

Enhancing EFL Oral Skills through ECO 2.0 Kids: A Culturally Situated Perspective.

NISI JIREH GUERRERO DIAZ

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**THESIS DIRECTOR
JOHANNA MONTAÑO MORENO**

**UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS
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Abstract

This document outlines an educational plan for an action research initiative that aimed to improve speaking skills in an English as a Foreign Language (EFL) classroom by utilizing ECO 2.0 Kids cultural audio capsules content. The study involved fifth-grade students aged 10-12 from Instituto Pedagógico Nacional, a public school in Bogotá, Colombia. Data including field notes, questionnaires, artifacts, recordings, and interviews were collected during interventions led by a pre-service teacher, structured into three intervention cycles incorporating different audio capsules and adapted activities for pedagogical purposes. Through triangulation of methods, the findings were analyzed to draw conclusions and discuss the implications and limitations of the project.

Key words: Cultural Audios, Capsules Content, Speaking Skills, EFL Classroom.

Resumen

Este documento describe un plan educativo para una iniciativa de investigación-acción que tenía como objetivo mejorar las competencias de expresión oral en un entorno de enseñanza de inglés como lengua extranjera (EFL) mediante la utilización de contenido cultural de cápsulas de audio ECO 2.0 Kids. El estudio involucró a estudiantes de quinto grado de entre 10 y 12 años del Instituto Pedagógico Nacional, una escuela pública en Bogotá, Colombia. Los datos que incluyen notas de campo, cuestionarios, artefactos, grabaciones y entrevistas se recopilaron durante intervenciones dirigidas por un docente en formación, estructuradas en tres ciclos de intervención que incorporan diferentes cápsulas de audio y actividades adaptadas con fines pedagógicos. A través de una triangulación de métodos, se analizaron los hallazgos para sacar conclusiones y discutir las implicaciones y limitaciones del proyecto.

Palabras claves: Audio Culturales, Contenidos Cápsulas, Habilidades Habladas, Aula EFL.

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Chapter I: The Problem

Context

This project was carried out at the Instituto Pedagógico Nacional (IPN), a school located in Usaquén locality, the north of Bogotá city, specifically on Calle 127 N° 11A-20 in La Bella Suiza neighborhood.

The locality has some of the best indicators in the city, however, the inequality between the north and south areas of Usaquén is evident. The latest assessment conducted by the Bogotá Planning Secretary in 2020 revealed that the Usaquén neighborhood has an approximate population of 10,000, with different social strata distributed as follows: Stratum 2 (13.2%), Stratum 3 (6.7%), Stratum 4 (9.0%), Stratum 5 (28.9%), and Stratum 6 (23.5%).

Considering the previous data, this institution is a combined school in which the income of this type of establishment is mixed: they have public subsidies, but they are also nourished by the fees of the students, therefore the population of this school can be mixed between different social stratum, since they can be students who are children of civil servants, administrators, university professors, but another part can be students who are part of vulnerable strata.

The IPN was established in March, 1927 and it is an internship center of the National Pedagogical University of Colombia (UPN), an entity that was founded in 1955 and is currently the head of the Institute. This institute has more than 1,000 students; who are located according to their school cycle from preschool to middle grades with emphasis on different branches of science and art, additionally, the aim of this educational community is to guide the educational journeys of children, adolescents, and adults, taking into account their diverse economic, social, cultural backgrounds.

In the same way, the National Pedagogical Institute contemplate being a space of permanent innovation, in which the reflection on educational policies is based on the pedagogical knowledge of its teachers and jointly with the UPN, it contributes to the formation of children, young people, adults and teachers who promote the construction of a democratic, cross-cultural and peaceful society.

However, despite the institution's efforts to foster innovation through educational approaches, the English classes currently rely only on academic texts provided by a partnered publishing house. This agreement is maintained due to financial constraints, as teachers and

coordinators adhere to the prescribed format to ensure that all students, regardless of their financial situation, have access to educational materials; however, there is an evident willingness to explore alternative teaching methods that better suit the needs of students. In this case, to achieve success in this objective it is essential to have a wide range of resources and training sessions for teachers to improve their skills.

