

HOSTELS: NEW SPACES OF CULTURAL INTERACTION

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MODERN LANGUAGE PROGRAM

BOGOTÁ, D.C.

2014

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Draft grade to qualify for the Professional degree in Modern Languages

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MODERN LANGUAGE PROGRAM

BOGOTÁ, D.C.

2014

Acceptance Note

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Bogotá, D.C April 22th, 2014

TABLE OF CONTENTS

Glossary	8
Abstract	10
1. Introduction	12
Statement of the Problem	12
Research Questions and Objectives	14
Rationale	16
2. Literature Review	19
Communicative Competence	20
Hostels as Interaction Space	23
Confidence	30
Legal framework	35
3. Research design	37
Research Context and Participants	40
Data collection instruments and Procedures	40
Human and Physical Resources	42
Schedule Chart	44
4. Instructional Design	45
5. Data Analysis	46
6. Conclusions and Implications	56
7. Limitations and Further Research Questions	59
References	62
Annexes	66

LIST OF ANNEXES

	Page
Annex 1. Tour to Monserrate	66
Annex 2. Cine Forum	73
Annex 3. Cooking Classes	76
Annex 4. Visiting Church Divine Child Jesus 20 de Julio	80
Annex 5. Conversational Club	86

LIST OF GRAPHICS

GRAPHIC_1.	Do you think, you learned new words / phrases?	88
GRAPHIC_2.	Was the time spent it on the activity, appropriate?	88
GRAPHIC_3.	Do the facilities of Swiss Martinik Hostel meet their expectations for development activities?	89
GRAPHIC_4.	Do you think that the information used during the activity was clear, concise and precise?	89
GRAPHIC_5.	Which do you think, are your strengths in the fallow list?	90
GRAPHIC_6.	Which do you think are your weaknesses in the fallow list?	90
GRAPHIC_7.	Do you think that the development of the activities in pairs allow for gaining more confidence?	91
GRAPHIC_8.	Do you think, that is the appropriate number of participants (local and foreign) for the development of the activity?	91
GRAPHIC_9.	Self-assess your performance with a score between 1-5 after activity	92

“We dedicate our dissertation work to our families and friends. We have a special feeling of gratitude to our dear friend and husband, Reto Erni. We also dedicate this dissertation to our classmates and teachers, who have supported us throughout the process”.

GLOSARY

Ajiaco: In the Colombian capital of Bogotá, ajiaco is a popular dish typically made with chicken, three varieties of potatoes, and the Galinsoga parviflora herb commonly referred to in Colombia as guascas

Autonomy: capacity of a rational individual to make an informed, un-coerced decision

Cheats: is getting of reward for ability by dishonest means or finding an easy way out of an unpleasant situation

Competence: the ability to speak and understand language.

Confidence: a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective

Data: is a set of values of qualitative or quantitative variables; restated, data are individual pieces of information.

Dissertation: is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.

Environment: social environment, the culture that an individual lives in, and the people and institutions with whom they interact

Fluency: is used informally to denote broadly a high level of language proficiency.

Foreign language: a language not spoken in the native country of the person referred to.

Hostel: is a budget-oriented, overnight lodging place where travelers rent accommodation by the bed as opposed to the whole room.

Interaction: is a kind of action that occurs as two or more objects or persons have an effect upon one another.

Internships: is a method of on-the-job training for white-collar and professional careers.

Language: is the human capacity for acquiring and using complex systems of communication.

Learning: is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

Research: is a process of steps used to collect and analyze information to increase our understanding of a topic or issue

Schedule: is a basic time management tool consisting of a list of times at which possible tasks, events, or actions are intended to take place, or a sequence of events in the chronological order in which such things are intended to take place.

Skills: is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both.

Speaker: a grammatical person, first person as opposed to the addressee and bystanders

Strengths: virtue and moral uprightness. Courage or fortitude in the face of moral or social pressure

Study: creative work undertaken on a systematic basis in order to increase the stock of knowledge

Survey: a method for collecting quantitative information about items in a population

ABSTRACT

The focus of this study is to describing the impact on the languages confidence in Modern Languages´ students in sixth semester of the Escuela Colombiana de Carreras Industriales (hereinafter ECCI), with activities developed in a new space as a Hostel, with native speaker. This study utilized concepts from academic, sociological and psychological point of view through the development of the three main concepts on which the study is based: communicative competence, hostels as a new space of interaction and confidence.

El enfoque de esta investigación es describir el impacto sobre la confianza en los estudiantes de Lenguas Modernas en sexto semestre de la Escuela Colombiana de Carreras Industriales (en adelante ECCI), con actividades desarrolladas en un nuevo espacio como un Hostal con hablantes nativos. Este estudio utilizó conceptos desde el punto de vista académico, sociológico y psicológico a través del desarrollo de los tres principales conceptos sobre los cuales se basa el estudio: competencia comunicativa, hostales como un nuevo espacio de interacción y confianza.

Chapter 1

Introduction

As modern languages' students, the real contexts, where is necessary the use of a second language, are very important. Many students develop their daily activities in places, where only use the maternal language in this case the Spanish and, when they have the opportunity to face real situations in a second language, they consider them as a great opportunity to evaluate their progress and performance in the use of it in real life.

The idea of engaging students in real contexts different of the class rooms, laboratories and language institute emerged when we realized, through observations do not documented, that there were reduced opportunities for students of evaluate their confidence in a second languages, if they have limited opportunities to practice it.

For this reason, this group of study wants to explore beyond of the typical spaces where the students speak the second languages in order to describe the impact on the confidence of the modern languages' students, through the implementation of different activities in another space as a "Hostel", in this opportunity, the Swiss Martinik Hostel located in Bogota.

State of the Problem

The English language learning implies the development of main skills which are: listening, reading, writing and speaking, currently for modern languages' students of the Escuela Colombiana de Carreras Industriales (hereinafter ECCI) the foreign languages interaction spaces destined for practices with them, are limited to the classroom and the virtual room. According an initial observation in the classrooms of the students during current schedule and informal

interviews with students, in academic, occupational and psychological aspects were detected three perspectives that hindered the progress of oral student development, from an academic perspective, the high attendance of students in the classroom.

Nonetheless this situation is undermining the teacher's job, because the teacher is in charge of overseeing the performance of the students and their individual skills. On the other hand, regarding the virtual class project, few students have at hand the necessary tools to make use of these educational resources. It was also observed the nonexistence of desire of student self-learning because, as expressed by some students interviewed, they did not perform extracurricular activities that enhanced their growth in foreign languages learning.

The identified labor perspective refers to modern languages' students from the night shift, population who we conducted the research on. Generally, they worked in companies that do not require a minimum knowledge of a second language practice for example, after a survey of twenty-five students of sixth semester 6AN group, only 8% of them are required to use a second language in their daily work.

From a psychologist perspective, we could observe that students had a fear to communicate with a foreign person in a second language. There is a barrier which currently prevents a real dialogue, which requires the student full use and deployment of their language skills, due to their lack of confidence. As noted by Rubin and Thompson (2000) the fear of making a mistake or being misunderstood can hamper in the student to adopt an approach of openness, active and creative language learning.

In brief, the number of students per teacher, some of them have few resources to make use of virtual classes, the lack of students' autonomy to advance learning, the low demand in second language used in the workplace and fear to test their knowledge of the target language in front of a native speaker are identified as our problem areas. These difficulties affect in a highly way the confidence of modern languages' students, implementing those language skills learned into practice. We believe that through the creation of spaces for interaction with native speakers outside the institution, we can help mitigate this situation.

Research question and Objectives

To learn a second language, no matter which language we are referring to, daily practice is essential to increase in fluency in order to use properly a language. This has been evidenced in – ECCI, when we asked to some modern languages' students of sixth semester, (León & Palacios, 2012) , who expressed “they do not have a different space of classrooms, virtual classrooms and language center space to practice a second language”, for this reason has been integrated the Swiss Martinik Hostel and all modern languages' students in this study in order to achieve this academic effort in a funny and dynamic way inside a friendly and multicultural environment. This led to the formulation of the following question and based on this question we are going to try to find an answer during the development of this study.

What is the impact on language confidence, of the modern languages' students in sixth semester of the Escuela Colombiana de Carreras Industriales, when they use a foreign languages, through activities developed in a new space as the Swiss Martinik Hostel with foreign speakers?

In the Figure 1 displays the main question and the general and specific objective of this study.

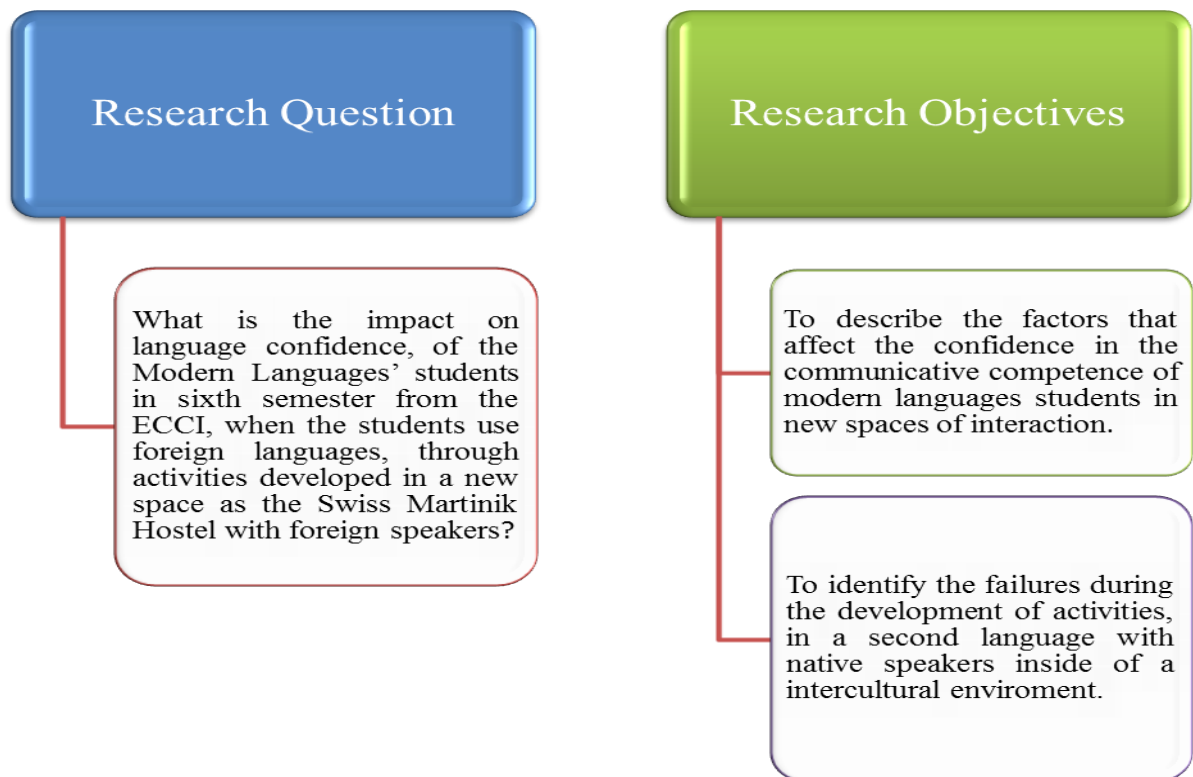


Figure 1 Research Questions & Objectives

As observed, there is a one-to-one relationship between the issues addressed in the guiding questions and the goals set for the research process. According to this formulated model, were trying to pinpoint which elements were required for a significant learning language experience in new spaces.

Rationale

The importance of this study was to encourage the practice of a second language between the modern languages' students and native speakers, in order to affect or influence their confidence when using a second language during the development of different activities, which were designed previously and at the same time, activities were guided by student and they were evaluated through, researching tools as surveys and interviews, with the respective feedback.

Modern languages' students could be affected when they developed the activities planned, strengthening their confidence to overcome stage fright, especially when they communicated in another language; creating situations of real interaction to permit the free emotional development of the students. Usually during the early years of their the academy training, we could find a profile of immaturity in their language development but over time, when the career is stronger and demanding, students focus in their motivational level toward a good performance educational.

Modern languages' students argued that the spaces that University offered a benefit at the moment to study a foreign languages, but at the same time the interaction moments with native speakers were a positive aspect at the same time, because this helped to develop their confidence in the use of a second languages and perhaps getting other benefits such as new social relationships and labors.

