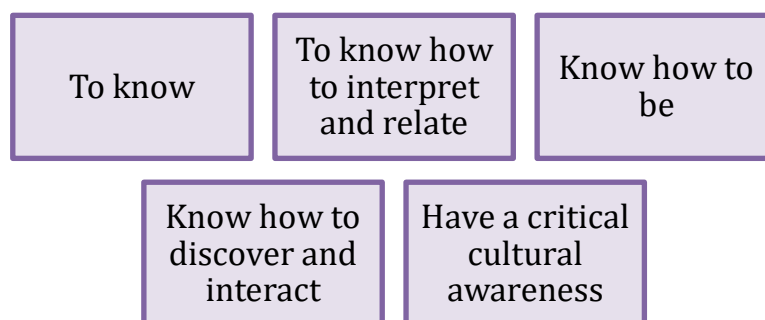
competence which is the tangible evidence of the students' learning progress during the development of the activities.

***Intercultural Communication Competence (ICC).***

Globalization has brought intercultural communication encounters in which people must implement communication strategies not only to comprehend the language but also, to be aware and understand the native and the foreign culture. According to Byram (1997) ICC focuses on “the ability to interact with people from another country and culture in a foreign language” (as cited in Lopez Rocha, 2016, p.107). Besides, Bennet (1986) stated that intercultural communication is “the ability to understand dissimilar ways and patterns of communication for instance, norms, or values, verbal/nonverbal communication and the gestures of individuals” (as cited in Muhammad et al., 2017, p.13). Therefore, ICC encloses communicative strategies to interact with other people effectively, but also, it considers the surroundings of the interaction such as social and cultural patterns. The ICC has some components regarding the kind of model chosen. First, Byram (1997) stated the following model to develop the ICC:

**Figure 2.**

Byram's ICC model



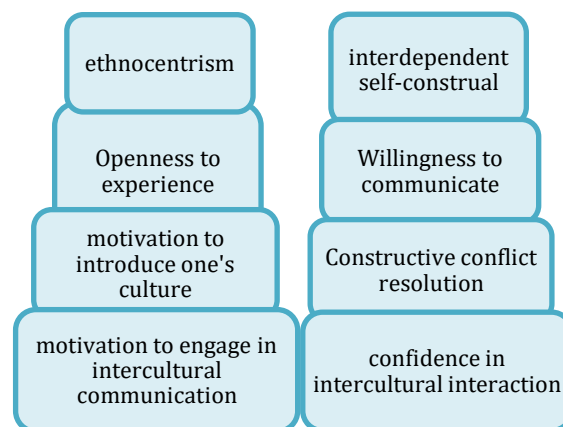
*Note. Byram's ICC model. Adapted from Byram (1997) Model of Intercultural Communicative Competence (ICC) by Hartmann, S. Ditzfurth, Marita (2007). Introduction of English Language Teaching. Stuttgart: Klett.*

The previous model of Byram claimed that ICC works with some knowledges. Initially, *savoir* or “to know” is the knowledge of self and other and the relationship between peers; *savoir comprendre* or “To know how to interpret and relate” deals with interpreting things from other cultures, comparing them to own culture and developing new perspectives through comparison and contrast; *savoir être* or “to know how to be” is to develop intercultural attitudes such as curiosity, openness, respect and value the diverse. *Savoir apprendre/faire* “To know how to discover and interact” is to acquire new knowledge of a culture and to operate with it along with attitudes and skills in real-time. Finally, *savoir s’engager* “Have a critical cultural awareness” is the ability to have a criticism about practices and perspectives in one’s own culture and other cultures (1997, as cited in Muñoz, 2019, p.16).

Furthermore, Munezane (2019) proposed a new model considering Byram’s one, and added eight factors to the ICC:

**Figure 3.**

Factors of the intercultural communication competence



*Note. Intercultural communication competence's factors. Adapted from A new model of intercultural communicative competence: bridging language classrooms and intercultural communicative contexts by Munezane (p. 1664-1681), 2019, Higher Education (46).*

First, *ethnocentrism* is “a point of view that accepts one’s group’s standards as the best and judges all other groups in relation to theirs” (Berry et al. 2011, 469, as cited in Munezane,2019); *Openness to experience* is being curious, imaginative, and open-minded to learn something new (DeYoung, et al, 2007 as cited in Munezane, 2019). *Independent and interdependent self-construal* refers to “the reflection of the emphasis on an individual’s uniqueness and separateness and harmony and interconnectedness (Markus, et al, 1991 as cited in Munezane, 2019). *Constructive conflict resolution strategies* are related to agreeableness and having social self-efficacy to solve certain misunderstandings during the interaction (Field, et al, 2014 as cited in Munezane, 2019). *Willingness to communicate* is being able to get into a particular discussion with a specific person or people using a L2 (MacIntyre et al, 1998 as cited in Munezane, 2019). *Motivation* comes up as long as the person has the disposition to learn and to change certain schemes or knowledge. As well this willingness could let the person find the strategies to keep the interaction going. And finally, every element is inspired by the *confidence* which is reached when the learners allow themselves to go out of their comfort zone, letting them learn from their mistakes and knowing more about the world that surrounds them. All these factors were interrelated, and they become crucial interdependent which helps to attain an effective intercultural communication.

Furthermore, the ICC can be developed regarding the type of activities to make them happen and bloom within the classroom and outside. These activities are proposed by Hartmann and Diffurth (2007, as cited in Vo, 2017) which assume intercultural attitudes,



intercultural knowledge, skills of interpreting and relating, skills of discovering and interacting and critical cultural awareness. Some of the examples are working with stereotypes in class; projects or problem-solving situations to help students to experience a different cultural point of view; ethnographic observation class; negotiation of cultural misunderstandings, critical incidents and critical comparisons. These activities focus on the intercultural communication competence and their main objective is to encourage students to learn another language from a different perspective, not only for better opportunities or academic goals, but for willingness to know, to understand and to share diverse viewpoints of the world to decrease the ethnocentrism and value the foreign culture as much as the own.

### ***2.2.3. Collaborative Learning***

The main goal of learning a language is to communicate effectively with someone in a community to reach a specific purpose. In an EFL classroom, students have to interact with one another to develop those communicative skills in the FL. So, collaborative learning seems to be a meaningful strategy to get students motivated to learn a foreign language.

To begin with, in the society thinking and working together has mostly been considered as the suitable way to come up with a solution to certain problem or even the creation of something new. That is why the focus of collaborative learning relies on “the improvement of learning and understanding of the community of learners, not simply for the individual” (McGrath, 2004, p.30). This way of conceiving a community of learning derives from a bond between and among learners while they are constructing the knowledge considering each other’s contribution to the discussion (Zygouris-Coe,2012).

Now, directing collaborative learning to the classroom MacGregor (1990, cited in Marjan L, et al, 2012, p.492) explained that it “is a teaching approach that involves groups of students working to solve a problem, complete a task or create a product” (p.492). As well as Matthews (1996, cited in Davidson et Major, 2014) said that this approach enables people to

work together to create knowledge and that it is “a pedagogy that has its center the assumption that people make meaning together and that the process enriches and enlarges them (p.21). Similarly, Law et al. (2017, as cited in Moncada, 2021) clarified that with this methodology students actively exchange their ideas to achieve a specific task. During this process, social and communicative skills are being developed while students are sharing and negotiating meanings.

This teaching methodology incorporates some social, psychological and academic benefits for learners. Regarding social benefits, students build positive interdependence as they need to believe that they are linked with others to solve the task, so during this interaction they will develop trust-building, leadership, decision-making, communication and conflict management skills (Johnson et al. 1990 as cited in Marjan, et al, 2012, p.493). Otherwise, psychological benefits engage in increase of self-esteem, reduction of anxiety and development of positive attitudes towards the otherness. And finally, academic benefits which include critical thinking skills, students being active learners, problem-solving techniques, motivation, and the construction of diversity when understanding each other’s ideas (Johnsons (1989) and Pantiz (1999) as cited in Laal et al, 2012, p. 487-488).

Eventually the roles of students and teachers and the methodology are key aspects to mention. Firstly, it is supposed that everyone is participating, working hand in hand in small groups while they are questioning, challenging, brainstorming which drive the group activity (Davidson et Major, 2014). Secondly, teachers may change their role as they go from expert transmitters of knowledge to expert guiders of intellectual experiences (Smith and MacGregor 1992, as cited in Marjan et al,2012, p.491-492). Lastly, referring to the methodology students work in small groups and each learner has a role or function to accomplish the task. It is important to highlight that despite each one is responsible for their function; every member must be involved with all the process of the group. And once more, it

is confirmed that this collaborative learning comes from “naturally social act in which participants talk among themselves. It is through the talk that learning occurs” (Gerlach, 1994 as cited in Marjan et al, 2012, p.12).

In addition, teaching collaboratively involves some strategies to create activities or learning situations. Therefore, as Brubacher et al. (1990, as cited in Davidson et al, 2014, p.23) said that there are five steps to consider: Engagement, exploration, transformation, presentation, and reflection. Engagement deals with the students’ motivation to commit with the knowledge. For exploration, students have to brainstorm, think aloud and share their ideas without feeling stressed or anxious. For transformation, students have to confront the information to change it and create a new shared knowledge. Presentation depends on how the teacher will carry out the activities and guide the students’ outcomes. Finally, for reflection, the teacher leads two processes: one to reflect upon the topic that has been studied, and second, upon the students’ process of learning during the activity.

In general, in this chapter the literature review and the theoretical constructs were presented. Following this idea, different researches and theories regarding the main constructs (speaking skills -fluency, accuracy, vocabulary-, intercultural communication competence (ICC) and collaborative learning) were described to create a proper and purposeful guidance of the didactic sequence as well as each lesson plan that would be used. In the next chapter the methodological design of this proposal will be presented.

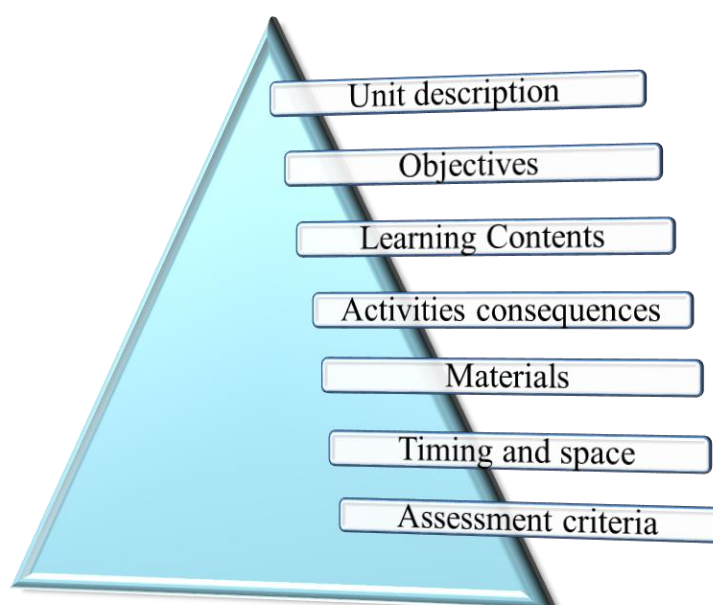
### CHAPTER 3: Methodological design

This pedagogical innovation was created following the guidance and philosophy of a didactic sequence. According to Schneuwly et al, (1994) a didactic sequence is “a group of learning activities set in a specific order considering the student’s progress. The didactic sequence starts with an initial production, it is followed by a series of workshops and ends up with a final production” (as cited in Pardo et al, 2013, p.90). Therefore, the teacher has to prepare an initial encounter which includes a warm-up, then a series of activities, and finally, a student’s outcome which must be led by the teacher.