Population

The participants in this project were 28 students from 5th grade of primary school, the age range of these children were between 10 -12 years old. The number of English classes was 3 hours per week divided into Mondays and Thursdays from 07:00 a.m. to 10:30 a.m. During a typical fifth grade English class, several behaviors were found among students as some of them showed an active participation and enthusiasm for the language, while others tended to isolate themselves or get distracted by different activities. Despite these differences, the majority of students showed connection with the tasks proposed by the teacher, although their level of participation varied.

In addition to this, the diversity of the participants in this classroom was significant, since some of them came from socially vulnerable sectors and presented complex family and economic situations, while on the other hand, there were participants from more economically stable family backgrounds.

The pertinent criteria for the selection of the participants of this project was carried out from samples of non-probability, specifically typical sample and purposeful sampling, the decision to use a non-probabilistic sampling was due to the fact that this selection of samples uses non-random ways to select a group of people to participate in the research, in the case of this research the selected group were fifth graders from an English class. Furthermore, the typical sample was chosen since it reflects “the average person, situation, or instance of the phenomenon of interest” (Merriam, Tisdell, 2016, p.97), it means that in order to be part of the investigation there was no specification considered, hence, this study attempted to improve their oral skills through the implementation of English teaching materials developed by the National Bilingualism Program.

In this sense, 5th graders were selected as they were one of the main populations targeted in the structure of the ECO 2.0 Kids booklet, taking advantage of the existing knowledge bases in English and the current prevalence of English as foreign language in its environment as in the use of social media and the exposure of TV and internet websites.

Statement of the problem

Based on the diagnosis made from class observations, surveys and an interview with the English teacher of this course, the results evidenced that the students presented some difficulties in the main four language skills (listening, speaking, reading and writing) needed to develop a complete communication when learning a foreign language, in this case, English. However, the noticeable skill in which they showed the greatest difficulty was the oral expression, as they did not feel comfortable talking or expressing their ideas in English, in words of the teacher it was mostly because during their ages, they tended to be rude and made fun each other when they tried to participate, therefore some kids became shy when expressing their thoughts as they might think they were pronouncing in a wrong way or did not have the enough vocabulary to comment the topic's classes, therefore they preferred to participate in Spanish or ask to what they considered a good partner in English to say it for them.

It is important to mention that the required oral skills in the learning of a foreign language, at least at a fifth primary-school level and according to the basic standards for English learning integrated by the Ministerio de Educacion Nacional (2006) are related to the ability to describe the surroundings, narrate their daily activities in school and their personal routine, and be able to express their feelings, tastes and preferences; however, based on the diagnosis carried out, the students have shown a tendency to only repeat commands learned by repetition from their textbooks even without understanding what they are communicating, or the structure and vocabulary of the sentences used.

Moreover, students also failed to connect the learning process to their personal experience and specific context, according to the Common European Framework's Qualitative aspects of spoken language (2002), at the A2 level, corresponding to grades 4th to 7th in Colombia, students are capable of employing basic sentence structures, short phrases, and common expressions to share basic information in daily interactions.

Nonetheless, it was evidenced that as the textbook used by the school had activities related to predominantly North American culture, students seemed to feel distanced and uninterested from their own cultural history. As a result of this, students may have found it challenging to create connections between the learning process they were building and their daily lives, hindering their ability to fully appreciate and integrate their linguistic skills within their cultural perspective.

Therefore, it was found that to begin implementing resources that could enhance the students' communication skills, it was necessary to use several activities to make the learning process much more attractive for them by placing it in a cultural literacy framework. Hence, a curriculum rich in diverse cultural perspectives, specifically for this research, from Colombia, could generate a deeper sense of pride and connection among students as it would promote a more inclusive and global approach to language learning.

Rationale

According to Bellingham (1995), in modern society, being bilingual or even multilingual is one of the most important advantages given by the current globalized, economical and sociocultural dynamics that involve the world; the spread of English language around the world offers, argued by Crystal (2000) and Nunan (2001), an unlimited entries into contemporary domains such as science, information and communication technology, finances, global communication, cross-cultural comprehension, entertainment, and numerous other domains.