At the moment those activities were conducted, the modern language student was more confident about himself and the same time, he got best verbal fluency, main objectives in this

study; with the use of one or more languages, the student could reinforce their interpersonal relations in long term, the confidence of student reflects this aspect, because he/she was able to handle any situation adequately.

The interpersonal relationships are very important, because the modern languages' students not only gets social reinforcements but at the same time academic reinforcements; according to Prieto, Illán y Arniz (1995), who focused on the educational context, showed that the social skill included behaviors related with some aspects as: the interpersonal behaviors (conversational skills, acceptance of the authority, cooperative behaviors, etc.), the behaviors related with the individual himself (feeling expressions, positive attitude toward self, ethical conduct etc.), behaviors related with the task (work independent, follow instructions, complete task etc.), in order to be accepted among their classmates.

These skills above mentioned, were very important because they allow permitting make new friends and continuing with friendships in long-term, students showed the others their necessities of share own experiences, emphasize with the experiences of others and defend their interests. On another hand, if students felt incompetent socially when using a second language, could create a case of isolation and psychological distress and it will be difficult to handle in the future.

In conclusion, this approach was valid because the two options: previous language skills and confidence, were required as Rubin and Thompson (2000) mentioned it; the language inside classroom has been simplified, organized and presented through grammatical structures and specific vocabulary lists what offering to the students the opportunity to learn throughout

controlled sequence, which it will be accompanied of teacher's feedback and the same time will provide some psychological security and the motivation necessary for communicating, it will be notorious advances in real life situations; for getting this goal, a new space were conditioned, where the modern languages' students of sixth semester, with the interaction and help of the foreign native speakers, affected their level of confidence when they used a second language and while strengthened their interpersonal relations in a real contexts.

Chapter 2

Literature Review

The framework of the research covers concepts from academic, sociological and psychological point of view, through the development of the three main concepts on which the study is based: on communicative competence, hostels as a new space of interaction and confidence.

As part of framework of our study, the communication is vital because, it is through of the communication that we can share meanings, cultures, ideas, feelings, thoughts and definitions by means of exchanging information, and it is here, where we wanted to talk about the first concept related with this study the “communicative competence”. This concept could only be understood in the context of social relations and this is where we wanted to focus our efforts with the aim of affecting the confidence of modern languages’ students, because they were inducing to interpret their thoughts into words only, that we could accomplish it, through exercises communicative and interactive in a comfortable and familiar place, where languages were an indispensable tool for developing a communicative competence hundred percent applicable, here we approached the second concept in this study “hostels” like a new spaces of interaction.

Finally we explained more about the third vital concept in our study the “confidence” when the communicative relationships are personal , regardless of the technology, communication can achieve the combination of different psychological, academic and linguistic aspects, in our case, we could detect this, when the activities were represented and evaluated by foreign natives and it

is the moment where the student was motivated and continued by talking in second language without fear of equivocation; these relations in group or mass were a factor indispensable for the student, who wished to face the fear and shyness in order to gain more confidence and advance in their professional project in the handle of a second language.

Communicative competence

We can begin with the PhD in Hispanic philology, Baralo M (1999), who defined communicative competence as the ability to use the language in terms of communication, which is, by the way, the purpose of any program of teaching a second language. All speakers in any language, native or foreign, have a certain linguistic and grammatical knowledge of his maternal language. This research, on the acquisition of second languages studied the factor that involve this previous knowledge and describe the several forms that it can take. This term is used to denote the set of unconscious processes that the learner has developed and the ability to use these structures and forms in a second language for communication.

Noam Chomsky (1957) discusses this issue: communication competences, in his book *Syntactic Structures*, which are the innate system and internalized rules to thereby constituting the linguistic knowledge of speakers. This competence is universal in the terms of that obey to a set of rules common to all languages. Thanks to this competence, the speaker can produce and issue an infinite number of sentences hitherto unpublished, in another words, it is not necessary that communicative competence is linked to the capacity (the use), likewise there is something innate that allows men create infinite sentences: a grammar, a syntax, or a computational system.

Sociolinguist Dell Hymes, as one of the first in the field, helped to establish the connection between speech and human relations, and human understanding over the world. Hymes is particularly interested in the form of how different linguistic patterns give form to different patterns of thought. He used and introduced the “communicative competence” expression by referring to a competition for the use of the language or like one of them defined it in other terms, the communicative ability of a person. Hymen’s proposal is adopted almost immediately by specialists in methodology in teaching of a second language, which applies during to development of programs and exams specially.

However, during the learning of a second language as a second language, communicative competence refers to knowledge of the structures of studied language and the ability to use them in context; this definition is, for us, the best explanation of communicative competence given by Hymes. "Communicative competence is the general term for the communicative ability of a person. It is the ability to cover not only the knowledge over any language and at the same time the ability to use it. The acquisition of such competence is mediated by a social experience, the needs, motivations and the action, which is at the same time source renovating of motivations, needs and experiences” (Hymes, 1974).

In a research conducted by Ruth Vilà at the University of Murcia (Spain, 2006) disclosed another way of looking at communicative competence but it was focused on the importance of this competence in high school. This research is part of a series of studies that aimed to lead to a nurturing space where you can appreciate cultural differences through dialogues and activities that will show the size of a world unknown to many and known to a few, here we address

different views on the contemporary world and its various forms of communication in particular languages it was necessary to have certain intercultural communicative competence, which referred to the general ability to negotiate cultural meanings and implement effective communication behaviors (Rodrigo, 1999). As well as the set of cognitive and affective skills used to express appropriate and effective behaviors in a social and cultural specific context, while facilitating a degree of effective communication sufficiently (Vilà, 2003).

This research at University of Murcia was related to our research, because both wanted to emphasize in the emotional impact and in the safety that the students obtain, when they interacted in a second language. Although the research of Spain was applied to high school students and our study was aimed to college students, both were focused on the need to develop certain skills for thus obtain a satisfactory relationship with people, who did not necessarily share our beliefs, outlook on life, values, customs, habits, styles life and especially our maternal language.

In conclusion for our group, communicative competence is the ability to use the linguistic, grammars and cognitive, skills that people have, while they are learning a second language and likewise implement them in situations that can alter their confidence, especially at the moment when they are interacting with foreigners in areas totally different from their environment, as well as their correct handling of their insecurities and their ability to overcome them.

As it can be noted from the communicative competence is like a communication skill to choose a communication behavior that is both appropriate and effective in a given situation or environment, and it is precisely for that reason, that the dissertation very definitely wanted to

mention the Hostels which served as spaces appropriate to the context in which the interaction of this topics occurs.

Hostels as interaction space

In the development of our project, we considered relevant the definition of spaces of interaction; let us start with some reflections. We separated the concepts of "space", "interaction" and "Hostel" to later establish their relationship and how they could complement each other.

The concept of space as a word has a variety of meanings at once defined as a factor of social evolution, not only as a condition. We consider space as an instance of the company, the same level as the economic instance and cultural-ideological instance. This means that the essence of social space is not just geographical, natural and artificial elements that compose it, is all the above plus the society, since the latter is that which gives life to the objects in each socialization processes without these either be carried out these processes. That is why, thanks to social movement, every place is always changing meaning: at each instant fractions of society that incorporates are not the same Santos (1978).

On the other hand, Santos himself (1986) defines interaction as the functional interdependence between the following: men, companies, institutions, called the ecological environment; infrastructures as well as the exchange of ideas through the study of the interactions recover the social totality that is, the space as a whole, and likewise the society as a whole. Each result is the development of a group activity, indicating the same time, each result also could be viewed individually, but a result from the social process. I mean the space cannot

be formed only by things, geographical, natural or artificial objects, which together offered by nature.

The space is all these aspects that Santos defined before, plus the society, that through all representative social processes are performed at a time through forms. In reality, without the forms, the society, through the functions and processes, would not take place. Hence the space containing the other instances and is also contained in them, insofar that specific processes include that space, not important if it is the economic process, the institutional process or the ideological process, we could say that this concept is materialized.

There are several works that addressed the organization of public spaces, especially those representatives of symbolic interaction of the Chicago School theories or Manuel Delgado (2003) who in his article "Transits", published in the journal "Cheats Communication" is a review of the main theories of interaction in public spaces through their eyes and where he finally explains his theory by citing it as follows: "Public spaces are places where they walk pass countless actors. In this passage, each differentially appropriates a territory, but not without being influenced by the rules of the place and the "transit" of others."

To add, Blumer (1938), a sociologist of the Chicago School, provides the main premises of the interaction with respect to these are:

1. People act on the objects of their world and interact with others from the meanings that objects and people have for them. The symbol can also transcend the field of sensory stimulus and the immediate, expand the perception of the environment, increase the capacity of problem solving and facilitate imagination and fantasy.

2. The meanings are the product of social interaction, mainly communication, it becomes essential that both the constitution and the individual (and because of) the social production of meaning. The sign is the material object that triggers the meaning, and meaning, the social indicator involved in the construction of behavior.

3. People select, organize, reproduce and transform the meanings in the interpretative processes according to their expectations and purposes.

To complement the concept of space, we wanted to enumerate the fundamental qualities of space for communal life. In his writings on culture, Georg Simmel (1997) describes five fundamental qualities of space for communal life. The five fundamental qualities as explained by Simmel are: exclusivity, boundaries, capacity to be fixed, proximity, and fluidity. With the final goal being a design which promotes positive and informative cultural interactions, an understanding of these five basic qualities carries an important portion of the analytical framework. Simmel's sociology of space is a complex and formal attempt at identifying how and in what way space is important in understanding social relation. In combination with the previously mentioned understanding of objective, subjective and subcultural attributes affecting the design of a hostel, these qualities will be applied at both the micro and macro scale of design.

Understanding these qualities of space relies on having the appropriate perspective or lens through which spaces are perceived. In reference to this, space can play a role in how we perceive cultural interactions, for example, (Simmel, 2000), "Kant defines space at one point as the possibility of being together." However an interaction at this point may be either positive or negative. Simmel argues that "sociation has brought about quite different possibilities of being

together in the intellectual sense among the different types of interactions of individuals; but many of these are realized in such a way that the spatial form in which this happens, as it does for all of them, justifies special emphasis. Thus, in the interest of ascertaining the forms of sociation, (Simmel, 2000), we enquire into the significance that the spatial conditions of a sociation possess sociologically for their other determinants and developments.”

The hostels have the ability to function fundamentally relies on communal life and therefore its ability to promote positive interactions between guests. Lechner suggest that Simmel’s chapter on space can be interpreted in three ways. First, the abstracted possibility of individual being together is reinterpreted in “The sociology of space” so that, for Lechner, Simmel “emphasizes... that interaction between individuals is usually experienced as the filling of space: the being together of individuals means that they share space” (Lechner, 1991:196). Second, by investigating the spatial form of various social relations the project of Simmel’s formal sociology is expanded. Third, the chapter on spaces must be viewed as part of Simmel’s analysis of modernity in which the investigation of social forms in spaces illuminates how modern social structures are spatialised and how space itself comes to be modernized through reciprocal interaction with social formations.

In conclusion, the interaction concept we adopt in our study, the student is as an active element in the space of social interaction to establish socialization processes with native people from other cultures and living situations requiring the use of a second language.

The Word: Hostel comes from Latin “*hospitālis*”, is an English word that is not part of the dictionary of the Royal Academy of the Spanish Language (RAE). This is a guest house that is

often characterized by the low price of the rooms, beds or bunk beds and to promote social and cultural exchange between guests. In Castilian, are often used as synonyms hostel or inn.

An important aspect to highlight is that in movies, this concept has been tried to describe in two ways, first as fun places for young people is the case of the American film "The Journey of Jared Price and a Map for Saturday" or, alternatively, as dangerous places they face potential horrors unsuspecting foreigners in Eastern Europe such as *Hostel* and *Hostel: Part II*, or on the other hand there are some misconceptions in a hostel which is a kind of flophouse, homeless shelter, or a house halfway. However this does not reflect the high quality and level of professionalism in many modern hostels. Tourism Act 1999 Andalucía, Spain. RAE (s.f).

Historically, in 1912 in Altena Castle in Germany, Richard Schirrmann created the first "guest house". Schirrmann was a German teacher who organized trips and visits with his students and during a trip, an unexpected storm forced them to seek refuge in a school. It was then that Schirrmann had the idea of organizing groups of students during the time that schools were closed for vacation. These hostels were the first exponents of the ideology of the German Youth Movement, which was to let the young urban fresh air in the countryside. Young people had to manage, where possible, on their own hostels, doing chores to keep the costs down and build a style or character, and organize physical activities. The initiative was a success and already in the 30's, there were more than 2,000 hostels in Germany.