In accordance with Diez (2007, as cited in Herrera, 2017, p. 26) the components of a didactic sequence are:

**Figure 4.**

Didactic sequence’s components



*Note.* Didactic sequence's components. Adapted from "Components of a Didactic Unit" by Diez (2007), *Didactic Units and Multimedia Materials as Useful Tools for a Virtual Platform*, (p.26), 2017. Retrieved from Universidad Francisco Jose de Caldas Repository.

First, in the unit description the previous knowledge of a specific area is established. Then, the objectives are what teachers expect their students to acquire during and after the unit development. The learning contents are the topics that will be developed in the unit. The activities sequence must be interrelated among them. The materials are the tools that students use during the activities. The timing and space relate to when and where the activities will be developed. And finally, the assessment criteria will be defined by the teacher to evaluate whether students learnt or not.

These features have to be integrated within the three moments of a didactic sequence such as *initial production*, *development of the series of workshops* and finally, *final production*. To begin with, in *initial production*, teachers should consider a specific student's need, strength or difficulty which could be a specific skill to improve throughout the sequence. After that, the *objectives* and *contents* ought to be explained to produce the sequence activities, which have to be linked and must be significant for the learners. In that process, *materials*, *timing*, and *space* might be clarified. Finally, the *assessment criteria* are associated with the students' process and their development throughout the activities as well as the *final production* that will be presented by them.

Additionally, it is a key issue to remark more features to this didactic sequence. On the one hand, the *role of the teachers* is a crucial aspect as they will give support and feedback to get students to progress during the development of the activities. On the other hand, their functions inside it like recognizing, analyzing, and adapting the sequence regarding the context of the students are indispensable as they make that "every piece (of the

sequence) must fit and match appropriately to reach a solid, logical, and effective, but adjustable structure” (Tobón et al, 2010, as cited in Ruiz et al, 2021, p.19).

Moreover, it is essential to take into account the *role of students* during the path of this sequence. Learners should be active and participant during their learning process, because they have to bring and expose their doubts, needs, and questions about what they learn. As well, students and teachers need to be part of the construction of knowledge and sharing the understanding of it as Pardo et al, (2013) stated “the didactic sequence should not only appear as a coherent whole to the teacher who plans and organizes it, but also to the students who perform it” (p.33).

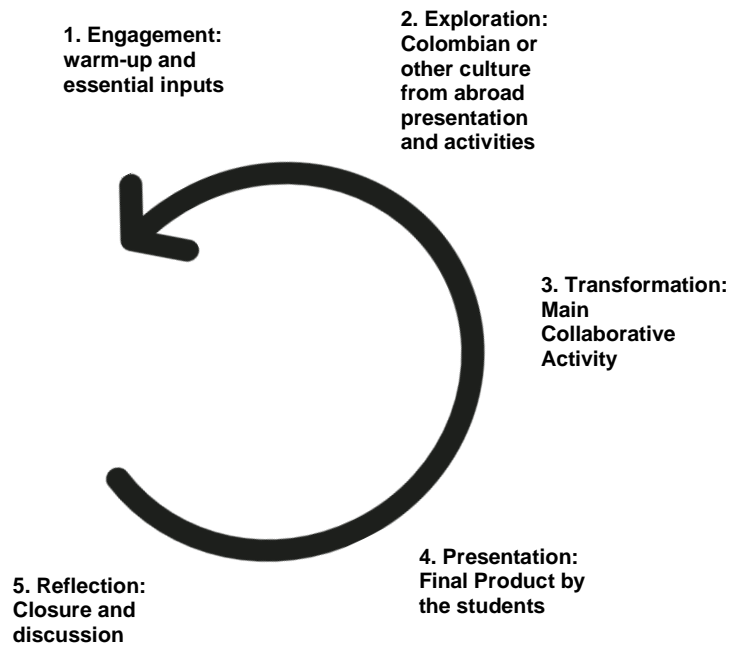
To sum up, a didactic sequence seeks to enhance specific students’ needs, difficulties or even strengths by de-compounding the activities and make them follow a line structure to overcome and improve the students’ objective. It is not only important to consider the basic features to create it like the objectives, contents, sequence, timing, etc. But also, the other components involving the role of teachers and students to achieve the main goal of the sequence.

### **Pedagogical innovation implementation**

This pedagogical innovation was considered to carry out in a EFL group of learners who have been preparing to reach B1 level in a private institution. The main objective of this pedagogical innovation is to improve their speaking skills through intercultural collaborative activities that will be implemented considering the following pedagogical cycle (see Figure 5).

**Figure 5.**

Cycle of pedagogical innovation to improve Learners' speaking skills



First, it should be recalled that the cycle of pedagogical innovation was created in view of collaborative learning's stages. Brubacher et al. (1990, as cited in Davidson, 2014) mentioned five steps to consider: *Engagement*, *exploration*, *transformation*, *presentation* and *reflection*. Firstly, *Engagement* deals with the “warm-up” in which the teacher will propose some strategies and activities that include significant inputs to use during the development of the activities. Secondly, *Exploration* covers the material's presentation of Colombian external and internal cultural topics as well as the other culture from abroad including activities to work on with the information depicted in each presentation.

Thirdly, *Transformation*, the teacher will give the instructions to solve the *main collaborative activity*. In this stage, students will have to be in groups to work and reconstruct the previous knowledge that they received from the earlier stage. Along with this, the teacher will be monitoring and addressing misconceptions or providing something that they will

need. Fourthly, *Presentation*, each group might present their final product to the rest of the class meanwhile the teacher will be assessing their process by the aid of the rubric (see, Annex 3). Finally, *Reflection* surrounds a closure time of the class which includes two sessions. The first one goes with a general thinking about how they felt with the activity and the way that the class was carried out. and the second one holds with an individual reflection leads by some questions given by the teacher.



## **CHAPTER 4: Pedagogical Implementation**

### **4.1. Didactic sequence implementation**

The following didactic sequence of this pedagogical innovation was created considering the five stages of collaborative learning as well as including the intercultural topics that were mentioned in the theoretical framework. In that part, culture was seen as a shared system enclosing beliefs, thoughts, manners, behaviors, and different knowledge which come from internal and external factors of the culture.

On the one hand, internal factors display knowledge or information that can be easily learnt as traditional food (1st lesson), Holidays (3<sup>rd</sup> lesson), Touristic places (5<sup>th</sup> lesson) and rhythms and music (7<sup>th</sup> lesson). On the other hand, the external factors surround the information that is implicitly in the community as superstitions and beliefs (2<sup>nd</sup> lesson), body language (4<sup>th</sup> lesson), good and bad manners (6<sup>th</sup> lesson) and space and proxemics within society (8<sup>th</sup> lesson).

These factors must be worked hand in hand. As we are learning a foreign language far from a place where it is spoken, it is necessary to be closer and not only for having a successful communication but also, to rise cultural awareness starting by the own culture and then go with the foreign one. The main objective is to be an integral competent foreign language speaker and to have a wide cosmovision when interacting in real-life situations.

Besides, the topics were chosen by considering the type of activities that Hartmann et al (2007, as cited in Vo, 2017) proposed to implement in the classroom such as stereotypes, experience a different cultural point of view, negotiation of cultural misunderstandings and critical comparisons. As well as in the Byram's Model, he stated that one of the ways to promote the ICC is to compare different cultures as they can be able to recognize themselves

and their own culture (Muñoz, 2019, p. 14). Not to mention that learners could develop skills such as conflict resolutions, comparing, interpreting and relating; also, some attitudes such as empathy, openness to experience, confidence, motivation and flexibility should be present during the process.

As well, Byram's Model is considering for creating and implementing the process of the lesson plans. Each one of the components appears in one or two stages depending on the intercultural communicative objective. First, in the *engagement stage*, **know how to be** tries to stimulate the curiosity, the openness, the willingness to participate in the cultural encounters. Second, in the *Exploration stage*, **to know**, learners acquire the knowledge about self and other. Third, in the *Transformation stage*, **know how to interpret and relate**, students gather all the information learnt to interpret it and study it through the light of the other and the own perspectives. Fourth, in the *Presentation stage*, **know how to discover and do**, learners transform and use the cultures' knowledge together with intercultural communicative attitudes and skills. Finally, in the *Reflection stage*, **have a critical cultural awareness**, learners reflect critically upon the own culture and the other when finding commonalities and differences between them to open a huge cosmovision on the students in regards of the topic studied during the lesson.

Apar from that, in the *autonomous work* stage, for each lesson I designed a game in which students can practice what they learnt during the lessons. The games were created in Educaplay and Wordwall, so students can play whenever they want. Moreover, following the idea of making students recall the information, I created an Android App. In this app, students will take a "quiz" of ten randomly questions about the eight lesson plans. Right at the end, when they will have finished the quiz, they will find the wrong questions with the corresponding right answer. But they won't know the sequential questions, so next time when they take the quiz again, they will find different questions. As well, in another tab from the

app, they will find some buttons which they can access to the slides or resources used during the lessons, so that they can review the class and could take again the quiz in the app. Here, I attach the link to download the app: [Download APK](#)

Finally, in each lesson plan Munezane’s Intercultural Communicative Factors are carried out to identify how students will be developing and enhancing the intercultural attitudes and skills described. In the following chart, those factors will be shown:

**Table 1.**

Intercultural communicative components for each lesson

<i>LESSON PLAN</i>	<b>OBJECTIVE</b>	<b>CULTURAL FOCUS</b>	<b>MUNEZANE’S INTERCULTURAL COMMUNICATIVE FACTOR</b>
<i>1. FOOD FOR EVERYDAY</i>	To know the different Colombian and American most try food.	External Factor	Openness to experience Motivation to introduce one’s culture Willingness to communicate Confidence in interactions
<i>2. THE WAY WE INTERPRET THE WORLD</i>	To learn through superstitions, the different beliefs and thoughts that surround Colombian and Irish cultures.	Internal Factor	Openness to experience Motivation to introduce one’s culture Willingness to communicate Confidence in interactions
<i>3. SHARING ON HOLIDAYS</i>	To become aware of some of the different Colombian and American holidays identifying the	External Factor	Openness to experience Motivation to introduce one’s culture

	traditional activities, food and behaviors knowing the reason why for doing them.		Willingness to communicate Confidence in interactions
<i>4. THE OTHER HIDDEN WAYS TO COMMUNICATE</i>	To recognize the importance of non-verbal communication through the gestures, facial expressions or body language to have an effective interaction.	Internal Factor	Openness to experience Motivation to introduce one's culture Willingness to communicate Confidence in interactions
<i>5. DISCOVERING MY COUNTRY "TOURISTIC PLACES"</i>	To identify the reasons why some of the most known places in Colombia and in London are considered as "touristic places". As well as knowing the most remarkable information about them.	External Factor	Motivation to introduce one's culture Openness to experience Willingness to communicate Confidence in interactions
<i>6. RUDENESS AND POLITENESS</i>	To recognize the patterns of behaving as well as knowing the reason why to do it for having a successful communication with the others.	Internal Factor	Willingness to communicate Motivation to engage in intercultural communication Confidence in intercultural interactions
<i>7. ORIGINAL RHYTHMS AND VIBES</i>	To be aware of the music from Colombia and the United States considering the rhythms and genres of the different regions or states. As well as, identifying the origin of the music and the main instruments used.	External Factor	Willingness to communicate Motivation to engage in intercultural communication Confidence in intercultural interactions