The EF English Proficiency Index (EPI) was established by Education First (EF) to assess the progress of regional education systems in fostering bilingualism, every year this index ranks countries worldwide based on their English skills, using a test inspired by the theoretical dimensions of IELTS and it is shared to students across primary, secondary, and university levels. In 2023, Colombia placed 75th out of 113 countries, and regionally, it ranked 17th out of 20, despite these seemingly discouraging rankings, Colombia has shown improvement over the past few years, climbing 17 positions since 2019; this advancement has shifted the country from the "very low level" to the "low level" category in terms of English proficiency, while this progress is significant, it highlights the importance of keeping all four language skills (reading, writing, listening, speaking) as a priority in Colombia's bilingual education programs.

Considering this, the main goal of acquiring a second or foreign language is often perceived as effective communication, for this reason, to achieve this goal, students must master the four fundamental language skills: receptive (reading and listening) and productive (speaking and writing), from this perspective, speaking has a significant importance for students due to its focus on improving their oral communication skills.

Ur (2000) emphasized the importance of developing speaking skills when learning a foreign language, suggesting that it occupies a primary position among the four language

skills listed above, additionally, the author noted that people who are fluent in a language are often called "speakers," implying that speaking encompasses other forms of language proficiency.

Furthermore, during the observations, students showed proficiency in reading and writing, however they often found difficulties with comprehension or fluency when expressing messages orally, consequently, the development of oral skills in students plays a vital role in language acquisition and contributes significantly to the learning process.

According to Le (2023), oral skills facilitates students to first, gain a deeper understanding and mastery of English pronunciation, intonation, grammar and vocabulary; it also serves to improve students' listening skills, allowing them to navigate and respond effectively to the complexities found in authentic linguistic environments. Following this idea, the use of English teaching materials that integrate reading, writing and listening skills is essential to improve the oral competence, since by involving students in activities that encompass these three skills, they can develop a deeper understanding of language structure, vocabulary use, and pronunciation, ultimately leading to better speaking skills; moreover, the integration of these skills provides students with a holistic approach to language learning, fostering fluency and confidence in oral communication.

In addition to this, it is crucial to understand how these materials can be most effective when related to a situated context, Holguin (2013) emphasizes the need to incorporate cultural elements into English language teaching to provide learners with the skills required for effective communication in the current globalized world, in this way, English serves as a primary mode of interaction among people from diverse cultural backgrounds, considering this, integrating cultural content into the curriculum is essential for fostering cultural awareness and communicative competence.

Taking this into account, the "National Bilingualism Plan (NBP)" in Colombia, initiated by the Ministry of National Education (MEN), aims to foster a comprehensive learning of English as a foreign language through the development of pedagogical materials like ECO 2.0, aligned with the suggested English Curriculum. The MEN (2017) started in previous years to introduced school texts supporting English learning from 3rd to 11th grade, focusing on meaningful contexts relevant to students' lives, including aspects like Colombian culture, diversity, and various lifestyles, among other pertinent subjects, following this idea, ECO 2.0 Web is part of this objective through a transmedia strategy based on podcasts created especially for children (ECO Kids) and young people (ECO Teens).

Ramli (2017) explains that podcasts offer students the flexibility to learn at their own pace and convenience, allowing them to choose when and where they engage with the material, additionally, podcasts have the potential to expedite language learning across various domains, such as listening comprehension, pronunciation refinement, vocabulary expansion, grammar proficiency, speaking fluency, and associated language tasks, therefore, the use of audios enables students to adapt their podcast experience to their individual needs, resulting in higher levels of engagement and, consequently, in optimized learning outcomes.

Hence, ECO 2.0 Kids material integrates two main skills, putting the listening competence as the main input for students to achieve their objectives in terms of oral expression. For this reason, this research proposal is important since even when a new tool is not designed, an existing tool is adapted to the situated context that students are involved with the aim of facilitating meaningful learning comprehending the importance of developing their oral skills in English while creating a cultural awareness about their Colombian identity.