The idea spread quickly to the rest of Europe, and after an international conference in 1932, the movement began to penetrate the United States and many other countries. So the International Federation of Youth or Hostelling International Youth Hostels (HI acronym) was

born, an organization of more than 90 associations of hostels worldwide, with more than 4,500 hotels in over 80 countries, with the sole purpose of creating all structures to provide beds for youth at affordable prices (Rodríguez Maria Victoria, 2008).

As well as Guana, Laura mentioned (sf), as Colombia is the new concept of hostel especially among young people for various reasons such as services, attention, room for everyone, unique prices, new contacts or privileged location want to involve mostly foreign tourists, with informal environments and social realities of each place they visit.

There are not written records of the exact classification of this type of business but the world can identify some for style, taste, infrastructure characteristics, and activities etc. They can be as Wikipedia.org (nd) classified as follows:

- Party Hostel: constantly promote social gatherings, accompanied by party, alcohol and music every day.
- Hostel family: foster a calmer atmosphere, where parents can be assured of the protection of their children and also interact with other families. Sometimes there are rules in every home and arrival and departure times, schedule visits and even schedules for handling noise inside the house.
- Bed and Breakfast: characterized by offering only dormitories and breakfast. It is adapted for travelers who just want to sleep and the next day to continue their journey.
- Mobil Hostels: are not very common, but those without a fixed location may be camping tents, temporary buildings, buses etc. These arise especially where there is little festivities budget

accommodation, for example Hostival, perhaps the only one known to emerge in festivals like Oktoberfest, Carnival, San Fermin, and the 2014 World Cup.

- Hostels according to the tastes of guests: among these we find types "Poets Hostel" located in Portugal, or "Boutique Hostel" environments characterized by having, intimate, luxurious and extravagant.

Hostels usually offer various services according to their classification while accompanied by a style, the services are: room in dormitories, in other words many single beds in the same room and at a lower price or sometimes bedrooms usually only for women or men or mixed. They have also, private rooms, they can be single or double, according to the needs of the tourist or Family Rooms.

Also, the hostels supply other services such as Breakfast included: Laundry. Use of common areas, which are shared with other guests as the TV room, computer room, reading room, smoking area and / or bathrooms, all with the purpose of sitting in a familiar environment. Some additional services are: service boxes. Tourist information services, operators tours with sports, cultural and social activities among others Wikipedia.org (sf).

Finally, for our study group, the concept of hostel apart from being a novel concept of accommodation is a non-traditional space, which gives us the opportunity to apply the knowledge acquired to the maximum of a second language and who better to people in other cultures who want to know a little more than Colombia.

In conclusion we can say that the hostel family type, the characteristics as to provide a quieter environment, there are certain rules of coexistence and permanence are suitable as

implementation of new spaces of interaction where modern languages' students will implement competition communicative language learning in a more relaxed atmosphere outside academia.

According to our study, we decided that the space "Swiss Martinik Hostel" is classified in the category of Hostel family as it meets certain characteristics such as schedule management, whose style rating plan or itinerary include cultural activities, sports, among others; previous activities involving developed in quiet environments and people interested not only in social gatherings like parties but also wanting to know a little more depth the culture and lifestyle of the place they visit.

The Swiss Martinik Hostel classified in this category, since it meets a number of other requirements such as different types of accommodations, large common areas, ease of provision of multimedia equipment for the development of some activities, flexibility in schedules and schedule dates, which allow the modern languages' students programmed according to their academic schedule and in some cases, for those who work business hours.

This space seeks to address learners to real situations of communicative language use with hosted native people, seeking to strengthen the confidence of students in actual use of the second language during learning process. This is the reason we are going to describe the last and important concept in this study, the confidence from the approaches of psychology, sociology and academy.

Confidence

The concept of confidence is considered by many researches and scholars to be a factor involved in learning a second language, this term is used frequently in researches and studies,

though a close inspection will reveal that it has slightly opposite meanings to many different individuals, but everyone refers to it, according to own context and place it into operation in different ways. In order to provide an overview of confidence and illustrate the variety of approaches that define it, we offered examples from psychology, sociology and academy.

Without confidence, work, life and university environment as we know it would be impossible. Hausman, (1998) refers to confidence in terms of "social good". Confidence seems to provide one of the central concerns of social theory: More implicitly or explicitly, for many authors, the absence of trust as synthetic force. And many of the things we do in our daily life at different levels (other individuals, groups, institutions, etc.) Seem to require or be preceded by confidence.

Luhmann understands that confidence is a key that society does not lead to chaos or fear functional prerequisite, paralyzing decision-making capacity at all levels. Parsons has highlighted how the stability and integration of social institutions depend mainly on basic public confidence in the reliability, effectiveness and legitimacy that have cultural symbols (money, law, etc.).

Based on our experience like learners the confidence varies between people, who lives a same situation, a people have different levels of confidence in different situations, so that a person who is highly confident in a nice familiar atmosphere, for example, he/she can lose confidence in unfamiliar and challenging environment, such is the case of modern languages´ students, who are in an unfamiliar environment when interacting with native speakers.

Confidence as a faculty was evidenced by several researchers, for instance, Fukuyama (1995), who expresses that confidence is a valuable asset, it is an approach of value profitable, which is strongly linked to the success and at the same time it can see reflected in social, occupational, academic and economic spheres; while for McAllister (1995), confidence is the measure in which a person acts with confidence and who is based on his words and actions.

Psychology has shown interest in the problem of confidence (Petermann, 1999), beginning with the difficulty of defining it, see here some definitions:

- Rotter: "Confidence is based on the hope of a person or group to have an oral or written, positive or negative pledge given by another person or group."
- Jackson: "Confidence is the belief that the other one will at some point what has been done for him."
- Deutsch: "Confident action shows behaviors:
 - a. Increase vulnerability itself,
 - b. It takes place against a not subject to personal control person,
 - c. Are chosen in a situation where possibly damage suffered is greater than the benefit that can be drawn from the conduct."
- Schlenker: "Confidence refers to future actions of others that elude the control itself and thus involve uncertainty and risk."
- Johnson: "The confidence shown in the willingness to discuss issues that may potentially lead to disapproval and rejection and therefore present a risk."

Although definitions deal with different aspects, they appear to overlap on a common ground. Almost all include risk, or lack of controllability, consistency between word and deed. The last emphasizes on the desire to "open" or "open up", is the most remote from this area, but can be taken under the above if we understand that "talk about issues that may cause disapproval" is one of the possible conduct interpersonal "risk". Now here we can see some valuable conclusions:

- Confidence, from the psychological perspective, always has relation to the "risk";
 - This in turn, is related to two interdependent concepts: predictability and controllability.
- Given that the controllability requires predictability, but not vice versa; catching something I have to be able to predict, but I predict it does not ensure that it can control.

Confidence is of vital importance in the personnel, labor and academic framework and as a central part of interpersonal relationships, which are characteristics measurable to achieve strategic objectives (Tschannen -Moran & Hoy, 1998, p 334:352), and which leads to have additional benefits like: more positive attitudes, higher cooperation levels (Carnevale & Wechsler, 1992, p 471:494)., it must be adopted and assimilated in learning of a second language, such as English; additionally the social relations is seriously interrelated with confidence due its high use, within various organizations where the modern languages' students of the ECCI will accomplish their work practices as a professional in the field of languages.

Patchara Varasarin in her Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence (2007) cites "The observer also suggested that learners felt confident while learning in class, had fun with the activities and enjoyed practicing in class with others. It

was reported that they checked the correctness of pronunciation in the dictionary”. Frequently the definition of interpersonal confidence as a personality trait and a general disposition to believe, to trust in the word, promise, oral or writing of another individual or group, what at the same time develops two aspects, cognitive and emotional. The cognitive aspect is acquired during learning, through the knowledge of the environment, the place of study etc., and that finally we wanted to experiment with the implementation of a new space at the Swiss Martinik Hostel; a second approach on this issue is academic confidence, it is conceived as differences among students, as they get to have "strong belief, firm trust or confident expectation" of what the university offers. Academic confidence, therefore, it is proposed between the inherent capabilities of the individual learning styles and opportunities provided by the academic environment of higher education.

In this space, and through activities prepared in advance by the modern languages’ students, they will define if their confidence is affected at the moment to handle a second language, but this time in a new and totally different environment. An emotional aspect in which the student must feel that the site is reliable and secure, for which the study group provided the necessary guarantees that the student is fully comfortable driving a second language in this new space. Several studies provide empirical evidence of the importance of confidence within educational institutions such as Driscoll (1978, 44-56), who found that confidence in decision making emerge as a predictor of attitudes of satisfaction, stresses the importance of consistency between speaking and acting and promoting opportunities for collective participation in decision-making.

Tschannen - Moran and Hoy (1998) conducted research in schools, and emphasized the importance of trust in teacher - teacher (colleagues) and teacher-principal relationships to achieve effectiveness in educational institutions . From this study it can be said that the trust has been established as the main form of motivation in the learning process (Covey , 1989) , allowing modern languages´ students " work individually or in teams, facilitating diversity and respect of views, the development of an open and effective communication, exchange of views and information without fear of exposing them to despise or underestimate , which is in itself an enabling environment that promotes and helps to build confidence in the student within an environment that demonstrates personal integrity, where students come in search of knowledge that allows them to develop an academic , social sphere and the positive performance of work.

Finally, those environments founded on trust relationships allow modern languages´ students work individually or in teams, develop open communication, information sharing and exposing views without fear that disparages or underestimate them, which is, in itself, a supportive learning environment at all levels, especially the university, where students come in search of learning a second language to enable their successful linkage to employment.

Thus, in our study we want to further support the development of new activities out of the academic context to the modern languages´ students, for learning a second language is seen supported in different environments will tend to use the same in real situations and people of different nationalities, this due to converge ideas and plurality of cultures in the new space implemented within the Swiss Martinik Hostel.

Legal Framework

We presented a close analysis of the applicable legal framework, therefore, is an important part of assessing the viability of foreign languages spaces projects with modern languages´ students:

Swiss Martinik Hostel will not be responsible for the activities that the students of the Escuela Colombiana de Carreras Industriales (ECCI), developed within the facilities. All guests will have to accept the terms and conditions of reservations and cancellations for each activity without notice.

These activities were conducted under a contract between the students and the guests interested in participating in the activities; Swiss Martinik Hostel was only space agency and facilitator. Swiss Martinik Hostel is not be liable for breach of an activity by students because unforeseeable or unavoidable circumstances. The host explicitly accepts that perform the activities offered by the students contacted at your own responsibility.

In the same way Swiss Martinik Hostel not responsible for any injury or event presented during the development of each activity. To the full extent permitted by applicable law, the Swiss Martinik Hostel waiving all warranties, both express or implied, regarding the performance of the students or the information, content or material provided by them.

Chapter 3

Research Design

In this part of the document, we described the design methodology used in this study, where the research group determined that the most appropriate was the qualitative-descriptive method; always focusing on the main objective of this study, describing the level of impact in confidence of ECCI's modern languages' students of sixth semester, to being involved in real contexts and at the same time they used a second language; our project is framed into the qualitative paradigm because it is a study strategy based on a refined and rigorous contextual description of the event, behavior or situation that ensures maximum objectivity in capturing reality, always complex, and part of the spontaneous temporal continuity inherent, so that systematic corresponding data collection, categorical in nature, and regardless of preferably ideographic and process orientation, enables analysis (exploratory data reduction, decision making, evaluation, etc) that allows obtaining valid knowledge enough for explanatory tabs, in any case, with the stated objective, the descriptors and indicators in which we had access for it "(Anguera, 1995: 514 in Pérez Serrano, 2002).

The description of individual cases, through collection techniques and analysis quantitative and qualitative as are interviews and questionnaires, that they subsequently developed for each activity, in order to record data and perceptions of the modern languages' students, offer us the possibility more approximate for understand, analyze and transform the reality. As Merriam (2009) states, a central characteristic of this type of study is the assumption that "individuals construct reality in interaction with their social worlds" (p. 22).

The following diagram specifies each of the stages in which the project was divided from the beginning, step by step from brainstorming to the final presentation of the project.