<i>8. BEING AWARE OF THE SPACE</i>	To recognize the importance of managing the space when applying and analyzing a society experiment identifying the four spaces explained by Hall.	Internal Factor	Willingness to communicate Motivation to engage in intercultural communication Confidence in intercultural interactions

#### 4.2 Didactic sequence and lesson plans

In this section, the stages and guidance of the didactic sequence and the lesson plans will be shown:

#### **Table 2.**

Structure of the didactic sequence

## STRUCTURE OF THE DIDACTIC SEQUENCE

<b>UNIT DESCRIPTION</b>	The following lesson plans will focus on the improvement of speaking skills considering collaborative intercultural activities. Each lesson will be developed by an internal or external cultural factor. Moreover, the methodology will follow the phases of the cycle which have the phases of collaborative learning as well as the Byram's model components.
<b>OBJECTIVES</b>	To improve learners' speaking skills through collaborative intercultural activities focusing on internal and external factors of the own culture and others from abroad.
<b>LEARNING CONTENTS</b>	The learning contents are surrounding by three key factors to improve on the learners. First, for speaking skills, fluency, accuracy and vocabulary will be enhanced. Second, for intercultural communication competence, some skills and attitudes such as openness to experience, motivation to introduce one's culture, motivation to engage in intercultural communication, willingness to communicate and confidence. And finally, for collaborative learning, a group of social and individual skills like positive interdependence, trust-building, decision-making and critical thinking skills.
<b>ACTIVITIES SEQUENCES</b>	The activities will be developed following the guidance of the cycle of pedagogical innovation which includes the phases of collaborative learning and Byram's model ICC components.
<b>MATERIALS</b>	Physical resources will be needed such as cardboard, markers, pencil, paper and so on. As well as digital resources as a way to present the knowledge, but also, to give the students autonomous work to practice at home such as games and the App.

<b>TIMING AND SPACE</b>	The classes will be applied in eight lessons. Each lesson of one hour and a half. The space will be in the classroom or can be carried out online.
<b>ASSESSMENT CRITERIA</b>	The students' learning process will be assessed by a rubric (see, Annex 3) which contains the learning contents of speaking skills, ICC and collaborative learning. As well as some comments made from the teacher's feedback.

## 1<sup>ST</sup> LESSON- FOOD FOR EVERYDAY

**Objective:** To know the different Colombian and American most try food.

**Time:** 1h and 30 minutes

**Topic:** Most try food in Colombia and in the United States

**Interaction patterns:** Whole interaction group and teamwork.

**Table 3.**

First Lesson

Byram's Model Components	Stage	Time	Description	Materials
<b>Know how to be</b>	<b>Engagement</b>  <i>“Discovering our meals”</i>	10 minutes	<p>The teacher will propose a brainstorm activity in which students will talk about some traditional Colombian meals considering these categories from a bag or the roulette: <i>“breakfast, lunch, dinner, Christmas, New Year’s Eve, holy week, on holiday”</i>.</p> <p>After socializing, the teacher will ask: What do you know about the United States? What are their traditional</p>	<p>Pieces of paper</p> <p>Markers</p> <p>Board</p> <p><b>TIC:</b></p>



			meals?”. Then, the information given by the students will be written in the board to use it later.	Zoom board  <a href="#">Google slides</a>
<b>To know</b>	<b>Exploration</b>  1 <sup>st</sup> presentation: <i>Must-try Colombian Food</i>	20 minutes	The teacher will show a Youtube video of Must try Food in Colombia to find out what people consider is typical or traditional here in Colombia. At the end of the video, the teacher will clarify important vocabulary for food in a PowerPoint presentation.	<a href="#">Colombian Video</a>
		Sub-Activity	<p>After that, students will make three groups to answer one of these questions about the video:</p> <ul style="list-style-type: none"> <li>-What food do Colombians eat for breakfast?</li> <li>-What were the snacks? Describe them in detail</li> <li>-What were the names of the soups?</li> </ul> <p>After, each group has to socialize their ideas and the other groups will say if they agree or not. When the discussion will be finished, the teacher will bring back their answers in the “engagement” stage and they will analyze if what they said was accurate or not. The idea is to make a comparison with the information using this chart:</p>	

			<table border="1"> <tr> <td><b>What we thought</b></td> <td><b>What we know</b></td> </tr> </table>	<b>What we thought</b>	<b>What we know</b>	
<b>What we thought</b>	<b>What we know</b>					
<b>To know</b>	<b>Exploration</b>  2nd Presentation:  <i>Figure out what about American people!</i>	20 minutes	The teacher will show a Youtube video of Must-try food in the United States.	<a href="#">American Video</a>		
		Sub-activity	<p>After watching the video, some vocabulary will be explained in a PowerPoint presentation. Then some questions to comprehend the information will be asked:</p> <ul style="list-style-type: none"> <li>-What was the food for breakfast?</li> <li>-How did he describe <i>the meat</i> with BBQ?</li> <li>-What was the name of the soup for cold days?</li> <li>-What are the different presentations of chicken?</li> </ul> <p>In the same previous groups, each one will answer one of the previous questions and then, they will socialize their responses.</p> <p>At the end of the discussion, the teacher will make a comparison chart like the following:</p> <table border="1"> <tr> <td><b>Our previous ideas</b></td> <td><b>The new ideas from the video</b></td> </tr> </table>	<b>Our previous ideas</b>	<b>The new ideas from the video</b>	<a href="#">Comparison chart in the Google Slides</a>
<b>Our previous ideas</b>	<b>The new ideas from the video</b>					

			The teacher will propose to start with the previous ideas said in the “engagement” stage and then, they will continue with the information given by the video. All this time, the teacher will have to write the information on the board in the comparison chart.	
<p><b>Know how to interpret and relate</b></p> <p><b>Know how to discover and do</b></p>	<p><b>Transformation-Presentation</b></p> <p>Main Collaborative Activity:</p> <p><i>“Cooking together!”</i></p>	20 minutes	<p>Keeping in mind the different kinds of food for Colombian and American people, by groups, students will create <i>a menu restaurant</i>, in which they have to present what would be their most important meals or dishes in it considering the two videos watched during the class. The idea is to present <i>the menu</i> in a poster and make a presentation of it as if they were the chefs.</p>	<p>Cardboard Markers Chef’s cap</p> <p><b>TIC Materials:</b></p> <p>-Canva, genially or any visual aid</p>
<p><b>Have a critical cultural awareness</b></p>	<p><b>Reflection</b></p> <p><i>The meaning of the food</i></p>	20 minutes	<p>To close the class, there will be two parts: The first part is to recall the information learnt during the class with some questions to guide the discussion. These questions will appear on the digital board:</p> <p>-What food would be your favorite? -What meal or dish do you think is the most interesting? And the most peculiar one?</p> <p>The second part concerns to an intercultural discussion. The information will be written in the following chart:</p>	<p>Board Markers</p> <p><b>TIC:</b></p> <p><a href="#">Google Slides</a></p>

			<table border="1"> <tr> <td><b>Colombians</b></td> <td><b>Similarities</b></td> <td><b>Americans</b></td> </tr> </table> <p>Then, the discussion will be led by these questions:</p> <ul style="list-style-type: none"> <li>-For breakfast, do we have similar meals or ingredients?</li> <li>-Are there any ingredients or meals that symbolize Colombians?</li> <li>-Are there any ingredients or meals that symbolize the Americans?</li> <li>-What are the differences between Colombians and Americans in breakfast, lunch and dinner?</li> </ul> <p>The students' answers will be written on the board in each column of the previous chart.</p> <p>At the end of the discussion, the teacher will lead the conversation into this reflection <i>it does not matter the differences, we need to value the others as much as we value ourselves in every aspect of life.</i> We need to step aside the prejudices, the stereotypes and all the barriers that keep away us from knowing the culture as it is.</p>	<b>Colombians</b>	<b>Similarities</b>	<b>Americans</b>	
<b>Colombians</b>	<b>Similarities</b>	<b>Americans</b>					
<b>Autonomous Work</b>	<b>Digital Memory Game</b>		This game was made in Educaplay to recall the information studied during the lesson.	<a href="#"><u>Memory Game</u></a>			

## 2<sup>nd</sup> LESSON- THE WAY WE INTERPRET THE WORLD

**Objective:** To learn through superstitions, the different beliefs and thoughts that surround Colombian and North American cultures.

**Time:** 1h and 30 minutes

**Topic:** Superstitions of bad and good luck

**Interaction patterns:** Whole interaction group and teamwork.

**Table 4.**

Second Lesson

Byram's Model components	Stage	Time	Description	Materials
<b>Know how to be</b>	<p><b>Engagement</b></p> <p>“Warm up”</p> <p><i>Our beliefs</i></p>	10 minutes	A brainstorm activity will open this lesson. The teacher will show a padlet board in which students have to think and write about two situations concerning good and bad luck. Then, students will socialize their ideas and on the google slides or the physical board the information will be written for further activities.	<p>Board</p> <p><a href="#">Padlet Brainstorm Activity</a></p> <p><a href="#">Google slides</a></p>

<b>To know</b>	<b>Exploration</b>  1 <sup>st</sup> presentation:  Colombian superstitions and beliefs	20 minutes	<p>Before watching the video about Colombian Superstitions, the teacher will ask students to take note about:</p> <ul style="list-style-type: none"> <li>-Description of the situation</li> <li>- Is the situation of good or bad luck?</li> <li>-What are the consequences or benefits?</li> </ul>	<a href="#">Colombian video</a>
		Sub-Activity	<p>Afterwards, a roulette from WordWall will be used to comprehend the information watched in the video. So, the teacher will make two groups and each group has to explain the situation given in the roulette. The group that has more correct responses will win.</p> <p>Finally, the teacher will bring the information from the “engagement” stage and will ask this question:</p> <ul style="list-style-type: none"> <li>-Did we guess correctly our superstitions? What was different?</li> </ul> <p>Then, a discussion will take place with the previous information and the current one that was reached during the video.</p>	<a href="#">Wordwall roulette to check the listening comprehension</a>