Research Question

What is the impact of using a set of activities adapted from ECO 2.0 Kids in the enhancement of oral skills within a culturally situated perspective?

Research Objectives

General Objective

- To identify the impact of incorporating a set of activities adapted from ECO 2.0 Kids on the enhancement of oral skills within a culturally situated perspective.

Specific Objectives

1. Identify the role of ECO 2.0 Kids inspired material in the enhancement of oral skills in a group of 5th graders at a public school in Bogotá when literacy is understood as a culturally situated perspective.
2. Analyze students' perceptions regarding the use of ECO 2.0 Kids adapted activities to improve their oral skills within a culturally situated perspective.

CHAPTER II: Theoretical Framework and Literature Review

This chapter presents first, the state of arts, which includes the review of five studies relevant to this project, and second, the theoretical framework which is built upon four constructs that support this proposal. The first construct is *Oral skills*, the second construct is *Situated literacy*, the third construct is *Cultural Awareness* and the last one is *ECO 2.0Kids as a learning tool*.

State of Art

The first study considered relevant for the current proposal was conducted by Cordero (2019) and it was entitled “*Proyecto piloto de mejoramiento del proceso de enseñanza – aprendizaje de la lengua extranjera “inglés” en el grado décimo de la institución educativa José Celestino Mutis de San José del Guaviare*”, this project aimed to insert the material proposed by MEN, “English, Please! 2”, to the school curriculum and observe if there's any change towards the motivation of the students, active participation during the activities of the English subject in the classroom and any barriers that interfere with their English learning process.

The investigation was carried out with more than 30 students between 14 and 18 years old, from tenth grade, for the academic interventions, the author implemented 4 lessons proposed by the book in which integrated activities for the four skills (reading, listening, writing and speaking), the results obtained from the review of exercises, observations and structured interviews carried out by the author reflected a 94% approval of the material used by the students, due to its incorporation of cultural and local elements, with 87% finding the content useful in their daily lives.

Furthermore, the study found high student approval rates and increased engagement, highlighting the potential benefits of innovative teaching approaches, however, the study presented some challenges during the application of the material provided by the MEN, as there was an undeniable contrast of capabilities and scope of tenth graders of Educational Institutions and the level expectations that they must have had in this grade considering the level imposed by the Common European Framework used in Colombia, moreover, another challenge was the low hourly intensity to achieve compliance with the goals of the Ministry and the lack of teaching material and/or specific tools for the development of a foreign language class.

Given this, this study is relevant to this research as it highlights the importance of considering students' context in the English learning journey; unlike previous studies that primarily relied on textbooks as the primary teaching tool, this research recognizes the diverse experiences and requirements of students regarding the use of the methodologies, thus, by adapting ECO 2.0 Kids' suggested activities to align with the children's context, the study establishes a more inclusive and enriching learning atmosphere. In this way, beyond simply providing classes in a repetitive and systematic way, but on the contrary using the bases proposed by the material to generate new and creative environments, children can develop their oral skills more effectively when learning English, which might improve their ability to communicate in this foreign language.

The second study, considered as relevant for this proposal was conducted by Takemiche (2020) and titled “*Calidad Educativa: Factores que inciden en los procesos de enseñanza de Inglés como lengua extranjera en dos instituciones de educación pública*”, the objectives was to assess English teaching quality in two Bogotá public schools by: 1). Examining adherence to national and institutional educational guidelines, 2). Analyzing the teaching materials and resources employed and 3). Investigating curriculum content and teaching methodologies in English education.

This investigation was carried out with six English teachers with more than 25 years of experience; through the use of semi-structured interviews, observations of 5th grades English classes and the analysis of field notes, the results concluded that the teaching materials were predominantly supplied by teachers, with limited government-provided resources such as the “Way to Go” textbook, accessible only during class. On the other hand, although the book "Way to Go" attempted to align with the social context and culture of the students, it did not fully reflect their social reality, leading teachers to seek authentic material online, Takemiche indicates that integrating texts relevant to students' context could enhance comprehension and motivation, although discrepancies between classroom content and students' reality persisted, as noted by one teacher citing a mismatch between classroom discussion on Colombian sports and reading material referencing unrelated topics like surfing.