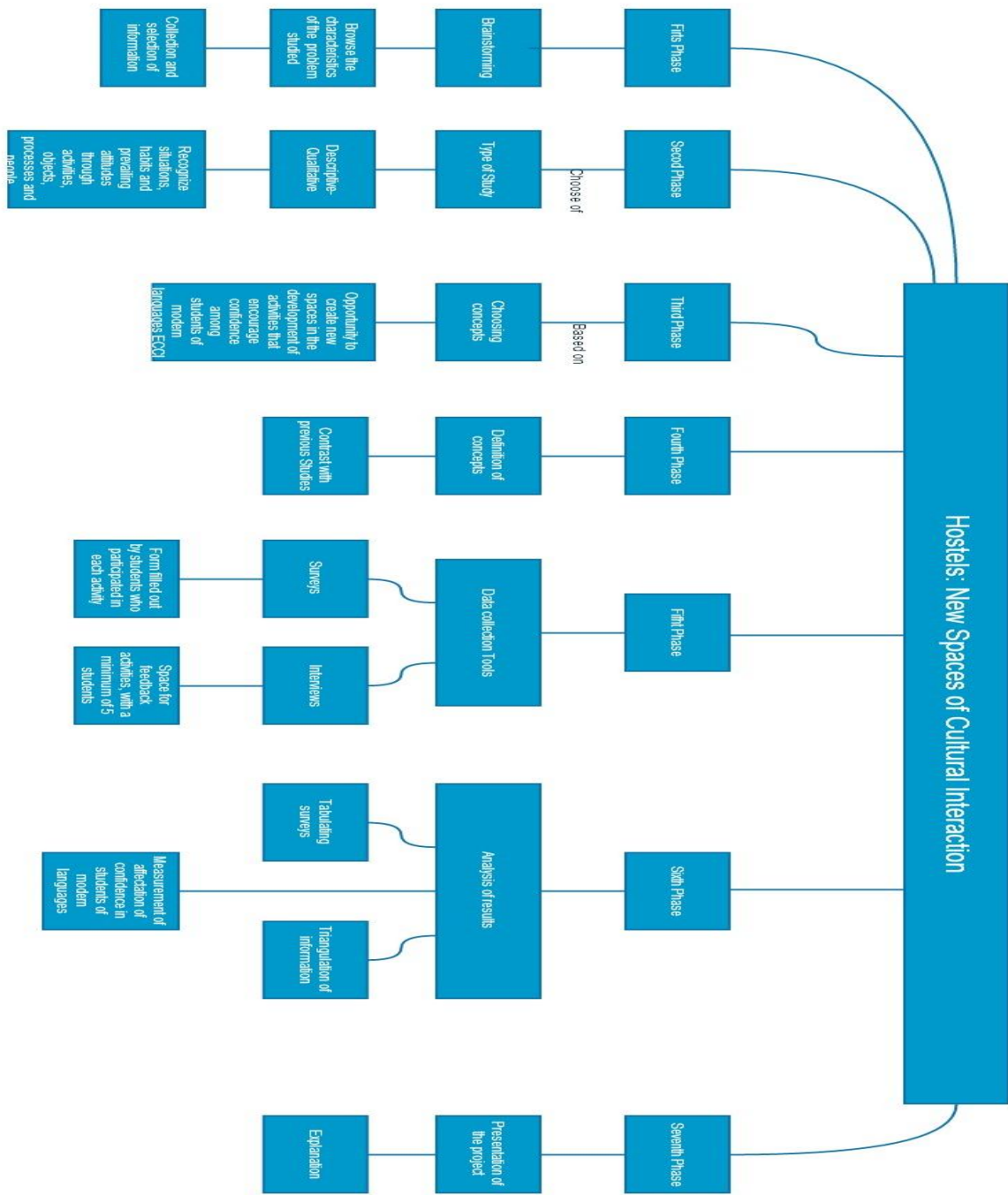


Figure 2 Phases of the Research Development

Research Context and Participants

The practices took place with modern languages ´students from ECCI in sixth semester, in a place created inside of Swiss Martinik Hostel, which is a kind of accommodation for tourists and adventurous from different countries such as, German, Austria, United States, France and Switzerland. Swiss Martinik Hostel is located in the historical center of Bogota, a place recognized in the city because here is the major concentration of wealth multicultural par excellence in Colombia, where the tourists improved o learned Spanish free and in the same way to shared their knowledge with the local people.

Practice activities were identified by healthy amusement like guided tours, gastronomy shows, film samples, conversational clubs, cooking classes, among others activities. They needed a financial investment but if it was necessary, the amount was minimal; additionally the activities were coordinated and developed by the same modern languages ´ students, who wished to improve their languages. Students showed the warmth, main characteristic of the Colombian population, especially in a city so cosmopolitan such as Bogotá specifically.

Data Collection Instruments and Procedures

The Investigation group coded the data through two ways, in first place, the surveys to modern languages ´ students from ECCI in sixth semester because offered an alternative form data collection in order to structure interviews, we took into account the constructing questionnaires for second languages learners like: the languages level of the students, the brevity and clarity of the questions, and the extent to which learners have the knowledge required to

answer those questions; and in second place the interviews as a predetermined questions presented written form and thus they also assume adequate literacy skills on the part of those surveys.

The interviews modern languages' students from ECCI in sixth semester were conducted with the combination, "researchers to students". The interviews enabled us to follow up in more details particular issues which were identified, or insight or observations already made but not fully reflected upon. Thereby, we could conduct surveys as a way of focusing our preliminary ideas and the follow up the initial results of these enquiries with more in-depth interviews.

In our study, data collection instruments were: the surveys and interviews, these were conducted applied to modern languages' students in sixth semester from ECCI after performing activities in the Swiss Martinik Hostel, in order to measure the effect in their confidence.

As a secondary source, we took some researches with a similar approach to ours, for instance: researching on affective dimension of intercultural communicative competence in the obligatory secondary education: intercultural sensitivity scale, here we knew a little more about communicative competence, its different factors and their impact on students.

The research of the Brazilian professor, Milton de Almeida Santos, called "space and method", in this research makes some reflections on the concept of space. As well as secondary source, we consult in books such as: Syntactic Structures, "Traps of Communication", the magazine "Transits", Ethnography, linguistics narrative inequality, (toward and understanding of voice) Gun powder Square, and Methodology research .

Human and Physical Resources

The resources needed for our project are present in the following chart of human resources, and equipment required for each work plans:

DETAILED DESCRIPTION OF STAFF REQUIRED					
No.	NAMES	SEMESTER	BASIC FUNCTION INSIDE THE PROJECT	DURATION (hours)	COST
1	Yolanda Acosta	X	General leader of the study, she is the responsible over the contract of clarity on contractual liability for problems in the development of each of the activities.	5 hours	0
2	Javier López	X	Coordinator of students, who developed the activity. Release of information in both languages, scheduling and dates. Delivery and monitoring of student surveys.	5 hours	0
2	Andrés Peña	X	Logistics Coordinator. He is the responsible to organize the equipment needed for each activity.	5 hours	0
4	Modern Languages students of university ECCI	VI	Students interested in developing the activities.	According to the work plan of each activity	0

DESCRIPTION OF EQUIPMENT REQUIRED				
DESCRIPTION OF EQUIPMENT	OWNER OF EQUIPMENT	ACTIVITIES WHERE THE EQUIPMENT ARE USED	COST	TOTAL
Computer	Yolanda Acosta M	Tour to Monserrate, Film Forum , Cooking classes , tour the temple 20 de Julio. The preparation of material as information and publicity were required in each activity. Means of communication were mail or social networks.	0	0
DVD and TV (audio and video)	Swiss Martinik Hostel	Film Forum, for the screening of the film	0	0
Photo & Video Camera	Andrés Peña	Tour to Monserrate, Film Forum , Cooking classes , tour the temple 20 de Julio for recording the activity through photos or video.	0	0
Cooking Equipment	Swiss Martinik Hostel	Cooking lessons: here we have equipment like stove, oven, refrigerator and cooking utensils.	0	0
First Aid Kit	Javier López	Tour to Monserrate: prevention equipment.	0	0
Elementos de protección	Each participants individually	Tour to Monserrate and tour the temple 20 de Julio, each participant in the activity, group of research , students and foreigners , are responsible for bring the equipment necessary to develop these activities as : sunscreen, visaged at beginning of each activity.	0	0
Budget	Research Group (Andrés Peña, Javier López , Yolanda Acosta)	To cover expenses such as public transport , phone calls , food, hydration for the students, who are participants in the development of the activities.	0	0
Mobile	Yolanda Acosta M	Mobile with credit, which will be used in the different activities , with a single contact number in case of emergency and/or related to the activities.	0	0

Chapter 4

Instructional design

The design of application for our project was the development of activities that will be assessed through an interview, and with the information obtained, we analyze and the importance of the purpose of our research, which is to find the effect on confidence in the use of a second language. The activities are presented below by a work plan previously established by the research group. View annexes 1 to 5.

Instructional Design Activity 1st

NAME OF STUDY: HOSTEL, LIKE NEW SPACES OF INTERACTION.	FREQUENCY: WEEKLY
PROJECT ACTIVITY: TOUR MONSERRATE	DURATION IN HOURS: 5 HOURS

1. Introduction

Monserrate is the symbol of Bogota, the capital of Colombia. Located 3,152 meters above sea level at its summit Monserrate has the Shrine of the Fallen, a place of pilgrimage for local and foreign where you can see the best scenery in the savannah of Bogota. **View Annex 1**

2. Previous knowledge

Management of multimedia equipment, information concerning the attraction in this case the Cerro de Monserrate: history sanctuary ordeal, flora, fauna, sports, gastronomy. Management intermediate English.

3. Steps

Steps before activity

- Collection of information regarding the tourist site preferably English or translates it from Spanish. **View Annex 1.**
- Preparation of relevant information in English.
- Setting the date and time of the activity.
- Advertise activity in the Hostel and pre-registration of persons attending.

During Activity

- Personal presentation to the group. Recommendations on the way.
- Entering the place to visit. Departure of the group (maximum 4 people recommend).
- Start of the walk with explanations along the way and three stops for hydration.
- Invitation to eat typical santafereñas onces and pictures
- Tour the sanctuary ordeal, craft shops. Supply of interesting information.
- Purchase tickets for the cable car and downhill and back to the hostel.

Steps after activity

- Arrival at the hostel with the wizard group.
- Thanks and feedback
- Develop self-interview by the student. Analysis of data annotated by students.

Figure 3 Instrutions for the Implementation of Activities

Chapter 5

Data Analysis

The results in this study focused on describing the level of impact on the confidence of speaking a second language, in modern languages' students of sixth semester of the ECCI, when we implemented a new space for interaction with foreign tourists that stayed at the Swiss Martinik Hostel. The students, whom were participated on the research project; additionally, we named some aspects that arose during the course of the study and that might be important new questions for further research. The Investigation group coded the data through two ways, in first place, the surveys to ten modern languages' students of sixth semester and at the same time ten interviews after each activity developed with the native speakers in Swiss Martinik Hostel.

We started with Hymes (1974), who referred to communicative competence and knowledge of the structures of studied language and the ability to use it in context. The acquisition of such competence was mediated by social experience and it was the result gotten through planned, prepared activities and that subsequently they carried out during this study, because this facilitated at student have lived a social experience where they practiced, developed and used communicative competence with foreign tourists in a real context, the above is confirmed according to the student's interview David Garay. (Garay, Hostels: new spaces of cultural interaction, 2012)

(1) GS: Do you think that was affected their communicative competence through the development of the activity of Club Conversation?

S: Yes, my confidence was affected because I learned new words. The guys were very helpful and aware of the rate at which we are going for now in terms of our communication skills in a second language.

After analyzing the data of the activities, we realized what Noam Chomsky mentioned in his publications about the innate and internalized knowledge of the speakers, like linguistic and grammarian knowledge. This knowledge allowed the modern languages' students of the sixth semester of the ECCI, to produce and broadcast countless sentences for communication in a second language with foreigners; although this communication was not spontaneous, and not with the most perfect content grammatically speaking, if there was transmission of meaning when the students used various structures seen and examined during the study of the career modern languages, so we can conclude that this knowledge, in context, is accompanied by learning, that the speaker acquired in the course of his career, according the consults made by the investigation's group and corroborated in the surveys and interviews. [Interviews made to modern languages' students of the ECCI, sixth semester]

(2) GS: Do you think that affected their communicative competence through the development of the activity of Conversational Club?

S: Yes, because we had the opportunity to face the situations in a real context and these situations required that we were recursive, used our knowledge and sometimes even invent ... in order to get across an understandable message.

[INTV1: Yolanda Erni. 09/03/2013]

This was also evidenced by recording the activities as "Cooking Classes" where some terms were clear, for example some food names (yellow potato, potatoes savanna, pastusa potato, coriander etc).