<p><b>To know</b></p>	<p><b>Exploration</b></p> <p>2nd Presentation: North American superstitions and beliefs</p>	<p>20 minutes</p>	<p>The teacher will show a PowerPoint presentation with different images related to North American superstitions and will ask students what they know about it, in terms of consequences, benefits or even activities. Then, a video about North American superstitions will be shown. Also, the teacher will ask students to take notes about this:</p> <ul style="list-style-type: none"> <li>-Description of the situation</li> <li>- Is the situation of good or bad luck?</li> <li>-What are the consequences or benefits?</li> </ul>	<p><a href="#">American video</a></p> <p><a href="#">-American superstitions in the Google Slides</a></p>
<p><b>Know how to interpret and relate</b></p> <p><b>Know how to discover and do</b></p>	<p><b>Transformation-Presentation</b></p> <p>Main Collaborative Activity: <i>“Living other lives”</i></p>	<p>20 minutes</p>	<p>Considering the different superstitions and beliefs from both cultures, students will choose a number from a bag, which will have good or bad superstition. The idea is that they have to decide one superstition that has things in common from both cultures. So, they have to perform a situation regarding consequences, benefits, attitudes or behaviors representing the superstition of both cultures.</p>	<p>1- Good luck</p> <p>2- Bad luck</p>
<p><b>Have a critical cultural awareness</b></p>	<p><b>Reflection</b></p> <p><i>The reason behind our beliefs</i></p>	<p>20 minutes</p>	<p>The discussion and reflection time will be guided by doing a poster. In the poster there will be two columns for <i>good luck</i> and <i>bad luck</i>. The idea is to recall all the superstitions studied of both cultures and students have to classify them. After that, the teacher will ask the following question:</p>	<p><a href="#">Example of the poster</a></p>

			<p>-What are the superstitions for good luck? What about bad luck?</p> <p>After that, the teacher will ask this question: -Do we have similarities or differences with the North American culture?</p> <p>In this part, the information will be collected by colors:</p> <p>If we have similarities, we highlight with green color the superstitions. If we have differences, they highlight with purple color. Finally, to close the discussion this question will be asked:</p> <p>-What about the reasons why for those superstitions? Are the Colombians similar from the North Americans?</p>	
<b>Autonomous work</b>	<b>Digital Game</b>		<p>This game was made in Educaplay, which the idea is to help the frog to arrive to the top by choosing the correct answer considering the information that was studied from both cultures.</p>	<p><a href="#">Superstitions Game</a></p>



### 3<sup>rd</sup> LESSON- SHARING ON HOLIDAYS

**Objective:** To become aware of some of the different Colombian and American holidays identifying the origin of the holidays, the traditional activities and special meals.

**Time:** 1h and 30 minutes

**Topic:** Colombian and American Holidays.

**Interaction patterns:** Whole interaction group and teamwork.

**Table 5.**

Third Lesson

Byram's Model Components	Stage	Time	Description	Materials
Know how to be	Engagement <i>"Remembering"</i>	10 minutes	The teacher will show some images of different special occasions in Colombia, and then, some questions will be asked to guide the discussion:  -What do we do on that day? What are the different activities?	<a href="#">Sharing on Holidays Slides</a>

			<p>-Why do we do that?</p> <p>-What is the special food?</p> <p>The information will be written in a chart like this:</p> <table border="1"> <thead> <tr> <th colspan="3">Colombia Holidays</th> </tr> <tr> <th>Name</th> <th>Activities</th> <th>The reason why to celebrate</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Colombia Holidays			Name	Activities	The reason why to celebrate				
Colombia Holidays													
Name	Activities	The reason why to celebrate											
<b>To know</b>	<b>Exploration</b>  Colombians' Holidays	20 minutes	<p>After, this question will be presented “<i>What are some Holidays that we celebrate?</i> “.</p> <p>Depending on the answers, the information will be written on the board. Then, by groups students have to choose one holiday that they want to talk about.</p> <p>Then, the groups have to prepare a presentation of that holiday. This information may be taken into account:</p> <ul style="list-style-type: none"> <li>-Traditional activities that are done.</li> <li>-Special food, snacks, drinks, etc.</li> <li>- Why we celebrate or have that Holiday.</li> </ul>	<p>Bag</p> <p>Pieces of paper</p> <p>Markers</p> <p>Board</p> <p>Digital resources:</p> <p><a href="#">Sharing on Holidays Slides</a></p>									

			Thirteen minutes to prepare and seven minutes to present it. The students can use different audiovisual resources.	
<b>To know</b>	<b>Exploration</b>  <i>Americans' Holidays</i>	20 minutes	<p>First, this stage will be opened by a brainstorm activity about this:</p> <p>-What do you know about the United States? What are the holidays? What do they do? <u>The answers will be written on the board to keep it for further activities.</u></p> <p>Now, the teacher will present a video in which an American woman will explain what American people typically do on some traditional holidays and what is the reason why they do it. Before watching the video, the teacher will ask students to keep in mind this information:</p> <p>-What is the name of the Holiday?          -Why do they celebrate?          -What do they do?          -What are the special meals?</p> <p>After watching the video, the previous questions will be discussed.</p>	<a href="#">American Holidays Video</a>
<b>Know how to interpret and relate</b>	<b>Transformation-Presentation</b>		The teacher will divide the students in two groups. Each group has to think about one	

<p><b>Know how to discover and do</b></p>	<p><i>Guessing who is?</i></p>	<p>20 minutes</p>	<p>holiday that Colombia and The United States have in common. After that, they have to reflect upon this:</p> <ul style="list-style-type: none"> <li>-The activities that people do</li> <li>-The food that is made</li> <li>-Why they do it.</li> </ul> <p>After that, a role-play activity will be carried out in which by couples, they have to perform a situation showing the Holiday, with the traditional activities, special meals and the origin of the Holiday. The goal is that the other groups have to guess what is the name of the Holiday and what is the culture from.</p>	
<p><b>Have a critical cultural awareness</b></p>	<p><b>Reflection</b> <i>Recognizing the otherness</i></p>	<p>20 minutes</p>	<p>According to the previous activity, the idea is that by the same groups, each one has to make a collage. One group has to create a collage joining the common Holidays for the both cultures. An the other has to make one with the different ones. Students can use pictures, drawings or text to make it.</p> <p>After that, the teacher will ask some questions:</p> <ul style="list-style-type: none"> <li>-Do Colombians and Americans have common activities on the Holidays? Which ones are different?</li> </ul>	<p><a href="#">Collage Example</a></p>

			<p>-Think about the origin of those holidays, do we have similar reasons?</p> <p>With that final question, the activity will be closed.</p>	
<b>Autonomous Work</b>	<b>Match Game</b>		<p>Then in a match game, they have to join the name of the day or the picture with the explanation for that day.</p>	<a href="#"><u>Holidays Matching Game</u></a>

## 4<sup>th</sup> LESSON- THE OTHER HIDDEN WAYS TO COMMUNICATE

**Objective:** To recognize the importance of non-verbal communication through the gestures, facial expressions or body language to have an effective interaction.

**Time:** 1h and 30 minutes

**Topic:** Non-verbal communication, body language, facial expressions, gestures.


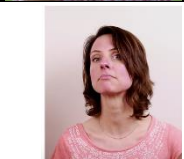
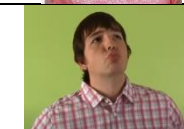

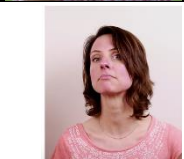
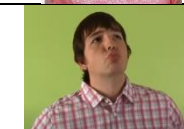

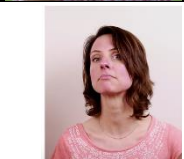
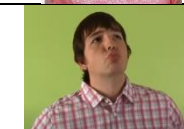
**Interaction patterns:** Whole interaction group and teamwork.

**Table 6.**






Fourth Lesson

Byram's Model components	Stage	Time	Description	Materials
<b>Know how to be</b>	<b>Engagement</b> <i>How do we express?</i>	10 minutes	A quiz from genially will be presented to get students closer to the Colombian body language. The idea is to connect the gesture or the movement with the reason why we do it.  At the end, the teacher will show a round of images according to these emotions:	<a href="#">Body language Quiz Game</a>  <a href="#">Slides</a>

			<p>-Greetings, surprise, sadness, happiness, anger. Or they can propose more situations.</p> <p>The idea is that students can say what is the facial expression or the body's movement for each emotion. The information will be kept in a chart considering the situation with the facial expression or body's language movement.</p>					
<b>To know</b>	<p><b>Exploration</b></p> <p><i>Our non-verbal communication</i></p>	20 minutes	<p>The teacher will present a video about some of the Colombian gestures which was recorded by a foreign person. Students will have to take notes about:</p> <p><i>-The facial expression or body's movement</i>  <i>-What is the situation in which we do that.</i></p> <p>Then, a short discussion will take place to socialize the information of the video with the following chart:</p> <table border="1" data-bbox="810 1046 1189 1198"> <thead> <tr> <th>Situation</th> <th>Body language movement</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Situation	Body language movement			<p><a href="#">Colombian Non-verbal communication video</a></p>
Situation	Body language movement							

<p><b>To know</b></p>	<p><b>Exploration</b></p> <p><i>American non-verbal communication</i></p>	<p>20 minutes</p>	<p>The teacher will show a video about North American non-verbal communication. Students have to take notes about this information:</p> <p><i>-The facial expression or body's movement</i>  <i>-What is the situation in which we do that.</i></p> <p>Afterwards, the teacher will show a variety of images taken from the video. The idea is that students have to guess what is the meaning and in which situation they will use them considering the previous video.</p>	<p><a href="#">American non-verbal communication video</a></p> <p><a href="#">Slides for the gestures</a></p>						
<p><b>Know how to interpret-relate</b></p> <p><b>Know how to discover and do</b></p>	<p><b>Transformation-Presentation</b></p> <p><i>Guess the right move!</i></p>	<p>20 minutes</p>	<p>In a bag, there will be some pieces of paper regarding the different gestures from both cultures. The idea is that students will be divided in two groups. Then, one member of each group has to pick out one piece of paper and he or she has to mimic the movement of the gesture to the rest of the group. So, each group has to guess:</p> <p>-What is the meaning or the name of the gesture.  - What is the culture, if it is Colombian or North American.  -In which situation they might use it.</p> <p>The group that has the most guesses, is the</p>	<p>Pieces of paper</p> <table border="1"> <tr> <td data-bbox="1413 903 1641 1050">1 Neck Chop</td> <td data-bbox="1641 903 1904 1050"></td> </tr> <tr> <td data-bbox="1413 1050 1641 1209">2 Nodding head</td> <td data-bbox="1641 1050 1904 1209"></td> </tr> <tr> <td data-bbox="1413 1209 1641 1337">3 Stretching the mouth</td> <td data-bbox="1641 1209 1904 1337"></td> </tr> </table>	1 Neck Chop		2 Nodding head		3 Stretching the mouth	
1 Neck Chop										
2 Nodding head										
3 Stretching the mouth										



			winner.	<p>4 Rolling eyes </p> <p>5 Joining the fingers </p> <p>6 Hiding the face </p> <p>7 Scratching the cheek </p> <p>8 High five </p>
<b>Have a critical cultural awareness</b>	<b>Reflection</b> <i>The hiding ways of communication</i>	20 minutes	<p>The teacher will propose some situations in which we can apply the gestures or movements:</p> <ul style="list-style-type: none"> <li>-Greetings</li> <li>-Feeling of relief</li> <li>-To say yes</li> <li>-To say No</li> <li>-To point out</li> <li>-Disgusting</li> <li>-You don't understand</li> <li>-Someone is coward</li> <li>-Something is full</li> </ul>	<p>Craft paper Cardboard Colors, markers, pencils, etc.</p> <p><a href="#">Example of the pictionary</a></p>

			<ul style="list-style-type: none"> <li>-Someone or something screws</li> <li>-Someone is stealing something</li> <li>- To celebrate something</li> <li>-You are annoyed or angry</li> <li>-You are embarrassed</li> </ul> <p>The idea is that students can recall the gestures previously socialized in both videos and they will do a Pictionary in which they can put the gestures, facial expressions or movements and the situations in which they can use them classifying which ones are similar and different.</p>	
<b>Autonomous work</b>	<b>Test Game</b>		This test game was made in Educaplay to recall and review the gestures, facial expressions or movements from both cultures.	<a href="#"><u>Pac-Man Game for Non-verbal communication</u></a>

## 5<sup>th</sup> LESSON- DISCOVERING MY COUNTRY “TOURISTIC PLACES”

**Objective:** To identify the reasons why some of the most known places in Colombia and in London are considered as “touristic places”. As well as knowing the most remarkable information about them.