The connection of this study with the current investigation emphasizes the importance of evaluating the effectiveness of having material that aligns with students' social context and culture, by incorporating material that includes a situated context and culture, students might not only enrich the learning experience but also foster a sense of pride and it helps to get their attention and involve them in a significant learning process, therefore these activities seem to

serve as bridges between language acquisition and cultural awareness, allowing students to develop a deeper appreciation for both notions.

Another notable study that supports this investigation is “Oral Skills Development Through the Use of Language Learning Strategies, Podcasting and Collaborative Work” by Devia & Smith (2017), a project of action research was conducted involving 40 tenth-grade students aged between thirteen and seventeen years old from a public school in Ibagué, Colombia. The project aimed to illustrate how language learning strategies, podcasting, and collaborative activities impacted the improvement of oral skills among these students, in this way, evaluation of students' progress was done through questionnaires, surveys, and analysis of the podcasts created by the students themselves during the study.

Initially, the initial survey revealed that the majority of students, totaling 74%, expressed a preference for enhancing their speaking abilities over listening (17%), reading (7%), or writing (2%), these findings showed the significance students placed on developing their oral communication skills in the target language. Moreover, the results of this project regarding the use of audios reflected the potential that podcasts had as students' motivation and attitude towards the class was noted; additionally, when utilized as a collaborative tool, podcasts could further deepen students' comprehension of the subject matter and encourage a better interaction, concluding that the integration of podcasts demonstrated positive outcomes in improving students' listening and speaking skills.

Therefore, the study analyzed here was significant for this proposal because it addresses the use of audio tools besides other inputs to develop oral skills in a second language; for this current investigation, utilizing podcasts as a primary resource for enhancing oral skills in a foreign language offers a dynamic and engaging platform that allows students to immerse themselves in authentic spoken language content, thus providing learning exposure to pronunciation, intonation, and conversational patterns. Moreover, by regularly listening to podcasts, learners might improve their listening comprehension, vocabulary acquisition, and overall fluency as many podcasts incorporate interactive elements such as interviews, dialogues, and storytelling, which encourage active participation and interaction, allowing students to improve oral communication skills while allowing them to confidently participate in real-life communication situations.

The fourth study chosen for this project was entitled “Speaking Skill Development through the Implementation of Multimedia Projects” by Ospitia, Charry & Castro (2016), the aim of this research was to investigate how the integration of podcasts, videos, and PowerPoint projects contributed to the enhancement of speaking skills in fifteen students

between 11 and 13 years old from sixth-grade at a private religious school in Ibagué, Colombia; for this, data were gathered through an initial assessment and a subsequent proficiency evaluation, a focus group discussion, observations of participant behavior, and the analysis of student-produced materials generated from podcasting, video creation, and PowerPoint presentations.

The analysis of the diverse data gathered revealed that initially, 60% of the students faced challenges such as limited vocabulary, pronunciation issues, and consequently, low fluency, nevertheless, following several months of interventions and engagement in multimedia activities, including the final projects such as producing a class podcast, the last assessment demonstrated noticeable enhancements in their speaking proficiency, therefore, the students not only met the set objectives during the project's cycles but also surpassed their language and personal barriers, demonstrating a significant progress in their learning process.

Thus, the results of this study is relevant to this investigation as even when these authors use different multimedia tools, the evidence in the use of podcasts were overall positive, considering that this tool provided a dynamic and engaging platform for students to engage with authentic language content, leading to the learning of new vocabulary and the improvement of pronunciation and fluency; therefore, integrating podcasts into educational practices has been proved to be an effective strategy for enhancing academic performance and promoting overall language development.