(3) INTV: we cut the onion in little pieces with "cilantro"-How do you say "cilantro" in Spanish?

AF: You say Coriander

S: ah! Coriander, ok thanks! and put in the chicken with the water.

[INTV2: Andrés González 03.09.2013] (Peña, 2012)

When the activities were conducted by foreign people, the modern languages' students developed them favorably, because after reviewing and analyzing the survey data, 100% students agreed, that the information previously collected, selected and prepared for the activities was accurate and concise, and that this pre-planning allowed, that the time was adequate. Thus we could see that the improvement in the use of a second language is in two directions, because students and foreigners got benefits; the students because had the opportunity to speak and express their ideas and foreigners because were, and this helped them to improve their communicative competence in the Spanish language.

In a different way, with the research at the University of Murcia (Spain, 2006) Ruth Vilà, which announced that is necessary to have some intercultural communicative competence to establish a dialogue with people, who come from other countries, we can say that our study concluded that: for the development of the activities of interaction with foreigners accommodated at the Swiss Martinik Hostel, it was vital to have the ability to negotiate cultural

meanings, in order to implement effective communication behaviors, within a new social and cultural context. Facing the surveys 100% of the participants said that they learned new words and / or phrases and customs; it showed that during development of these activities the communicative competence was gradually strengthened.

(4) INTV: Make a self-evaluation with a score 1 to 5 your performance after activity.

Where 1 is bad and 5 is Excellent.

S: me qualify with 5

GS: Why 5?

S: Because the foreigners understood me in a basic conversation by talking safely and concise

[INTV 4: Jenny León. 07.11.2012] (Leon, 2012)

We also wanted to emphasize that relationships are important not only because the student gets academic and social reinforcements. According to Prieto, Illan and Arnaiz (1995), social skills include behaviors related with aspects such as interpersonal behaviors, behaviors related to the individual, behaviors the task -related and acceptance among their mates. It is in this latter behavior that we justified the creation of new spaces where the support and confidence to handle a second language were reinforced, in another environment, different to the academic and virtual spaces, especially when they worked together, students and foreigners. We proved this result, through by surveys and interviews after activities. Students with knowledge of the second language, they avoided, at the same time, they feel incompetent socially and prevented a situation of social isolation and the psychological distress.

(5) S: *we cut the onion in little pieces with “cilantro” –How do you say “cilantro” in Spanish?*

AF: *You say Coriander*

S: *ahh Coriander, ok thanks! and put in the chicken with the water.*

[INTV 2: *Andrés González 03.09.2013*]

As for the strengths and weaknesses of individual students, the results showed that their main strengths were recursion and easy socializing, but leaving last fluency to communicate in a second language. These strengths were compared with weaknesses where 40% said they felt nervousness and insecurity, lacking of course is an important factor that shyness that students have to carry out activities in the Swiss Martinik Hostel with foreign tourists. Similarly but in a lower percentage (20%) lack of time is a factor that can affect your performance in the development of activities.

(6) GI: From the following list, after the activity, what were you consider your strengths?
My strengths were: Security, recursion, fluency, knowledge, easy socialization.

S: security, flow and easy socialization

[INT 4: *Jenny Leon. 07.11.2012*]

(7) GI: From the following list, after the activity, what do you consider were your weaknesses? My weaknesses were: Insecurity, nervousness, shyness, lack of knowledge, lack of time.

S: Lack of time.

[INT 4: *Jenny Leon. 07.11.2012*]

(8) GI: What do you think were your strengths and weaknesses?

S: for the activity of cooking classes, my strengths were prior preparation in vocabulary recipe, easy socialization. The weaknesses were that I had difficulty in the construction of sentences in the management of tenses. Questions on the use of vocabulary and I would have built more complex sentences and not with a basic structure, subject, verb and complement.

GI: Thanks.

[INT 1: Yolanda Erni. 03.09.2012]

Furthermore, instructed individually allowed to know the areas for improvement by the student, yet the polls showed resulted in 100% favorability to develop activities with friends, and wherein further 33% of respondents and interviewees was a self-assessed rating of five (5) and 27% with a rating of four (4) positively affecting confidence . (Leon, 2012), (Peña, 2012).

The current study also found that enjoyment is a major factor impacting student learning over the long term. But this study also implied that the students perceived difficulty in making actual conversations with native speakers because their English abilities were inadequate. Therefore, regardless of past English training, EFL students with low skills may require specific conversational training. The result of a positive experience is that as students are drawn into using English as a real, communicative language, they became more proficient and developed a higher level of motivation. This positive experience, in turn, promoted the mental image that the student needs to be proficient in English in order to partake in international society (Dörnyei, 2005).

(9) Self-assess with a score of 1-5 after their performance activity. Where 1 is bad and 5 is Excellent.

S: I qualify with 3

GI: Why three?

S: I did understand however doubted the correct use of words, hesitated a lot, took time to build sentences in my mind and then communicate them. I'm not afraid to talk; however, I take a little time to express my ideas, which support with body language to make myself understood.

[INT5: David Garay. 07.11.2012]

These positive indicators showed that within a family atmosphere, students could generate more confidence and they could feel in a comfort zone to interact within a space that properly distributes the geographical, natural and artificial elements that compose it, for example on site Swiss Martinik Hostel, met our expectations 100 % of the students in the development of activities in a balanced feel and familiar environment to easily develop in the use of a second language. Furthermore Santos (1986) defined interaction as the functional interdependence among people, companies, institutions, ecological environment, infrastructure as well as the exchange of ideas.

This was enhanced by Manuel Delgado (2003) with the main theories of interaction and citing them "public spaces are places where they walk pass countless actors. In this passage, each differentially appropriates a territory, but not without being influenced by the rules of the place and the "transit" other reflected in surveys where the Swiss Martinik Hostel interaction as

a new space meets the characteristics of a family atmosphere, allowing more participants to integrate with a maximum of six (6) persons per activity as 24% of the students surveyed.

(10) GI: Swiss Martinik Hostel facilities, met their expectations for the development activities?

S: Yes, because the Swiss Martinik Hostel, always has seemed a very pleasant place to talk and is the right place to have these conversations that help us to develop our language skills instead.

[INT 5: David Garay. 07.11.2012]

(11) GI: Swiss Martinik Hostel facilities, met their expectations for development activities?

S: Yes, I think it's a pretty friendly place.

[INT 4: Jenny Leon. 07.11.2012]

(According to Grant Henning and Eduardo Cascallar 1992), “Those effects of social register were most produced for the oral communication variables of cultural appropriacy, strategic success, and confident speaking, in that order. The effects of pragmatic function were most pronounced for the oral communication variables of cultural appropriacy, register appropriacy, and nonverbal compensation. Level of social register appeared to have effect on syntactic accuracy and the accurate use of morphology as rated”. This it’s directly concerned with the effectiveness of these programmers of new spaces for learn a language, like the Hostel in which the environment increase the confidence for even “just try speak” in a second language without worries.

In conclusion, the level of impact on confidence in modern languages' students in sixth semester of ECCI was positive at the moment of self-evaluation, they expressed that their communicative competence, the knowledge of the structures of the language studied and the ability to improved use in context improved; by actively participating in the development of different activities, which at once allowed to produce and broadcast countless prayers for communication in a second language and the ability to teach their native language, demonstrating a benefit in two directions, both for modern languages' students to foreigners, we can said that cultural meanings were negotiated by learning new words and / or phrases and customs. New relationships were initiated, strengths and weaknesses at the individual level were discovered, even in developing activities in pairs and best all within a familiar environment, which definitely facilitated interaction entering confidence than expressed, and likewise during activities, ECCI modern languages' students had some problems with regards to grammar and the construction of the structures is difficult in the management of tenses, on the other hand, the lack of specialized vocabulary prevented more fluency in specific issues, this can be corroborated with the activity in Swiss Martinik Hostel, focused on some featuring recipes of Colombian food with our national exotic products for cooking classes.

However, within the analysis done by the research group of activities and self-evaluations, we detected that existed areas for improvement such as increasing the level of difficulty of the issues, in order to require students to use connectors, idioms of each country, familiarity with different accents including those whose first language is not English but that is their language of communication.

Furthermore the factors of time and individual budget is something that impacts to some degree the interest in carrying out the activities, the above basing on the different manifestations unregistered by students having to travel to a site for a couple of hours the duration of the activity and the difficulty to arrive on time for each activity, evaluating the cost - benefit ratio. Initially we programmed activities for the weekends and the majority express (information did not register), that they would like to carry out the activity, provided that it does not interfere with their working hours, especially in the case of students that have different occupations in the night shift.

The third critical factor, we found was that the number of tourists especially from Europe and the United States increased at certain times of year such as the months of January and August or as in the European, where the holiday break at work or school activities is between the months of July and August, while in months between February and April nationalities of the tourists are from Latin America (Argentina and Venezuela); and finally December with the lowest tourist season in the city of Bogotá. For this reason is very important to be attendant of the kind of activities that we must organize especially for practicing a second language, English, German or French. The main reason of the importance of this factor is that we want to describe the impact on the languages confidence, in modern languages' students in sixth semester of ECCI, when they use a foreign language especially English. In season when the tourists are not from countries, whose language is not English, it is difficult that the students develop the activities proposed by study group.

Chapter 6

Conclusions and Implications

After the data analysis and results, the research group concluded: firstly, the information collected, selected and prepared previously for each activity was a tool for modern languages' students something so important for developing and getting the goals in each of them; this information allowed that students expanded, learned and became familiar with this vocabulary to reinforcing their confidence positively. Secondly, the impact on the confidence in the modern languages' students in sixth semester was positive considering that the communicative competence was affected through the development of different activities. Due to the students learned new vocabulary and useful expressions. Otherwise the students could have more confidence in a familiar environment, like in a hostel; as well the students could identify their own weaknesses and strengths easily.

We found that the improvement in the use of a second language incurred in two directions, where students and foreigners got benefits, specifically regarding their communicative competence because both parties learned about the context of the other. This suggests that process-oriented strategies for cultural adaptation can help the speakers (natives and foreigners) more effective in cross- and multicultural situations.

The findings from the qualitative study revealed that students' behavior in intercultural situations was mostly influenced by contextual aspects, such as the foreign languages used by the native speakers where the modern languages' students highlight their weaknesses and strengths more easily through simple and daily phrases. These social encounters with foreign

people recorded in videos during each activity are a great of self-evaluation resource because students can detect their weaknesses in the use of a second language and at the same time also analyze its various levels, and take into account elements associated with accent, rhythm and intonation, that they are normally relegated to the background.

There are many activities that can be performed with this group of participants to develop listening, speaking, reading comprehension and written expression.

In addition to that, one problem that affects students of a foreign language is nervousness and anxiety; negative emotion that hinders cognitive development of the new language. It usually appears especially adult students, and academics, among other reasons for fear of ridicule no longer able communicate well in the target language, between proposals for reducing anxiety in our appraisals, the use of a diary recorded, since by its power to manifest the evolution of the student in the classroom and in each of the activities done at the Swiss Martinik Hostel, achieves get reduce errors as phonetic verbal fluency. In addition, the corrections made by foreign natives often turn out to be an excellent source of motivation and amend potential mistakes when expressing an essential element in the learner's second language.

On another hand, it was interesting to find that the frequency of intercultural contact for the students promotes their desire to improve languages skills and communication competence and communication apprehension. This was achieved through the different activities undertaken in conjunction with Swiss Martinik Hostel.

Finally in third place, this suggests that investment in the learning activities is another tool if participants want to gain friendly or labor relationships.

The main findings of this dissertation carry pedagogical application, because in the classroom of ECCI the teachers could involve the students in the activities; such planning multicultural programs for the University zones or visit from native speakers could be used more widely as they offer useful ways to integrate theory and personal experiences. These activities, which can be adapted to teach any content area, involve social learning as they involve students in working together to build and solidify their knowledge. It is perhaps appropriate to close with the quote below which indicates a life point of view for those who appreciate learn languages.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart”.

(Mandela-Nelson, 1996, Peace Corps U.S.)

Chapter 7

Limitations and Questions for Further Research

Throughout this research study, we found several aspects, which can be formulated as further research questions, for instance: the availability to integrate this kind activities or practices in the program of the Modern Languages career as an option for degree, perhaps by establishing agreement between the university ECCI and hostels located here in Bogotá, where the students can have direct contact with the use of a second language. At the same time to evaluate the results with regarding the impact on the confidence level in them but from a quantitative point of view, second analyzing the auspicious time of year o season to develop activities, and thereby we can have a significant number of foreign people, who speak a languages different to Spanish and at the same time the adequacy of schedules for development activities over the course of the week and a third question, is evaluating the budget for the development activities, for which the study group suggests charging a moderate fee to participate in each activity.