**Time:** 1h and 30 minutes

**Topic:** Touristic places, common activities, historical information.

**Interaction patterns:** Whole interaction group and teamwork.

**Table 7.**

Fifth Lesson

Byram’s Model Component	Stage	Time	Description	Materials
Know how to be	Engagement <i>Remembering</i>	10 minutes	The teacher will propose a brainstorming activity about different places that they consider as “ <b>touristic</b> ”. They have to write it on the padlet board or it could be on the board in the classroom, taking into account five categories: <i>places, cities, parks, monuments and museums</i> . The students have to write <i>Why they consider that place as touristic</i> . This information will be needed for further activities.	<a href="#">Presentation to use during the class</a>  <a href="#">Padlet to keep the students’ information</a>

<b>To know</b>	<b>Exploration</b>  <i>Travelling around Colombia</i>	20 minutes	<p>The teacher will show a video about Top 10 places to visit in Colombia recorded by a foreign person. The students have to take notes about:</p> <ul style="list-style-type: none"> <li>- The name of the places</li> <li>- The description of them</li> <li>- Why that place is famous or touristic</li> </ul> <p>Students have to write the information in a worksheet given by the teacher. After watching the video, a short discussion will be carried out to socialize the places. Then they have to classify the places according to the categories showed in the brainstorming activity.</p>	<p><a href="#">Colombian Touristic Places Video</a></p> <p><a href="#">Worksheet for the videos' information</a></p>
<b>To know</b>	<b>Exploration</b>  <i>Travelling around London</i>	20 minutes	<p>The teacher will show a video about some touristic places of London. The students have to take notes about:</p> <ul style="list-style-type: none"> <li>-The name of the place</li> <li>-The description of it</li> <li>-Why it is famous or touristic</li> <li>-What is the corresponding category</li> </ul>	<p><a href="#">London Touristic Places Video</a></p>

			The information has to be written in the worksheet previously given by the teacher.											
<p><b>Know how to interpret and relate</b></p> <p><b>Know how to discover and do</b></p>	<p><b>Transformation-Presentation</b></p> <p><i>Go beyond of the touristic view!</i></p>	20 minutes	<p>The teacher will join some Colombian and British touristic places that belong to the same category; the list can be seen in the materials. First, students will be divided in groups and they have to discuss and analyze some possible places that both cultures have in common regarding the following characteristics:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Activities</th> <th>Things that can see</th> <th>Reason why it is touristic</th> <th>Curiosity-facts that you don't know</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>So, students have to make a presentation of both places considering the previous chart. They can use any audio-visual resource that might need.</p>	Category	Activities	Things that can see	Reason why it is touristic	Curiosity-facts that you don't know						<p><b>LIST OF PLACES</b></p> <p>1- Parks: Tayrona National Park and Regent's Park  2- Place (Attraction): San Cipriano and Big Wheel  3-Place: National Gallery Museum and Coffee Farm  4-Place (square): Trafalgar's Square and Candelaria's one.</p>
Category	Activities	Things that can see	Reason why it is touristic	Curiosity-facts that you don't know										

<p><b>Have a critical cultural awareness</b></p>	<p><b>Reflection</b></p> <p><i>Finding a reason behind the special places</i></p>	<p>20 minutes</p>	<p>Right after the presentations, the teacher will lead the discussion considering these questions:</p> <ul style="list-style-type: none"> <li>-Although that the touristic places belong to the same category, is there anything in common? What is different?</li> <li>-Why do you think those places are considered as “touristic places”?</li> <li>-What was the most peculiar touristic place from both cultures?</li> </ul>	
<p><b>Autonomous work</b></p>	<p><i>Touristic places memory game</i></p>		<p>This memory game was made in Educaplay to make students recall the knowledge that they acquire during the class. This game can be played autonomously by students.</p>	<p><a href="#">Memory Game for Touristic Places</a></p>

## 6<sup>th</sup> LESSON- RUDENESS AND POLITENESS

**Objective:** To recognize the patterns of behaving as well as knowing the reason why to do it for having a successful communication with the others.

**Time:** 1h and 30 minutes

**Topic:** Rudeness, politeness, good and bad manners in different daily situations.

**Interaction patterns:** Whole interaction group and teamwork.

**Table 8.**

Sixth Lesson

Byram's Model Components	Stage	Time	Description	Materials
<b>Know how to be</b>	<b>Engagement</b> <i>Recognizing our patterns of behaving</i>	10 minutes	The teacher will present some daily situations that we might face, so students have to choose what would be the best option regarding our culture. Then, they have to say what is the reason why we do it. So, the teacher has to keep this information: -The <i>situation</i> , the <i>corresponding attitude</i> or <i>behavior</i> and <i>the reason</i> why.	<a href="#">Daily situations Quiz</a>  <a href="#">Slides</a>

<p><b>To know</b></p>	<p><b>Exploration</b></p> <p><i>10 things you should never do in Colombia</i></p>	<p>20 minutes</p>	<p>The teacher will present a video about <i>different things a tourist should not do in Colombia</i>. The students have to take notes about this information:</p> <p><b>-What is the situation?</b> <b>-Why do people do that?</b></p> <p>After socializing the notes, the students have to classify each situation into these two categories in the padlet or in the worksheet:</p> <p><b>-Rudeness or Politeness.</b></p>	<p><a href="#">Things you should never do in Colombia Video</a></p> <p><a href="#">Padlet resource</a></p> <p><a href="#">Worksheet:</a></p>
<p><b>To know</b></p>	<p><b>Exploration</b></p> <p><i>10 things you should never do in the United States</i></p>	<p>12 minutes</p>	<p>The teacher will present another video about <i>10 things you should never do in the United States</i>. In this case, an American will explain the situations and why as a tourist we cannot do it.</p> <p>The students have to take notes and pay attention to:</p> <p><b>-What is the situation?</b> <b>-Why do people do it?</b></p> <p>After that, the students have to classify the situations into <i>rudeness or politeness</i>.</p>	<p><a href="#">Things you should never do in The United States Video</a></p> <p><a href="#">Worksheet</a></p>



<p><b>Know how to interpret and relate</b></p> <p><b>Know how to discover and do</b></p>	<p><b>Transformation-Presentation</b></p> <p><i>Recognizing the rudeness and politeness</i></p>	<p>20 minutes</p>	<p>The teacher will summarize the topic and the most important information of the lesson which is recognizing our patterns of behaving in certain situations identifying why we do it like that.</p> <p>After that, the teacher will have some situations considering the two videos watched. The idea is that, students have to pick out one number and they have to perform the situation showing if we should do it or not.</p> <p>So, the other groups have to say “<i>You should</i>” or “<i>You shouldn’t</i>” and say <i>why we have to behave like that</i> according to the information learnt and studied during the two videos.</p>	<table border="1"> <tr><td>1. No Pablo Escobar Jokes</td></tr> <tr><td>2. Stay in your car when the police stop you</td></tr> <tr><td>3. Never Expect Warm Weather</td></tr> <tr><td>4. Don’t depend on public transport</td></tr> <tr><td>5. Never give Papaya</td></tr> <tr><td>6. Never get to close</td></tr> <tr><td>7. Drink the shot of firewater</td></tr> <tr><td>8. Pharmacies are different</td></tr> <tr><td>9. Never expect no cheese</td></tr> <tr><td>10. Never forget to tip</td></tr> </table> <p><a href="#">Flashcards for the activity</a></p>	1. No Pablo Escobar Jokes	2. Stay in your car when the police stop you	3. Never Expect Warm Weather	4. Don’t depend on public transport	5. Never give Papaya	6. Never get to close	7. Drink the shot of firewater	8. Pharmacies are different	9. Never expect no cheese	10. Never forget to tip
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<p><b>Have a critical cultural awareness</b></p>	<p><b>Reflection</b></p> <p><i>Becoming aware of our behaviors</i></p>	<p>20 minutes</p>	<p>The teacher will open the discussion considering these questions:</p> <p>-What were the situations mentioned in both videos?</p> <p>-Which situations are common? Which ones are different?</p> <p>-Are there similar reasons to do it?</p> <p>To close the class:</p> <p>-Why do you think is important to know about the patterns of behaving?</p>											

			-Why this information is important when learning a language?	
<b>Autonomous Work</b>	<b>True or False Game</b>		This true or false game was made in Wordwall. The idea is that there will be appearing some situations watched in both videos and students have to click on true or false depending on the videos.	<a href="#">True or False Game</a>

## 7<sup>th</sup> LESSON- ORIGINAL RHYTHMS AND VIBES

**Objective:** To be aware of the music from Colombia and the United States considering the rhythms and genres of the different regions or states. As well as, identifying the origin of the music and the main instruments used.