The last study relevant for this investigation is “Enhancing oral communication through the interpretation of Colombian and Scottish cultures supported on audiovisual media resources” by Pira (2020), the primary goal was to examine students' verbal interpretations of cultural traditions in Colombia and Scotland, incorporating audiovisual media as part of the process, for this, the population chosen were 30 students between 11 and 13 years old from a sixth grade course at the Instituto Pedagógico Nacional; in order to achieve this proposal, the data were collected through interviews, surveys, field notes, audio and video recordings, and these data were triangulated to give trustworthiness to the research.

The results of this study demonstrate its compliance with its main objective, as the pedagogical intervention focused on enhancing students' fluency through communicative practice and fostering confidence in speaking, the pre-service teacher provided support and feedback, creating a warm environment where students could overcome their fears of making mistakes. Consequently, students' confidence to speak in English increased, leading to improved fluency in oral communication, additionally, the integration of audiovisual media exposed students to Colombian and Scottish cultures helping them to increase their cultural

awareness and develop the ability to communicate effectively with people from diverse backgrounds.

This study is relevant to the current project as it provides knowledge gained from developing oral skills while generating cultural awareness during the learning process, consequently, through the utilization of audiovisual media to enrich language learning and cultural understanding, this research seeks to further optimize the development of oral skills through adapted activities based on real-world contexts. Having said this, this approach not only demonstrates the benefits of the utilization of multimedia resources but also it aligns with a culturally situated perspective, which emphasizes the importance of contextualized learning experiences, therefore, by integrating these two approaches, the research attempts to provide a comprehensive and effective method to improve oral communication skills among students.

Theoretical Framework

As previously discussed, this section comprehends the theoretical foundation supporting the research project, including four key theoretical frameworks: ECO 2.0 Kids as a learning tool, Oral Skills, Situated Language Learning and Cultural Awareness.

Oral Skills

According to Brown (1994) and Burns and Joyce (1997), speaking involves an interactive process of creating meaning through producing, receiving, and processing information, therefore, this process is seen as the systematic combination of sounds to construct meaningful sentences. In addition to this, speaking requires, according to Nunan (1999) that learners develop not only the ability to produce specific aspects of language, such as pronunciation, grammar, or vocabulary, but also that they can be capable of understanding when, why and how to use language effectively, having said that, speaking involves expressing oneself or conveying a series of ideas, within a specific situation and context. In this way, in the foreign language learning process, such as English for this project, Bygate (1987) in Cardenas (2019), makes a differentiation between knowledge and skill, the author argues that learners require more than just grammar rules and vocabulary to effectively communicate orally, on the contrary, they must also possess the ability to swiftly organize this knowledge, adjusting for errors and difficulties that may prevent their spoken language production. Addressing this matter, Brown (1994) defines two significant and integral

components of this oral competence: fluency and accuracy, Hedges (2000) explains that the concept of fluency relates to the production, associated most of the time with speech, therefore it is the capacity to logically connect speech units with ease, without tension, excessive slowness, or unnecessary pauses; therefore, fluency incorporates the learner's aptitude in utilizing technical skills like tempo, linguistic expressions, including coherence and logic; and perception in speaking appropriately according to the context.

The second component of speaking skill is accuracy, this concept refers to "how closely the language produced adheres to the standards of the target language" (Yuan & Ellis, 2003, p. 2), encompassing accurate pronunciation, vocabulary usage, and grammatical structure, therefore, learners must prioritize both precision and comprehensiveness of language expression during speech, focusing on **grammatical structures**, by considering the complexity of the sentence constructed and the coherence of their ideas, **vocabulary**, by selecting the appropriate words considering the context in which they are placed, and **pronunciation**, by becoming familiar with phonological rules that include various sounds, stress, intonation and tone.