Likewise, it would be interesting to conduct research on the pedagogical point of view, the skill of the modern languages´ students to teach Spanish language or organize a new and innovative methodology for foreign people, which want to learn Spanish in a fast and simple way. In regards to the social aspect, one aspect to study will be to induce the modern languages´ students, to discover their different skills in other areas for example, in dance, literature, music, theater so on, with the purpose to develop activities where they can mix their communicative competence with their specific hobbies or skills.

On another hand, we will mention some of the limitation which we had while planning, implementing, and evaluating this research experience. Regarding the development of each activity in the Hostel, the budget was a difficult aspect because activities for instance “walking to Monserrate” needed a specific budget since each person had to pay (students and native speakers); maybe in the future another study can be about the economic impact of the students when they make these activities, in order to evaluate the cost-benefit.

Moreover, the majority of students wanted to a neutral meeting point because they have extra-academic activities as their work or home, and the students, who has to move into another place mean more costs and time, specially the time, because here in Bogota is difficult to specify an exact time due to mobility problems in transport besides we take into account that in the American and European culture are usually punctual in appointments or meetings, which for Colombian idiosyncrasies is even more difficult compliance with a previously established schedule. Sometimes, nervousness and fear of the students participating in activities not feel ready to make the activity an experimental dynamic task idiomatic grammatical errors and corrections.

Other complications have is that virtual conversational chats or international clubs are used more and more, making it impossible to approach people or students to real situations.

As part of research projects and generating ideas to facilitate the learner's new languages, we can include and extend the automation and industrial robotics program, of the Escuela Colombiana de Carreras Industriales that allows the projection of the career and academic language proficiency, i.e., to allow the creation of robots or applications that generate

themselves aid in generating commands or recognition of a language through games of location; idea generated by the Ruth Schultz, a cognitive scientist and robot enthusiast who enjoys using robots to do interesting things with the support of the University of Queensland from Australia.

Finally, being the nervousness and fear one of the important aspects that hinder the student to develop their skills in a second language face a real situation, for this reason we can formulate the following questions for further researches, for instance: how would this affect student confidence, if these aspects were treated with foreigners? ; What extracurricular activities will support or strengthen communication skills of students in modern languages? ; There is enough university academic training to reinforce or impact the student confidence in order to face a real situation with natives' speakers? , These questions are formulated with the goal on helping the modern languages' students from ECCI to improve the skills in the use of a second language.

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Annex 1

Instructional Design Activity 1st

NAME OF STUDY: HOSTEL, LIKE NEW SPACES OF INTERACTION.	FREQUENCY: WEEKLY
PROJECT ACTIVITY: TOUR MONSERRATE	DURATION IN HOURS: 5 HOURS

1. Introduction

Monserrate is the symbol of Bogotá, the capital of Colombia. Located 3,152 meters above sea level at its summit Monserrate has the Shrine of the Fallen, a place of pilgrimage for local and foreign where you can see the best scenery in the savannah of Bogota.

2. Previous knowledge

Management of multimedia equipment, information concerning the attraction in this case the Cerro de Monserrate: history sanctuary ordeal, flora, fauna, sports, gastronomy. Management intermediate English.

3. Steps

Steps before activity

- Collection of information regarding the tourist site preferably English or translates it from Spanish.

- Preparation of relevant information in English.
- Setting the date and time of the activity.
- Advertise activity in the Hostel and pre-registration of persons attending.

Steps during Activity

- Personal presentation to the group. Recommendations on the way.
- Entering the place to visit.
- Departure of the group (maximum 4 people recommend).
- Start of the walk with explanations along the way
- Stop 1 for 5 minutes, hydration. Stop 2 for 5 minutes, hydration. Stop 3 arrivals to the top Mountain.
- Invitation to eat typical santafereñas onces and pictures
- Tour the sanctuary ordeal, craft shops. Supply of interesting information.
- Purchase tickets for the cable car and downhill and back to the hostel.

Steps after activity

- Arrival at the hostel with the wizard group.
- Thanks and feedback
- Develop self-interview by the student.
- Analysis of data annotated by students.

“Walking Monserrate” Monserrate Mountain

Montserrat Mountain is the symbol par excellent of Bogotá, Colombia's capital city. Located 3.152 meters above sea level, Montserrat houses at its summit the Fallen Lord's Sanctuary, a place of pilgrimage for native and foreign people, surrounded by lush vegetation and from which you can appreciate the best landscapes of Bogotá's Savannah.

Through the Time

As you raise the look from any point of the city, it's just impossible not to see in the distance the Hill, where, from its 3.152 meters of height, you can see all over Bogotá. Montserrat is the main symbol of Colombia's main city, not as an ecological icon but its religious nature, whose Sanctuary was visited by thousands of people and pilgrims, since 1640 when it was founded. Mr. Juan de Borja, Nuevo Reino's president, was the one who approved the construction of a church in the name of Montserrat's Morena Virgin in that place, whose Sanctuary is placed in Spain's province: Barcelona.

Don Pedro Solís, creator of this artwork, wanted to finish it that way. He knew well that that the place was great to build a monastery, that was finally made in 1657, with some help of the "santafereños" and, later, be the shelter of the most distinguished guest: The Fallen Lord, a work of the local master, Pedro de Lugo y Albarracín, who achieved not a worthy and beautiful image (of an amazing artistic value), but also got the attention and faith of the citizens.

Since that time, every day, thousands of believers go up with devotion, all the stairs that lead to the Sanctuary in the top, as penance act. Meanwhile, other visitors, sportsmen or curious go up walking, by cable railway or by funicular, and find again that peace and harmony that exists between this God creation and the men works.

To visit Monserrate, by any kind of reasons, is a unique experience. The sight from there of Bogota, the faith that evokes the Sanctuary and each stone that was lie in the place with that intention. Its pilgrims, gardens and fountains, its gastronomy, its foggy woods, its sunsets, its beautiful starry nights and its majestic moon.

The Sanctuary

By a strait and poorly paved road, pilgrims and nature lovers go up and down since almost five centuries, searching for peace, or maybe for a light to illuminate their lives, alleviates and gives those answers to their restlessness.

And without breaking the harmony of the nature or disturbing the landscape, a cable railway and funicular facilitate the access of thousands of people who, also, wish to reach the top. Seated in the peak of the hill, like an imperturbable watchtower, a beautiful Sanctuary presides and looks over the capital city and the green savannah.

And at the end of the temple, in a crystal case, the beautiful and venerable image of the "Saint Christ Fallen by the whips and nailed into the Cross", presides silently the gigantic and uninterrupted pilgrimage of its devotees.

Viacrucis

Since always Christians have accepted that the salvation of humanity is due to the voluntary devotion that Jesus does of his life in the Cross, in obedience to God Father and by his love to all of us. Thus, the cross is not something added, is the only way to salvation and being disciple of the Lord implies to assume the reality of the devotion, the resignation, the service, the pain and the death.

Therefore, believers have felt a special devotion to the prayer of viacrucis, which it's not another thing than to accompany and simultaneously contemplate Christ in his walk by the painful route towards his death in the Cross, with the certainty of resurrection. Pray walking and contemplating each of the 14 stations is to discover the love of God towards us, is to how that passion extends today in so many people who are condemned or suffering, and how in our personal life, the signs of the passion of Christ occur.

Every believer feels himself as a pilgrim, every believer discovers his sins, fragility, pain and death; but he also discovers in the Cross of Christ the sense of those realities and, encouraged by the resurrection of the Christ, he walks towards the house of God Father.

Montserrat's viacrucis, in addition to representing the passion of Christ with beautiful images brought from Florence (Italy), more than 60 years ago, it allows us to ascend in company of Christ and, contemplating the native nature of the sub- moorland, to arrive to the Sanctuary, place where the Lord is alive in Eucharist and yearn every day for the definitive encounter with God in heaven.

Flora

The high Andean forest is located between 2750 and 3200 meters above sea level and it has temperatures of 9 to 12 degrees celsius. It has luxuriant vegetation with blossom trees and a huge variety of species, such as: Pegamoscos, gague, caneloespino, arrayan and grape.

The lower Andean forest is located between 2550 and 2750 meters above sea level, as well as the high forest, it has a great variety of species, like: gomo, mano de oso, trompeto, cedrillo, raqué, different kind of ferns, frailejones, chusque, tagua and lichens among others.

Fauna

Most of the fauna found in the high Andean forest has disappeared because of the fires, tree felling and plantation of species like pine trees and eucalyptus. Nevertheless, small mammals such as forest mice, bats, marsupials, weasels, foxes and about 58 kinds of birds can be found.

The lower Andean forest has some weasels as well, runchos and cánidos. It also has some birds, like: mirra, wanderer, cernicalo, chirlobirlo, copetones, cucaracheros and a great variety of colibries.

Sports

About 4500 walkers every month make exercise climbing the hill, in what is considered a sports routine. The record getting to Monserrate's top by walking is 18 minutes. Pretty soon there will be a stretching zone available for the visitors.

Transports

The Cable Railway to Monserrate was made on August 13th of 1953, and was inaugurated on September 27th of 1955; in a bicable modality with two cabins that transport 40 passengers each.

In its trip of only 4 minutes, the Cable Railway rises with its big side windows, offering a great view of the Hill that makes contrast with the beautiful panoramical image of the city. The dense vegetation of the high trees tops leave us a sensation of direct bonding between Earth and Sky.

The Funicular that daily transports the inhabitants of the capital and tourists was finished in 1928 and inaugurated officially on August 18, 1929. Since then, this small train has slowly ascended towards the peak of Monserrate, in a parsimonious way that allows its passengers the contemplation of nature and landscape that is being left behind as they reach the 3,152 meters above sea level, where its superior station lies.

Unlike streetcars and trolleys, that nowadays are museum pieces for the youngest, the history of Monserrate's Funicular has been continued, step by step, meter to meter, 3.2 meters per second to be precise. And like who tries to resist time, in December, 2003, the Funicular initiated a new phase with a more modern design in its cars, that now open their doors to the sky with a crystal ceiling, so that nobody can lose a single detail of the forests that surround the city, the beautiful panoramic view and beautiful sunsets.

Annex 2

Instructional Design Activity 2nd

NAME OF STUDY: HOSTEL, LIKE NEW SPACES OF INTERACTION	FREQUENCY: WEEKLY
PROJECT ACTIVITY: CINEMA FORUM	DURATION IN HOURS: 3 HOURS

1. Introduction

"Love in the time of cholera" film adaptation of the famous and popular literary novel Gabriel García Márquez. Despite the difficulties in translating the stories credibly without falling in absolute ridiculous, the work of the Colombian has undergone several translations to the screen, usually not accustomed to keep up.

2. Previous knowledge

Management of multimedia equipment, information regarding additional information film. Management of oral and written intermediate English.

3. Steps

Steps before activity

- Collection of information regarding the film, initially in Spanish.
- Prepare a summary, based on the information gathered in Spanish and then translate it into English and setting the date and time of the activity.
- Advertise activity in the Inn and pre-registration of persons attending.

Steps during activity

- Introduction. Personal presentation to the group.
- Brief introduction to the film or. Information not new synapse.
- Delivery of printed information in Spanish and English attendees.
- Closing words of appreciation for the assistance.

Steps after activity

- Organization of multimedia equipment used for projection.
- Develop self-interview by the student.
- Analysis of data annotated by students.

Cinema Forum: "Love in the Time of Cholera" / "El amor en los tiempos del cólera"**Mike Newell**

Literature has the virtue of providing its readers the ability to imagine and bring to life in your head to what they are reading. The novels thus have as many lives as readers.

The film adaptations, however, require unify all these worlds into one, a creator who imposes his own vision captured in pictures. The drawback of the adjustments thus lies in the difficulty to please those who already have a preconceived idea of the story.

The problem increases when the novel is famous and very popular. The wealth of imaginative literary world of García Márquez has always attracted the movies. Despite the difficulties in translating the stories credibly without falling in absolute ridiculous, the work of the Colombian has undergone several translations to the screen, usually not accustomed to keep up. *Love in the Time of Cholera*, without being a great movie, you get to get away with the difficult challenge, thanks mainly to a script capable of compressing a vast novel that continues to run and thrilling on-screen because the essence of the story remains.

Love as a disease with similar symptoms of cholera, takes some time to save many others. Defined by its own director, Mike Newell English as a "thriller of the heart", the film explores the fascinating and tortuous paths of love and human hope.