**Time:** 1h and 30 minutes

**Topic:** Colombian music and North American music.

**Interaction patterns:** Whole interaction group and teamwork.

**Table 9.**

Seventh Lesson

Byram's Model Components	Stage	Time	Description	Materials
Know how to be	<p><b>Engagement</b></p> <p><i>What are our rhythms?</i></p>	10 minutes	<p>The teacher will start the class with the following question:</p> <p>-What is our traditional music?</p> <p>After that, a Padlet chart will be shown, in which there are some categories concerning the different regions that we have in Colombia. The idea is that students think about the music, singers,</p>	<p><a href="#">Slides for the class</a></p> <p><a href="#">PADLET</a></p>

			or genres that we find in those regions. The information will be written in the padlet or on the board.							
<b>To know</b>	<b>Exploration</b>  <i>Rhythms through our regions!</i>	20 minutes	<p>The teacher will show a video about some of the traditional rhythms and genres from the regions of Colombia. Students have to take notes about this following chart:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Genre</th> <th>Instruments</th> </tr> </thead> <tbody> <tr> <td colspan="3">After that, students have to socialize the information written in the chart.</td> </tr> </tbody> </table>	Region	Genre	Instruments	After that, students have to socialize the information written in the chart.			<p><a href="#">Colombian musical video</a></p> <p>From 2:50 minutes</p>
Region	Genre	Instruments								
After that, students have to socialize the information written in the chart.										
<b>To know</b>	<b>Exploration</b>  <i>Recognizing North American rhythms</i>	20 minutes	<p>The teacher will show a presentation about some of the common genres in the United States according to the states showing a short listening example of each one. Students have to be attentive to:</p> <ul style="list-style-type: none"> <li>-The name of the state</li> <li>-The genre or music presented there.</li> <li>-The instruments used</li> <li>-The influences in the music or genre</li> </ul>	<p><a href="#">North American music Presentation</a></p>						
<b>Know how to interpret and relate</b>	<b>Transformation-Presentation</b>  <i>Creating an</i>	20 minutes	<p>By groups, students have to analyze from both cultures if there is any music or genre similar according to the characteristic previously identified:</p>							

<p><b>Know how to discover and do</b></p>	<p><i>exchange music festival!</i></p>		<ul style="list-style-type: none"> <li>-The music or genre</li> <li>-The rhythm</li> <li>-The instruments used</li> <li>-The influences</li> </ul> <p>After that, there will be a presentation, but that must be an exhibition explaining the previous characteristics regarding the music or genres that they found similar between the both cultures.</p>	
<p><b>Have a critical cultural awareness</b></p>	<p><b>Reflection</b></p> <p><i>Cross-cultural rhythms</i></p>	<p>20 minutes</p>	<p>After the presentations, the teacher will write the music or genres mentioned by the students and some questions will be asked:</p> <ul style="list-style-type: none"> <li>-Are there any similarities between those genres or rhythms? Or what is different?</li> <li>-Are there any common instruments used in the Colombian music with the North American music?</li> <li>-Which genre or music do you like the most?</li> </ul>	
<p><b>Autonomous work</b></p>	<p><b>Match Game</b></p>		<p>This game was made in Educaplay, the idea is that students have to listen a short audio and they have to select what the music or genre is.</p>	<p><a href="#">Match Listening Game</a></p>

## 8<sup>th</sup> LESSON- BEING AWARE OF “THE SPACE”

**Objective:** To recognize the importance of managing the space when applying and analyzing a society experiment identifying the four spaces explained by Hall.

**Time:** 1h and 30 minutes

**Topic:** Proxemics and their spaces.

**Interaction patterns:** Whole interaction group and teamwork.

**Table 10.**

Eight Lesson

Byram's Model Components	Stage	Time	Description	Materials
Know how to be	<b>Engagement</b>  <i>Recognizing our spaces</i>	10 minutes	The teacher will show some situations of the different four spaces. They have to explain about this:  -Describe the situation -What is normal or strange?	<a href="#">Powerpoint slides for the class</a>

			After that, the teacher will shortly explain what is the definition of proxemics as well as the four spaces of it. Then students have to brainstorm and classify daily situations into each space. This information will be written and kept for further activities.	
<b>To know</b>	<b>Exploration</b> <i>British proxemics experiment</i>	20 minutes	<p>The teacher will present a video about an experiment made in London, in which a comedian-scientist breaks the rules of personal space to see people's reaction.</p> <p>Students have to pay attention to this:</p> <ul style="list-style-type: none"> <li>-Who are the people? What is their reaction?</li> <li>-Who reacts well or in a bad way?</li> <li>-Who asks anything about the attitude of the girl and what he/she says?</li> </ul>	<a href="#">British Proxemics Experiment Video</a>
<b>To know</b>	<b>Exploration</b> <i>Identifying and analyzing our Colombian proxemics</i>	20 minutes	<p>Taking into account the experiment in London and the theory of proxemics. Students by groups have to organize and make a similar experiment applying it into our context. They have to consider these variables:</p> <ul style="list-style-type: none"> <li>-The distance</li> </ul>	

			<ul style="list-style-type: none"> <li>-The place considering the four spaces (e.g. at the school, at work, at the academy, at home, etc)</li> <li>-The own attitude</li> <li>-The reaction</li> </ul>	
<p><b>Know how to interpret and relate</b></p> <p><b>Know how to discover and do</b></p>	<p><b>Transformation-Presentation</b></p> <p><i>Our Colombian proxemics</i></p>	<p>20 minutes</p>	<p>The teacher will give the roles of the group's members:</p> <ul style="list-style-type: none"> <li>-One has to be the person who applies the experiment and asks the questions.</li> <li>-The other has to observe, record and register the experiment.</li> </ul> <p>This experiment will take place around the academy to the people who are walking or even talking in the streets.</p> <p>In this section, they have to prepare a short interview to the people. The samples questions could be:</p> <ul style="list-style-type: none"> <li>-What do you think is “the space” or “the personal space”?</li> <li>-Why do you think is important?</li> <li>-Why do you consider that distance is correct or wrong?</li> </ul> <p>Later, they have to present their results to the class applying the knowledge that they</p>	<p><a href="#">Sharing Powerpoint slides</a></p>



			acquired about proxemics and the four spaces. They can use the PowerPoint sharing presentation to show the audio-visual resources that they want to use.	
<b>Have a critical cultural awareness</b>	<b>Reflection</b> <i>Getting to know our spaces</i>	20 minutes	<p>After the presentations, the teacher will recall the information from the engagement activity and will ask:</p> <ul style="list-style-type: none"> <li>-Were the situations in the engagement activity similar to the ones that you found during the experiment?</li> <li>-Are we aware of the importance of “the space”? Yes or No and Why.</li> </ul> <p>Now, the teacher will remind students about the British’s experiment and will ask:</p> <ul style="list-style-type: none"> <li>-Are there any common reactions?</li> <li>-Are there any similar questions that people asked?</li> <li>-Do we have similar or different perspectives of “the space”?</li> </ul> <p>And finally, to close the discussion:</p> <ul style="list-style-type: none"> <li>-Why do you think the management of the space is important?</li> </ul>	

<b>Autonomous Work</b>	<b>Crossword Game</b>		This game was made in Educaplay. It is a crossword game in which students have to guess what the zone is according to the clues.	<a href="#">Crossword Game</a>
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### 4.3 Pedagogical Trial

A pedagogical trial was implemented on 21<sup>st</sup> September 2022 in the academy where I currently work in Facatativá. To collect the information, I used a journal, the students' workshops and the students' voice recording transcription (see, Annex 2). The class's group consisted of five students which belong to A2 English level. It is important to mention that I previously talked with them to choose the topic that most called their attention. So, following that idea, they chose "Touristic places". Then, the 5<sup>th</sup> lesson "Discovering my country *Touristic Places*" was carried out.

The class was developed as described in the lesson. Starting by the brainstorm activity in which we talked about some touristic places that they could have known or visited. Right after, we watched the videos. In that moment, students felt a little bit confused because of the vocabulary and the way that the girl spoke since it was fast. However, in the slides I put the sequential vocabulary which means that, I tried to take out some vocabulary that they might not know considering each touristic place. So, understanding the vocabulary and then watching again the video was better for the students to comprehend the information and also, for doing the activities proposed.

Afterwards, the collaborative activity took place by groups, in which they had to find a similar place from both cultures that shared some things in common. However, they had to consider the categories showed. They spent ten minutes for discussing and later, they presented it as a speaking activity. After that, they reflected upon the importance of knowing the reasons beyond why a place is considered touristic. For concluding the session, a memory game was played by the same groups.

#### 4.4 Analysis

When I started thinking about the expectations of the lesson with what already happened, I determined some factors to reflect upon: vocabulary strategies, time, flexible schedule, meaningful connections, and collaborative work. First, using images to learn the vocabulary was more useful because students did not need to use their mother tongue. As well, having a sequential vocabulary according to the video was convenient for them because they could make a meaningful connection between the videos' information with the new vocabulary to achieve its comprehension.

Second, time was a double-edged sword as the fixed time for watching the videos was not enough because we had to repeat them several times. Also, the students' interventions in the brainstorm activity or during the socialization of the videos' information took much more time than it was expected. However, the lesson plan can be extended for another class, so one particular benefit is the flexibility that they could have since the activities with the videos or even the collaborative activity could be prolonged.

Third, in the brainstorm activity I realized that including the students' experience with the topic was a rewarding input because they could relate that topic with something of their lives which made them feel closer to it. Moreover, making students identify and compare both cultures in terms of similarities or differences was a key strategy to ensure that they learnt and kept the information that I wanted them to learn.

Finally, collaborative work is a strategy that must be enhanced as students could developed collaborative and intercultural skills; positive interdependence, trust-building, decision-making and conflict management skills were evident as students were finding and discussing the best solution for the activity. On the other hand, with the ICC, learners could develop openness to experience, willingness to communicate, motivation to introduce the own culture and confidence when identifying and comparing both cultures regarding the

solution of the activity and in the reflection time. In addition, the pedagogical trial showed a positive outcome in encouraging and developing meaningful learning and experience when learning a language since I touched students' interests and noteworthy activities and strategies to make students internalize the new inputs. In spite of implementing the lesson as a trial in which I did not use a formal evaluation, I propose a rubric that can be used for future implementations, for knowing if learners achieve the goals for each skill.

## CHAPTER 5: Conclusions

In this chapter, the main conclusions will be presented regarding the objectives of the pedagogical innovation, the established lesson plans and the pedagogical trial that was implemented.

First, the general objective of this innovative proposal is to improve learners' speaking skills through intercultural collaborative activities. One of the results from the trial was that students could talk freely and without feeling pressured since it was connected with something related with their experience. So, I can say that fluency, accuracy and vocabulary were evident since they could generate well-organized and coherent ideas about the topic. As well as they were aware of their mistakes trying to correct them during the activities.

Regarding the vocabulary, it was useful the uses of visual resources. Here, I must mention one of the specific objectives which is to design purposeful and meaningful material, specifically the images were so valuable since students could get the meaning without recurring to the native language. Besides, making the own resources is a rewarding and valuable didactic as the entire class is following a specific purpose and I can assure that students learn and receive the information that I pretend to teach. Additionally with the didactics, I identified that students are encouraged to learn when they are involved in games, but created or adapted with a purpose since they could practice and remember what they previously learnt.

Now, focusing on what I reflected upon the construction of the pedagogical innovation and the trial, I realized that it is important to consider students' interests, contextualized activities, flexible classes, and meaningful learning. First, involving students in the class is essential to encourage them to participate as well as designing contextualized

activities related to real-life situations, since they could make connections with their previous knowledge or experience. For that reason, it is essential to take advantage of it to have valuable learning process and assure that they make part of them.

On the other hand, flexible class in terms of having the opportunity to take the require time to get learners comprehend in depth the input given. That is something valuable of these lessons that they could be extended if it is needed. Furthermore, meaningful learning concerns on going beyond the formal classes, that is, adapting the formal language knowledge into something relevant such as working with culture which is shared and built-in community, but also, making students develop purposed skills.

Meaningful learning relates with collaborative work too. I identified that it is worth to let students have more opportunities to work together, but in contextualized and purposed scenarios since it could bring more positive outcomes such as getting to know better each other, try solving differences or prejudices since they are discussing and negotiating the knowledge into a learning community.