While dialogues and conversations are the predominant and frequently utilized speaking activities in language classrooms, Brown (2001) describes six potential categories related to speaking performances that were considered when developing activities for this project that seeks to develop this oral skill. The first type is titled **Imitative**; it involves exercises where learners repeat phrases or structures for clarity and accuracy, such as "can you help me?", allowing students to orally practice challenging language constructs, the following category is **Intensive**, where the activities are focused on specific phonological or grammatical elements, such as repetitive imperative sentences, the third speaking production category is called **Responsive**, it consists of short responses to questions or comments from the teacher or other learners, often limited to yes/no inquiries; the next category is **Transactional (dialogue)**, as it involves dialogues aimed at exchanging information, like interviews, role plays, or debates, suitable for pair or group works, the fifth speaking production category is called **Interpersonal (dialogue)**, as it focuses around dialogues to establish or maintain social relationships, including personal interviews or casual conversation role plays; finally, the sixth category is entitled **Extensive (monologue)**, which includes extended monologues such as short conversations, oral reports, or summaries, providing opportunities for individual expression, considering the previously explained, it is essential to understand that these categories are not linear; they can be used independently or in combination with each other based on the specific needs of students.

In the case of this research, it is fundamental to recognize that oral skills play a main role in language acquisition and cultural exchange, therefore, through role-playing, storytelling, and cultural presentations, students can actively engage in oral communication while exploring various aspects of Colombian culture, moreover, incorporating technology such as ECO Kids 2.0 audio capsule materials can provide authentic opportunities to practice English oral skills within a cultural context, understanding this, by prioritizing oral skill development alongside cultural learning, it is expected that students can get involved in a comprehensive and immersive learning experience.

Situated Language Learning

The concept of *Situated Learning*, was a term proposed by Jean Lave and Etienne Wenger in the early 1990s, built upon the theories of Dewey, Vygotsky, and others (Clancey, 1995), emphasizing that learners are best engaged through active participation in authentic experiences, this approach focuses on creating meaningful learning through the use of the learner's real-life context, Lave and Wenger (1991) propose that learning goes beyond transferring abstract, context-free knowledge from one person to another, instead, they argue for viewing learning as a social process where knowledge is collaboratively constructed.

In contrast with a traditional learning where the student is involved in a dependent context regulated by the textbooks used, situated learning suggests that learning takes place through interpersonal connections and the merging of pre-existing knowledge with authentic, informal, and frequently spontaneous contextual learning encounters, in this sense, students' role goes from passive learners to active ones as they actively engage and immerse themselves in social communities where learning often arises through collaborative efforts and the exchange of purposeful, structured activities (Lave & Wenger, 1991).

In view of the above, it can be considered that a situated language learning can be implicit in different teaching-learning contexts, including: *Communities of Practice*, where learners become part of a group with shared goals, interests, and needs, collaborating socially to achieve language learning objectives (Barab & Duffy, 2000); for this project, the goal of the chosen population was to improve their oral skills in English while collaborating with each other in different activities designed as *cultural conversation circles*, small groups where students discussed in English about different aspects of Colombian culture, such as traditional dishes, festivals or customs; or *Presentations of Colombian culture*, where each student chose a topic related to Colombian culture to research and present to the class, this

provided opportunities for classmates to ask questions and participate in discussions, promoting the development of oral language within a context of cultural exploration.

The second context is *Authentic Language Learning*, where according to Nunan (1999), the authentic materials are genuine language data originating from real communication situations, in this approach, genuine materials reflecting natural language use are employed to target realistic language learning in the classroom, this context can be found in the materials created for this research such as the *Conversation Workshops on Colombian Culture* where oral skills in English are introduced to improve while Colombian cultural topics were explored, in this case, students would be encouraged to use English to discuss these topics, incorporating Colombian cultural vocabulary that may not have direct translations, this helped them to understand that there are words and phrases unique from the Colombian culture, fostering a deeper understanding and appreciation of the language while pursuing foreign language learning outcomes in the classroom.

The third context is titled *Task-Based Language Learning*, within the framework of situated language learning, task-based learning focuses on practical tasks central to the learning process, mirroring activities language users encounter in real-world contexts (Oura, 2001), the situated learning aligns with this approach when tasks are authentic, interactive, contextually embedded, and goal-oriented, applying this context to the present research involved creating oral activities where students could participate in role plays simulating ordering Colombian dishes in a restaurant or discussing cultural events, by integrating linguistic tasks in Colombian cultural contexts, students delved into the authentic use of the language, improving their oral command in English and at the same time acquiring knowledge about Colombian culture.