Florentino Ariza, a man with an iron will, naive, romantic and persevering, Fermina Daza, a pragmatic and contradictory woman must decide between pure but unreal love Florentino or safe next to a cocky and sensitive medical life, form the complicated triangle of unrequited love story that reflects on the decisions taken in each life and the painful and inevitable human habit of wondering what would have happened if we had chosen to take a different path.

The renowned pianist and writer Julia, Ronald Harwood boldly assumed the difficult task of adapting a story that begins in the late nineteenth century to finish in the first half of the twentieth. These complexes are also timing jitter correction drawn by a trio of actors who should

play the characters from youth to old age through adulthood, aided only by a questionable makeup. Filmed on location in Cartagena de Indias, production has several hermosísimas and simple songs of Shakira, which further accentuate the beauty of the breathtaking landscapes of his native country. With an English director, a South African writer and Spanish actors, Italians, Americans, Colombians, Brazilians or Mexicans, Love in the Time of Cholera forms an interesting mosaic of nationalities.

Annex 3

Instructional Design Activity 3rd

NAME OF STUDY: HOSTEL, LIKE NEW SPACES OF INTERACTION	FREQUENCY: WEEKLY
PROJECT ACTIVITY: "COOKING CLASSES"	DURATION IN HOURS: 6 HOURS

1. Introduction

The Ajiaco Bogotano, it's a great weekend soup, but it's Also a celebration meal for the Bogota citizens who make very large pots Often of this soup for festive occasions: such as Christmas. Typically They serve the soup in black. Sides include rice, capers, and avocado. There are several versions of Ajiaco in Hispanic culture. Ajiaco Bogotano have chicken, three different kinds of potatoes, corn on the cob, and the herb guascas. The potatoes are potatoes' "Criolla", "sabanera", and tocarreñas, or yellow, red, and white potatoes Respectively. Of the three, the potatoes' "Criolla" are the Most Important for this

soup.

2. Previous knowledge

Management of multimedia equipment, information concerning typical dish origins ingredients, preparation process, knowledge of the name of the food in Spanish and English. Management intermediate English.

3. Steps

Steps before activity

- Check information about origins, ingredients and preparation Bogota's Ajiaco.
- Advertise activity in the hostel, date, time and price of the dish.
- Invitation to participate in the activity.
- Preparation of the necessary equipment for video multimedia class.

Steps during the activity

- To attend the marketplace, in this case the square was chosen market "Paloquemao".
- To answer the questions put to the participants.
- Introduction to class and group presentation and list the ingredients to use and preparing the recipe step by step.

Steps after activity

- Final presentation of the dish and inviting attendees to try the recipe.
- To develop self-evaluation by the student.
- Analysis of data filled out by students.

Cooking Classes: Ajiaco Bogotano”

Equipment: *12 to 16 quart stock pot potato peeler*

Ingredients

- 3 pounds (~1.3 kilos) chicken breast, on the bone with skin (or 1 whole chicken, cut into parts)

- 6 quarts (~6 liters) water

- 3 pounds (~1.3 kilos) russet potatoes, peeled and cut into 1-inch chunks

- 6 pounds (~2.7 kilos) new red potatoes, peeled and cut into 1-inch chunks

- 3 pounds (~1.3 kilos) papas criollas (*in the U.S. use Dutch Creamer, Baby Dutch Yellow,*

Yukon Gold, or Yellow Finn potatoes), cut into 1-inch chunks

- 4 ears corn on the cob (fresh or frozen), cut into 3-inch pieces

- 2 handfuls of guascas (about 5 g dried or 10 g fresh)

Serve With...

- Cilantro leaves (Coriander)

- Mexican cream (or regular heavy cream if you can't find the other)
- Capers, avocados, sliced
- Cooked rice

Preparation

Place the chicken breasts in the bottom of a large stock pot, sprinkle with a handful of guascas, and add water. Bring to a boil and cook until the meat is tender. Remove chicken and set aside. Cover with foil and keep warm.

Add the potatoes and bring to a boil. Reduce heat and simmer, covered, for at least a couple hours, 4 hours is best. The yellow potatoes should start to break up in the soup, but if not, you can help the soup along by mashing some of the yellow potatoes in the pot.

Once the cooked chicken is cool enough to handle, remove the skin and bones. Cut the meat into small pieces and drop them back into the pot.

About 5 minutes before serving, add the remaining guascas and let it cook for 5 minutes, then serve.

Serve in deep bowls, making sure that each bowl gets some chicken and a piece of corn on the cob. Garnish with a dollop of heavy cream, capers, and cilantro leaves. You can eat the

avocado on the side with the rice, or you can cut a slice into pieces and drop into your soup bowl. (I like the avocado chunks in my soup.

Variations: I've been to a few restaurants in Colombia that served the ajiaco with a quarter of a roasted chicken on the side in addition to the regular sides.

Annex 4

Instructional Design Activity 4th

PROJECT NAME: HOSTELS, NEW SPACES OF CULTURAL INTERACTION	FREQUENCY: WEEKLY
STUDY ACTIVITY : VISITING TO THE CHURCH 20 DE JULIO	DURATION IN HOURS: 6 HOURS

1. Introduction

Known as a popular neighborhood of the capital city, Bogotá in the 20 de Julio is concentrates a large share of trade in the capital, where we can find a temple called in the same way that the neighborhood in honor of the Divine Child Jesus, it is a Catholic Church. Visiting this temple was performed in order to involve foreign tourist within realities of Colombian society in a learning environment for cultural exchange.

2. Previous knowledge

Handling of multimedia equipment. Knowing information concerning at this famous place here in the city, history, important dates, origins, importance for the locals, informal trade and general recommendations. English Level: intermediate.

3. Steps

Steps before activity

- Previous consult about origins, attractions, fun facts, economy, stratification, lifestyle, the neighborhoods surrounding, whose main attraction is the temple of the Divine Child Jesus.
- Advertising for the activity in the hostel, to define: date, time and budget per person. Invitation to participate in the activity.
- Preparing the required multimedia equipment to record photos or video of the visit.

Steps during activity

- Introduction of the student and of the work team

- Brief recommendations for the tourists, short introduction about this place and about trip in local transport.
- Typical breakfast in the marketplace of neighborhood 20 de Julio.
- Tour the main marketplace of 20 de Julio.
- Give information and clarification of doubts of the participants.
- Tour of the Temple of the Divine Child in the 20 de Julio, history, architecture, importance for the capital.

Steps after activity

- Return into the hostel by public transport, previous recommendations of the activity leader.
- Conclusions about the activity, clarification of concerns or doubts.
- Acknowledgements for the assistance.
- Develop self-evaluation by the student.
- Analysis of data filled out by students on the survey

"Divine Child Visiting Church July 20"

July 20th, is a neighborhood with a history of sui generis Bogotá, It was built in the grounds of the estate of Antonio Nariño which practically occupied what today is south- east of the capital and its development was strongly influenced by the dynamics of the church and the

work of the Salesians priests as Italian father John Risso, in 1935, work was closely linked with the mission of the Jesuits in Villa Javier.

July 20th, was inhabited with a high content of Bogota migrant workers, not farmers as happened with most of the surrounding neighborhoods to the south of the city. By then the industry had a similar architecture to that now have capital districts like La Candelaria Perseverance and even though less lavish housing, Spanish court, adobe and clay tile.

Acted the rustic atmosphere with wealthy families recognized as Tovar or Millán and housed craftsmen and members of the professions surnames, which somehow distinguished him from other sectors of the city.

In 1925 the then Rector of the Salesian College of Leo XIII, Father Jose Maria Bertola, realized that domestic students were in need of new spaces to play and run and instructed the Father Isidore the task of searching range. Was how land was located in the south east of the savannah in the sector called "July 20th" which began to be inhabited by families of workers and peasants. "Here God calls us to do presence" was the expression of the Father Bertola when he met the place.

The June 28, 1925, the Range Father acquired the land on behalf of the Salesian Society and Coadjutor Salesian Ramón Ruiz, was who was entrusted with the task of transforming the forbidding land at a beautiful field of sports, a job that lasted three years. The October 12, 1928 opened the place with the name "Campo San José", in honor of Father Jose Maria Bertola, who that same year he was appointed Inspector of the Salesian Work in Colombia.

In April 1933, Father Luis Eduardo Gómez met a group of young and prepared to celebrate Easter and the Oratory began in Campo San Jose. Father Gomez, coadjutor Ramón Ruiz, Pablo Emilio Castro, Gerardo Pablo Ortiz and Sister Mary Helena Caicedo were in charge of the rising Oratorio.

In 1934, Father Juan del Rizzo arrives at the Salesian College of Leo XIII and responsibility of the Oratory. Father John, a great devotee of the Infant Jesus of Prague, is dedicated to propagate this devotion and following the recommendations of the Father Bertola, goes to the city center, a religious goods store and buy there a beautiful image of the Child Jesus. Ask to withdraw wearing a cross on the back and that tinkering a little face. Contemplating ending on Father Rizzo was amazed at the beauty of the image, because without the cross, the open arms of the Child gave the feeling of welcoming all who come to him. Placed the image in the shed and made him take pictures to send to make stamps and distribute children's Oratory and the people attending the Eucharist on Sundays, one of the photographs he sent to broaden and made him put a beautiful frame Florentine.

Initially inhabitants came around, then the workers of the nearby neighborhoods, young couples after consecrating your home to the Divine Child Jesus. Soon thousands of people from all corners of the city came Salesian Camp San José. Father John Rizzo starts the program and Chocolate Bread with children Oratory.

In 1936 the influx of devotees saw the need to build a Temple. The plans were designed by Mr. Juan Buscaglione Salesian Brothers and Constantino de Castro. The March 19, 1937 the first stone was blessed. Although the task was not easy, Father Juan del Rizzo was devoted with

all his might to collect between devout and wealthy families in the capital, the money to build the temple.

The District government has responded to claims that a group of people in the sector and Salesians, made him to extend the tramline to the sector, with this the number of devotees increased dramatically and the miracles of the Divine Child Jesus traveled more easily, so same as the Father John Rizzo, who every afternoon took the tram towards the center of the city, begging for the construction of the temple and never forgetting the small Oratory. The construction took five years of toil and sacrifice, but finally in 1942 the solemn inauguration of the temple is made and the Child Jesus Parish is created.

But Father John Rizzo not only devoted in recent years to build the temple. He struggled greatly further propagate the Devotion to the Divine Child Jesus. Thanks to Infant Jesus , poor children are fed and clothed , also acknowledged as did Don Bosco, that these little he had to devote to the last second of his life.

In 1938 Father Rizzo organized groups called " Knights of the Child Jesus", composed of partners and friends of the Work; created the "Agricultural Farm and Children's Workshops of the Child Jesus," where children learned some art to defend life, he formed the "Schola Cantorum" by a renowned teacher who taught the young to play the organ and accompany the Eucharist with great solemnity and every day after catechism, hundreds of children received from Father Juan bread and chocolate. It is the most Colombian of all the divine figures. His image was carved by craftsman Blas Brando, store Vatican, Bogota, at the request of Italian priest John Rizzo, who designed it. This happened in 1935.

Anthropologist Sandra Duran believes that one of the attractions of the Divine Child is a tender, plump and rosy picture, opposite lacerated figures of traditional religious iconography. Since mid -80s, the image of the Divine Child was worshiped by the inhabitants south east of the city, especially in the neighborhood July 20th, where the Salesian Fathers had built a church in 1942.

Now, says anthropologist, there are even travel agencies in Puerto Rico offering pilgrimage to the shrine and is included in some tourist guides city. The go through this holy Sunday about 200 or 250 000 devotees of the Child Jesus, who attend 28 masses are celebrated in the new basilica and the square, from 5:00 to 19:00. Devotees usually ask favors everyday as a place in the school, a job or a husband stop taking drink. Up the steep streets of July 20 also reach people in the most elegant areas of Bogota and, at election time, politicians aspiring to municipal councils or the presidency.

Annex 5

Instructional Design Activity 5th

PROJECT NAME: HOSTELS, NEW SPACES OF CULTURAL INTERACTION	FREQUENCY: WEEKLY
STUDY ACTIVITY : CONVERSATIONAL CLUB	DURATION IN HOURS: 3 HOURS

1. Introduction

Being able to communicate effectively in a foreign language is the goal of many people. To achieve this, it requires a lot of practice and consistency in the development of basic skills (speaking, listening, writing, and reading) that requires the acquisition of the language. However, "speak" is the ability, which everybody wants to handle properly. For this reason the study group offered to the student community the creation of a Conversation Club, which was initially in English but with the idea that in the future, it can be in other languages, and the most important no cost. The conversation club is an excellent opportunity to lose the fear of speaking to other people, develop communicative competence, establish new contacts and positively affect confidence of modern languages´ students.