All in all, using the intercultural collaborative activities to enhance speaking skills should be a relevant and purposeful strategy to teach a foreign language since we can integrate some other important factors such as the ICC skills, cultural aspects like internal and external factors which allow to have an effective communication. Along with, the collaborative skills let learners be successful social agents as they know how to work in a team and the different attitudes and skills that they might consider when interacting.

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## CHAPTER 7: Annexes

### Annex 1

#### Field notes

Name of the Project	Research Project	
Name of researcher	Angie Paola Barbosa Hernández	
Place: Language center	Date: 7th September 2021	Topic: A2 level
<b>Field Notes- Observation</b>	N°. participants: 4 students	Class: English Class
Information	Personal comments	
<p>This class is taking place from 4:30 to 6 p.m. I have four students in my class. Three students who take the class in the language center in presential mood and another student takes the class in the virtual mood. At the beginning, I asked students if they had the material, then I started depending on the order of arrival of the class. Afterwards, I explained to each student what they have to do point by point. Then, each student had to complete each point. I checked with them the activities but they had to explain and talk about what they wrote or developed in each point. It is important to mention that their classes will depend on the number of pages that they have to complete in each class. While one student is completing his or her activity, I check with another student and so on. And that will be the development of the class.</p>	<p>As students had to complete the number of pages, they didn't have the opportunity to do other activities with their classmates. They just talked with the teacher regarding their topics of study, however, they didn't interact at all with their classmates.</p> <p>Also, time is an important factor, because sometimes it is not possible for teachers to do an extra activity to include students to talk with each other as all of them have different number of pages, so the most important thing for them is to complete the pages. Therefore, they can continue with their schedule.</p>	

Name of the Project	Research Project	
Name of researcher	Angie Paola Barbosa Hernández	
Place: Language Center	Date: 15th September 2021	Topic: B1 level
<b>Field Notes- Observation</b>	N°. participants: 2 students	Class: Cultural Class
Information	Personal comments	

<p>This class is taking place from 4:30 to 6 p.m. In this cultural class, teachers have the opportunity to do something different, they can be free to make their class as they feel like to do. On this occasion, I decided to bring a video of 13 weird things that Americans do. First, I showed a video from a Youtube Channel. In this video, they recreate different situations in which Americans act weird. It was funny. And then, I asked some questions to confirm if they understood the video and also, some useful vocabulary. Afterwards, I took some key topics from the video and they had to talk about it. Then, the last activity was to compare the American's situations with our own culture. So, I showed them different images which symbolized different situations for us that maybe we act weird. And they have to make a presentation discussing what they thought about it.</p>	<p>At the beginning, the students seemed to be interested in the topic as the video was really funny for them. We talked a lot about the situations and they started to make comparisons with Colombian culture without mentioning that they had to do it. So, I confirmed that cultural facts or cultural topics made students motivated in their own culture. The last activity was really exciting, because the students proposed wonderful situations, and they explained very well what happened with Colombians in those situations and while they were explaining, they mentioned American's behavior, I mean, the topics or situations that we watched in the video.</p>
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## Annex 2

### Pedagogical Trial Journal

<b>Lesson</b>		5 <sup>th</sup> Lesson "Discovering my country <i>Touristic Places</i> ".			
<b>Name of the teacher</b>		Angie Paola Barbosa Hernández			
<b>Place</b>	Language center	<b>Date</b>	21 <sup>st</sup> September 2022	<b>Topic:</b>	A2 level
<b>Field Notes- Observation</b>		<b>Participants</b>	5 students	<b>Class:</b>	Cultural Class
<b>Information</b>				<b>Personal comments</b>	
<p>The class started through the brainstorm activity by recalling some touristic places in Colombia considering the following categories <i>places, cities, monuments, parks and museums</i>. The students shared some of their experiences and places that they knew. After that, we watched the first video. The first time was so difficult for them to understand the girl because she talked fast and there was unknown vocabulary. However, in the second time, I showed them the</p>				<p>Two students were so motivated and interested in the topic, <b>because they mentioned a lot of places that they visited.</b> So, trying to make connections with something related to their real lives or contexts could</p>	

important vocabulary with images or even I said a **synonym of the word**. This activity was important as they could understand better the content and also, I had **to stop in each place to ask them some questions to check their comprehension**. At that moment, students understood much better and all of them participated saying the name of the place and the description. When the video finished, they completed the worksheet. Right after, we watched the second video, it was better because the video **had subtitles** and the vocabulary was easy. Also, they completed the worksheet. Afterwards, we continued with the main collaborative activity. In this part, I divided the group into two; two students for one group and the other of three. The instruction was that they had to discuss about one Colombian place and other from London that had some things in common which could be the reason why is touristic, activities, or curiosities. We took ten minutes to do it. Then, they presented it through a speaking activity. We talked about what the similarities were and they emphasized about the reason why it was a touristic place. Later, we closed the class by saying how they thought about the activities and the way of doing it. That was making comparisons. To conclude the session, I showed them a memory game and by groups they had to play it.

generate effective links with the new knowledge.

When watching the first video, they were confused because of the girl. So, I decided to watch a second time with vocabulary and stop in each place to check they understood. With this way of watching the video, the students could talk more and could describe and answer the questions that I asked.

When doing the main collaborative activity, some attitudes such as **openness to experience and willingness to communicate** were evident because at the beginning of the class, some students were shy and did not want to participate a lot. But, when I divided the group, they **had to interact with those classmates to solve the activity**. So, it was helpful for them for being more opened and extrovert. During the development of the collaborative activity, students could reach the main objective which was **to find two places that were similar regarding the categories and information studied in the brainstorm activity**. It was a really rewarding exercise because they did an amazing speaking and could accomplished more than I expected. This was because in the collaborative activity, I did not have to mention the possible places that I had in the list because they could do the process of analyzing why they were similar and found some good reasons about it. It was an amazing exercise. They understood so well what I wanted to do with this lesson plan. (To find similarities or even to identify the differences)

	<p>At the end, they said that they were happy and satisfied about the class because they were in every moment of the class talking, so they explained that they could have the opportunity to practice what they were learning during the formal classes. As well, with the way of carrying out the class, they could be focused and motivated to learn new things.</p> <p>Moreover, they expressed that learning vocabulary through images and put them in context was very useful and meaningful to acquire and internalize the new knowledge.</p> <p>One problem that I found about the lesson plan was the time. I took much time than I expected watching the videos because I had to repeat the parts that the students did not understand. I repeated again considering the vocabulary to comprehend better the videos' information.</p>
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**Students' workshops pictures**

STUDENT	PICTURES
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1.

**TOURISTIC PLACES (Colombia)**  
 NAME: Cindy Zumbado | DATE: Wednesday, September 21st 2022  
 Write the information of the video in the corresponding category

PLACES	CITIES
Cartagena	Medellin
Tajirana Desert	Cartagena
Salento	Bogota

PARKS	MONUMENTS	MUSEUMS
Tajirana	Guatupe Grand Big Stone	Monsestate
History city center Cartagena		San Felipe Castle Cartagena
Cocora Valley		Gold Museum Bogota

**TOURISTIC PLACES (UK)**  
 NAME: Cindy Zumbado | DATE: Wednesday, September 21st 2022  
 Write the information of the video in the corresponding category

PLACES	CITIES
The Big Ben Clock Tower	London

PARKS	MONUMENTS	MUSEUMS
Regent's Park	Nelson's Column	British Museum
	Wheel Millennium	National Gallery
	Clock Tower	Tate Modern Museum

2.

**TOURISTIC PLACES (Colombia)**  
 NAME: Daniela Guzman | DATE: Wednesday, September 21st 2022  
 Write the information of the video in the corresponding category

PLACES	CITIES
Cartagena	Bogota
Cartagena	Medellin
Tajirana Desert	Cartagena

PARKS	MONUMENTS	MUSEUMS
Tajirana Park	Guatupe Big Stone	Monsestate
Cocora Valley		San Felipe Castle Cartagena
Historic center Cartagena		Golden Modern Bogota


**TOURISTIC PLACES (UK)**  
 NAME: Daniela Guzman | DATE: Wednesday, September 21st 2022  
 Write the information of the video in the corresponding category

PLACES	CITIES
Big Ben Clock Tower	London
London Millennium Wheel	
St Paul's Cathedral	

PARKS	MONUMENTS	MUSEUMS
Regent's Park	Nelson's Column	National Gallery
	Millennium	British Museum
		Tate Modern Museum

3.

NAME: Edward David Collins Mc. DATE: Wednesday, September 29<sup>th</sup> 2012




### TOURISTIC PLACES

Write the information of the video in the corresponding category

PLACES	CITIES
<p>Barajas airport</p> <p>El Valle de los Guineos</p> <p>San Pedro de Berrío</p> <p>San Pedro de Millares</p> <p>San Pedro de Millares</p> <p>San Pedro de Millares</p>	<p>Cartagena, small fortresses</p> <p>Medellin (Cable car)</p> <p>Medellin (Cable car)</p> <p>Medellin (Cable car)</p> <p>Medellin (Cable car)</p> <p>Medellin (Cable car)</p>

PARKS	MONUMENTS	MUSEUMS
<p>Tayrona national park</p> <p>Café El Dorado</p> <p>El Valle de los Guineos</p>		<p>Golden Museum</p>

NAME: Edward Collins DATE: Wednesday, September 29<sup>th</sup> 2012



### TOURISTIC PLACES


Write the information of the video in the corresponding category

PLACES	CITIES
<p>Lower bridge</p> <p>Paul Cathedral</p> <p>Lower bridge</p> <p>Lower bridge</p> <p>Lower bridge</p>	

PARKS	MONUMENTS	MUSEUMS
<p>Regent's park</p>	<p>Big Ben</p> <p>Trafalgar square</p> <p>Millennium wheel</p> <p>Millennium wheel</p>	<p>British</p> <p>National gallery art</p> <p>Modern museum</p>

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NAME: ERICA SANCHEZ DURANTE DATE: Wednesday, September 29<sup>th</sup>




### TOURISTIC PLACES

Write the information of the video in the corresponding category

PLACES	CITIES
<p>Lost city</p> <p>Guatapé</p> <p>Salento</p> <p>Lost city</p> <p>Coffee farm</p>	<p>Bogotá</p> <p>Medellin</p> <p>Cartagena</p>

PARKS	MONUMENTS	MUSEUMS
<p>Tayrona national park</p> <p>Cocora valley</p> <p>Piedras del Tunjo park</p>	<p>Guatapé</p> <p>Giant Stone</p> <p>La Chorrera</p> <p>San Agustín</p> <p>The Boyacá Bridge</p>	<p>Monserrate</p> <p>Golden Museum</p> <p>Botero museum</p>

NAME: ERICA SANCHEZ DURANTE DATE: Wednesday, September 29<sup>th</sup>



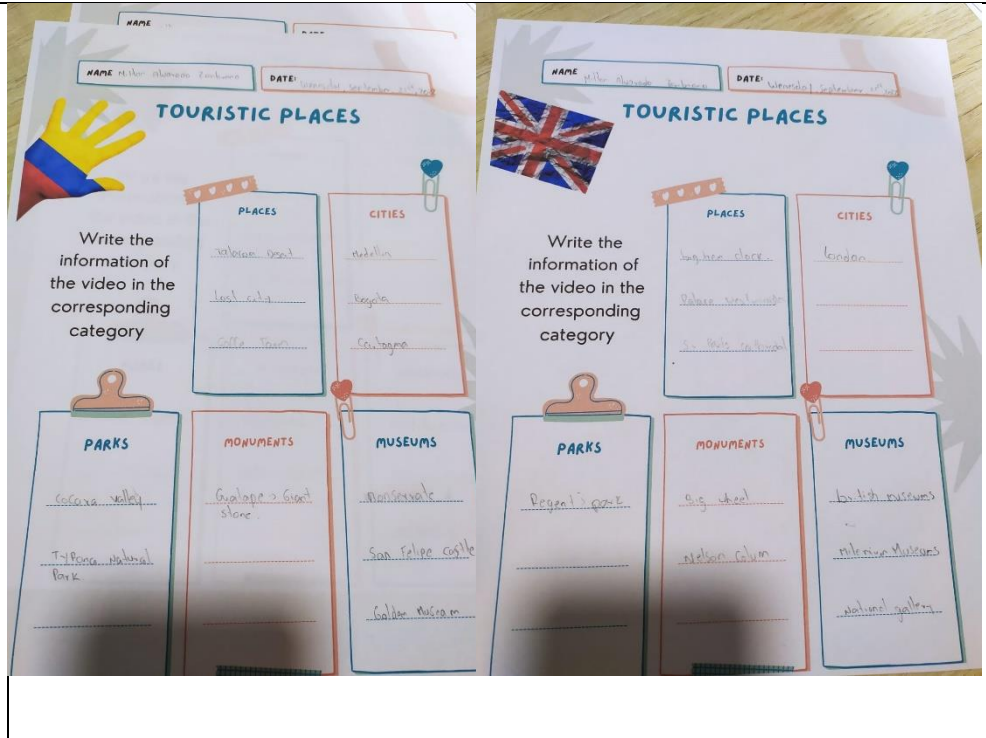
### TOURISTIC PLACES

Write the information of the video in the corresponding category

PLACES	CITIES
<p>Lower bridge</p> <p>Square - place</p> <p>Paul cathedral</p>	

PARKS	MONUMENTS	MUSEUMS
<p>Regent's park</p>	<p>Lower bridge</p> <p>Big Ben</p> <p>Clock tower</p> <p>Millennium wheel</p>	<p>National Gallery</p> <p>British</p> <p>Modern museum</p>

5



**Students’ audio recording transcription**

5 <sup>th</sup> Lesson “Discovering my country “Touristic places””		
Stage	Time	Script
<b>Main Collaborative activity</b>	<b>0:00 to 03:35</b>	<p>1<sup>st</sup> person of the first group: So, the category is places. Can see states. Can you: pray. Why is this touristic?</p> <p>2<sup>nd</sup> person of the first group: Cathedral is common find in a center of city</p> <p>3<sup>rd</sup> person of the first group: And religious importance</p> <p>Teacher: Ok, what is the place in London? The name of the Cathedral?</p> <p>3<sup>rd</sup> person of the first group: St. Paul’s cathedral</p> <p>Teacher: Ok, and in Colombia?</p> <p>3<sup>rd</sup> person of the first group: Monserrate</p> <p>Teacher: Ok, and the curiosity?</p> <p>1<sup>st</sup> person of the first group: Curiosity is, eh. We don’t find different stat..(...) in three years 1743 and 1827. And other is five people say that the fallen Jesus performs miracles in Monserrate and the other is people’s superstitions, yes? Say that if they go with a couple, the relationship break up.</p> <p>3<sup>rd</sup> person: the curiosities of St. Paul’s cathedral that was lay on 1675 Sara Milani. There, practice the catholic religion and the structure has 111 meters high and has a gothic style.</p> <p>Teacher: OK, perfect. No more? Ok, so go ahead. What are the places?</p>

		<p>1<sup>st</sup> person of the 2<sup>nd</sup> group: The places are Regent's Park and the Cocora Valley. The categories is, is a park. The best things in London are the parks. These parks have the largest grass area. And the Cocora valley have the highest wax palms trees.</p> <p>2<sup>nd</sup> person of the 2<sup>nd</sup> group: Curiosities in London, only the police can cycle and Cocora valley it is in danger of extinction.</p>
<b>Reflection time</b>	<b>03:36 to 07:37</b>	<p>Teacher: Ok, perfect, very good. No more? Ok, so now let's go with the reflection time. So, the first question is: Although, that the touristic places belong to the same category. So, in this case, we have a park. In this case, we have a cathedral. So is there anything in common or what is different? So what about the cathedral? What are the things that we have in common with the cathedral?</p> <p>1<sup>st</sup> person of the first group: Because the people pray in these places.</p> <p>2<sup>nd</sup> person of the first group: Statues. And miracles. Cómo se dice los caminos?</p> <p>Teacher: the paths, you say paths. And what about the parks? What do we have in common with the parks?</p> <p>1<sup>st</sup> person: People can relax, walk</p> <p>2<sup>nd</sup> person: Quite breath</p> <p>Teacher: And ,In regents park, why is touristic? Why is a touristic place?</p> <p>1<sup>st</sup> person: Because Regents park have the largest area, and cocora valley have the highest wax palm trees.</p> <p>Teacher: Ok, and now that we studied the touristic places in Colombia and in London. So, why are they considered touristic? What do you think? Why those places appeared in the video?</p> <p>1<sup>st</sup> person of the first group: Because the place have the history and the different past, in his past.</p> <p>Teacher: Ok, good point. What else?</p> <p>Silence.</p> <p>Teacher: You can talk. Don't worry. I can cut out, I can edit. Don't worry. (laughing)</p> <p>Teacher: So, 1<sup>st</sup> person of the first group, said that the places have history, past. What else? Why do you think those places appeared in the video? For example, the attractions:</p> <p>2n person of the 2<sup>nd</sup> video: The architecture</p> <p>Teacher: Remember also, in the book. We studied the superlatives. Do you remember that? The tallest, the busiest. So, why is important to use those superlatives in these touristic places? (..) But why is the reason why to use them?</p>

		<p>2<sup>nd</sup> person of the first group: Description in the city (...)  Teacher: Exactly, that means, that we have one place that is different from the others. For example, with the Regents park is just one in London, which is the largest grass area. In the cocora valley why is important in Colombia?</p> <p>All: the highest wax palm trees.</p>
<p><b>Information about the class itself</b></p>	<p><b>07: 38-09:46</b></p>	<p>Teacher: Aja, so we have the highest palm trees. Ok, so what do you think about this class?</p> <p>1<sup>st</sup> person of the first group: it is interesting. I learnt of different places</p> <p>Teacher: What do you think about the activity of comparing two things</p> <p>2<sup>nd</sup> person of the second group: It is important, can talk always with my co-workers, no classmates</p> <p>Teacher: Ok, from the two videos, what was the most peculiar place or interesting place</p> <p>All: Colombia.</p> <p>Teacher: What was the most peculiar or the most interesting in Colombia?</p> <p>All: Tayrona park, the lost city.</p> <p>Teacher: Why the lost city?</p> <p>All: Because it is lost.</p> <p>3<sup>rd</sup> person of the first group: Because is something you can't do it, all the days. It is a pretty experience. One time experience.</p> <p>2<sup>n</sup> person of the 2<sup>nd</sup> group: It is an experience, wonderful. And it is so far away.</p>

### Annex 3

#### Assessment Rubric

		ASSESSMENT RUBRIC <sup>1</sup>					
Components	Indicators	1	2	3	4	5	Teacher's comments
Speaking skills components	Fluency	No maintain a fluent conversation.	The conversation is not comprehensible as the grammar and lexical mistakes are evident.	The conversation is kind of fluent, but the comprehension starts to have problems due to the grammar and lexical mistakes.	Can keep the conversation going despite the grammatical and lexical errors. However, the students make some pauses.	Can have an understandable conversation not worrying about making mistakes since he/she recognizes and corrects them. Also, pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production	
	Accuracy	The student makes a lot of mistakes regarding grammar, lexical and situational knowledge.	Use some repertoire of grammar, lexical and situational knowledge. However,	Use a standard repertoire. However, the student makes evident mistakes.	Use enough repertoire including grammar, lexical and situational sentences making just	Use a reasonable and accurate repertoire of grammar, lexical and situational expressions recognizing their mistakes and	

<sup>1</sup> This rubric is created considering the theoretical framework of this current study.

		He/she does not manage the language's structures.	they are not as the expected ones from the level.		a few mistakes.	motivately correct them.	
	Vocabulary	No range of vocabulary to express him/herself. She/he does a lot of hesitations.	It is difficult to be understood as it is not clear the ideas, because of the unknown words that she/he does not have.	Have a standard range of vocabulary, do some hesitations. But she/he can express it with ease.	Have enough vocabulary and language structures to express him/herself, however, she/he does some hesitations for the unknown words or expressions regarding the situation	Have an accurate range of vocabulary and expressions since the student can switch into formal or informal expressions as well as using synonyms for avoiding repetition.	
Intercultural communication components factors	Willingness to communicate and knowing how to interpret and relate	The student does not participate in the activities or conversation.	The student participates because it is an obligation.	The student seems to participate but in an intermittent way.	The student participates in a conversation using FL leading by a specific activity	The student enters voluntarily into the interaction in any particular moment using the FL.	
	Openness to experience and knowing how to be and how to discover and interact	The student does not show interest, curiosity nor imagination about the activities proposed.	The student briefly participates in the activities but it seems to be an obligation for him/her.	The student states in a neutral disposition in the activities.	The student has a good disposition to get interested in the activity and the topics. He/she	The student shows a high disposition in the activities since he/she is curious, perceptive, imaginative, and critical about the information that is receiving.	



					participates creatively.		
	Confidence and motivation and having a critical awareness	The student does not feel comfortable and does not participate in the activities, so she/ he does not have motivation.	The student feels pressured to participate in the activities.	The student has a neutral position as he/she answers just what is necessary.	The student has a good attitude towards the activities. However, he/she only participates when it is required.	The student feels comfortable and participates actively without asking directly. Also, he/she shows critical attitudes towards the information.	
Collaborative work descriptors	Positive interdependence and participation	The student doesn't participate nor collaborates with the collaborative activity.	The student relies on their classmates and does not say her/his opinion.	The student says his/her opinion obligately and lets the other classmates decide.	The student collaborates and participates, but does not agree on the others opinion.	The student participates and has a respectful attitude towards the other's opinion and collaborate positively.	
	Trust-building, decision-making and conflict management skills.	The student does not show confidence nor agreement on the solution of the activity.	The student participates briefly, but does not show interest in the activity	The student expresses his/her opinion, but doesn't follow a dialogue with his/her classmates.	The student participates by saying his/her opinion, and also, tries to find a solution. However, she/he imposes what she/he thinks.	The student involves in the dialogue trying to find the best agreement and solution to the activity in a respectful and positive attitude.	