2. Previous knowledge

Handling of multimedia equipment. Basic vocabulary because the conversation club was developed about free themes. English Level: intermediate. Attitude of integration and security.

3. Steps

Steps before activity

- Preparation of basic vocabulary, if it is a specific item that you want to prepare with some questions and vocabulary about the specific topic.

- Advertising for the activity in the hostel, pre-registration, date, time and budget per person.
- Informing the interested students about the date and time of the activity. Maximum 5 modern languages' students and 5 foreign tourists.
- Site Preparation in the Swiss Martinik Hostel in order to develop the activity within a quiet, reliable, pleasant atmosphere and very natural.

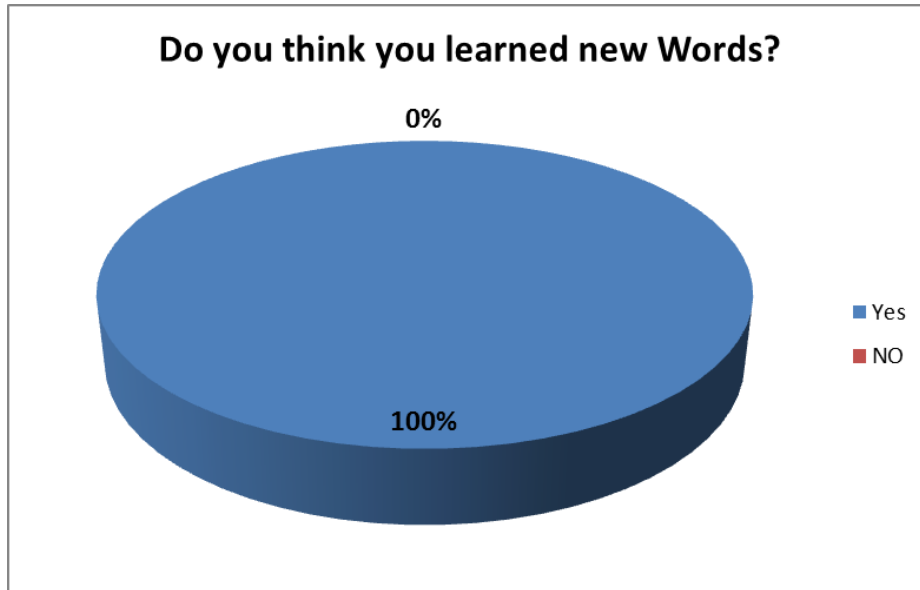
Steps during activity

- Presentation of each participant in club conversation.
- Opening of the club by the moderator, who will indicate the dynamics of the activity, duration and who may initiate the theme club, likewise to handle the time and distribution for the activity adequately. Development of club conversation freely. Closing by the moderator, giving thanks to the participants and inviting to participate for a next club conversation.

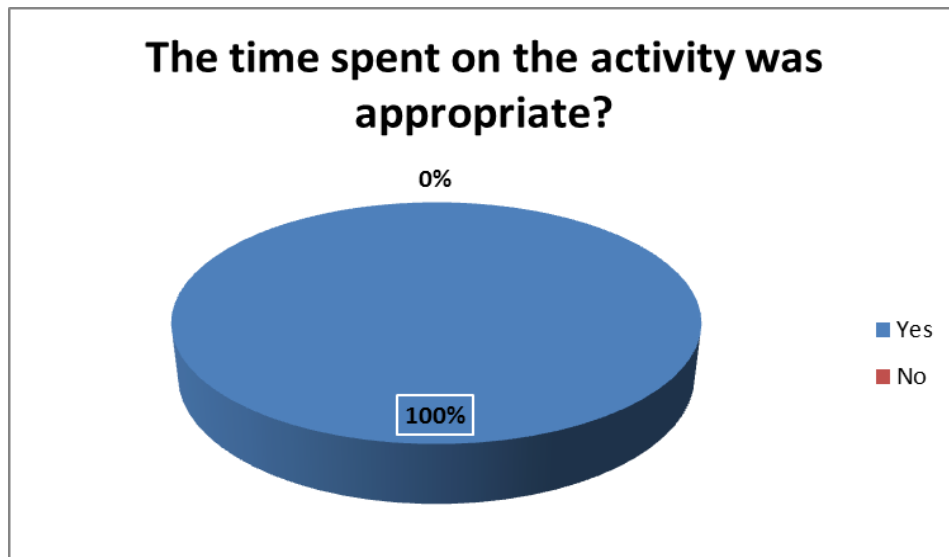
Steps after activity

- Interviews modern languages' students, who participated that measured the impact of the activity on their confidence. Receiving doubts and suggestions for a future conversational club. Organizing the space.

Graphics**Graphic 1**



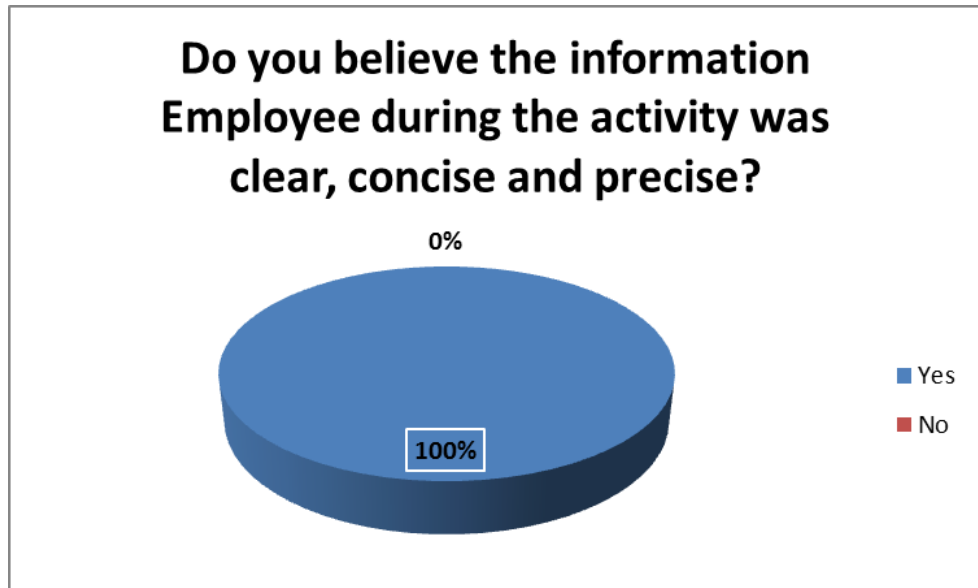
Graphic 2



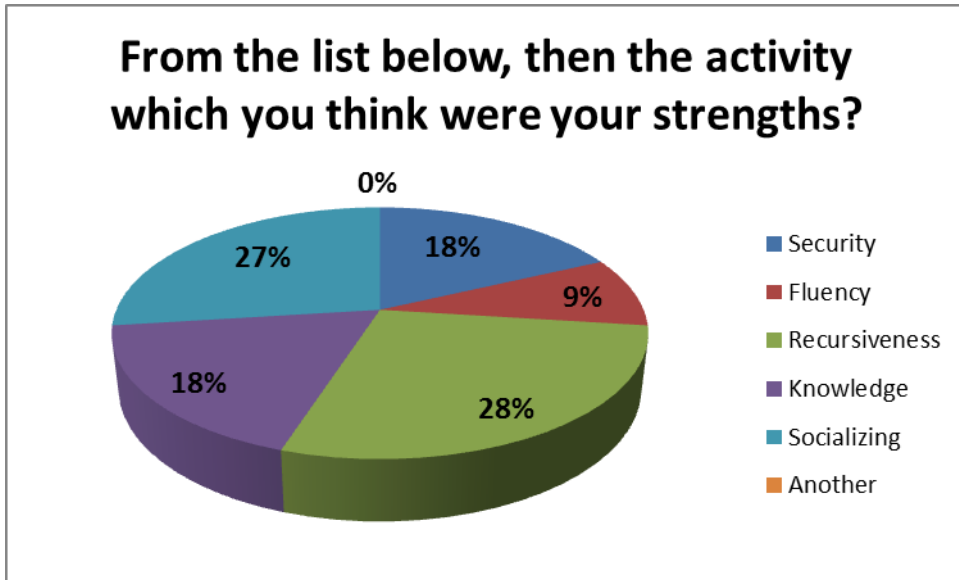
Graphic 3



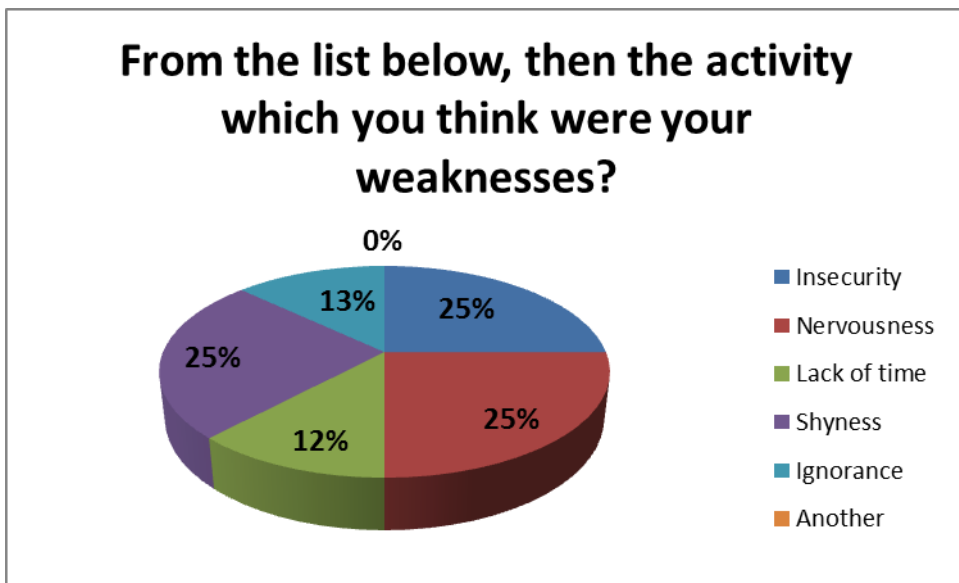
Graphic 4



Graphic 5



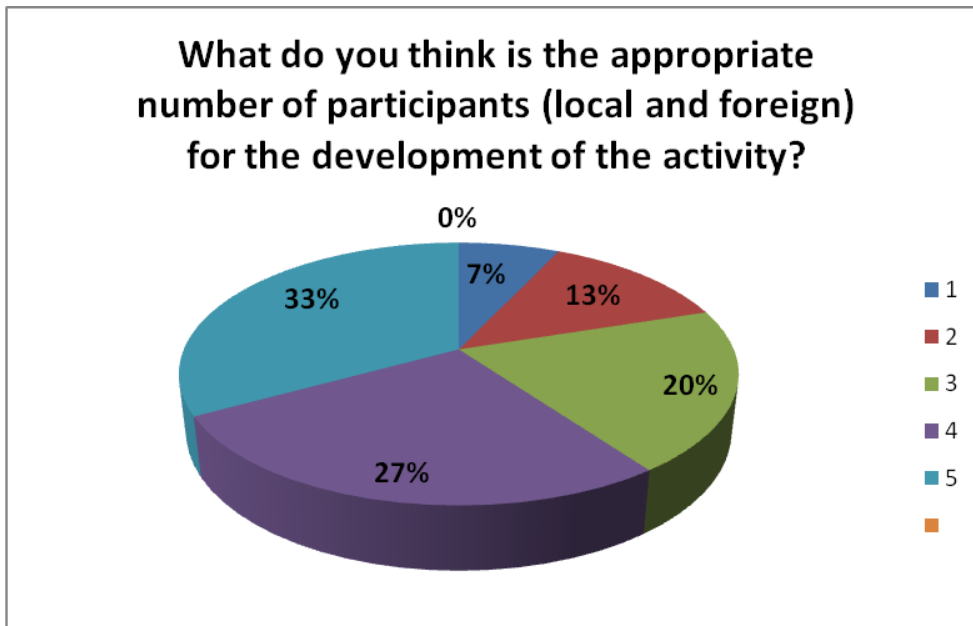
Graphic 6



Graphic 7



Graphic 8



Graphic 9