Finally, and considering the media globalization context, McLellan (1996), defines *technology* in a situated learning context as a significant role as it enhances the capabilities and adaptability of resources utilized to facilitate various aspects of learning, the author explains that skills associated with technology have become progressively essential in education, particularly in an era where learners are deeply embedded in electronic technologies; in this project, technology offers ECO Kids 2.0 for engaging students in interactive and immersive experiences related to Colombian culture, for this, audio capsules provide to students opportunities to practice English oral skills while exploring Colombian cultural topics in a dynamic and engaging manner, considering the previous components of this construct, and reflecting on the demographic context of the study population, technology

emerged as a key factor, particularly through the utilization of ECO Kids 2.0, which will be elaborated later in this section.

Cultural Awareness

According to Winkelman's (2005) perspective, recognizing cultural differences and how they shape behavior marks the inception of an intercultural competency, the author argues that cultural self-awareness requires acknowledging the impact of one's own cultural background on values, beliefs, and assessments, alongside the influences stemming from a situated environment, moreover, Tomlinson (2001) suggests that cultural awareness includes a progressively internal perception of the equality among cultures, a deepened comprehension of one's own and others' cultural backgrounds, and a constructive curiosity about both the similarities and differences among cultures, in addition to this, to foster students' cultural awareness, Knutson (2006) emphasizes that it begins with prompting them to acknowledge their own cultural identity in comparison to others, considering this, it is essential that students' needs can be assessed in the classroom.

For building this cultural awareness, Galloway (1984) has presented a model for constructing cultural comprehension in which the author structures this model around four main domains of comprehension: the first concept is *convention* as a means to facilitate students' understanding of typical cultural behaviors in various situations, from this concept, two subcategories are identified: context-determined conventions, which includes non-verbal behaviors specific to particular situations, and function-determined conventions, which involve sociolinguistic expressions used for specific tasks; by incorporating this concept in the current investigation, students could grasp cultural significance like Colombian Traditional Dishes, including language and behaviors in dining customs, additionally, function-based conventions helped students to build an effective communication for tasks like accepting invitations or making reservations, enhancing cross-cultural competence and communication skills.

The second concept is that *connotation* is highlighted as a category focusing on the culturally significant meanings attached to words, Galloway (1985) asserts that by exploring their own associations with words, students can uncover how cultural contexts shape the underlying meanings of vocabulary, in this project, exploring connotations allowed students to understand how cultural contexts influence vocabulary meanings, understanding that there

are "untranslatable" words, where they simply do not have a direct equivalent in a different language or culture.

The following domain is *conditioning*, presented as a crucial aspect of cultural understanding, emphasizing that individuals typically act in alignment with their cultural backgrounds, it is important for students to recognize and interpret behaviors through a cultural lens, avoiding judgment based only on their own cultural norms; in this project, by understanding the connotations of words related to Colombian culture, students could effectively interpret and communicate cultural behaviors and norms in English, fostering cross-cultural communication and deeper understanding.

Finally, the fourth domain is *comprehension* as it includes skills like analysis, hypothesis development, and tolerance for ambiguity, Galloway (1985) suggests that achieving comprehension goals involves being mindful of information sources, challenging stereotypes, avoiding overgeneralization, and employing conflict resolution strategies, in this way, understanding this domain in the current investigation helped students to recognize and interpret the connotations of words related to Colombian culture, learners could navigate communication effectively, challenge stereotypes, and foster cross-cultural understanding, thus enhancing their oral proficiency in English within a learning context about Colombian culture.

Considering the previous constructs, Ho (2009) argues that fostering cultural awareness in English classes has faced various challenges, as traditionally, teachers have been viewed as the primary source of cultural knowledge, but this role has diminished due to technological advancements and globalization, for this study, these ideas about newest technology are seen as a way to incorporate it to fostering a language and culture learning in a flexible manner that can enrich teaching and engage students effectively.

Therefore, for this project it was essential to understand the role of cultural awareness in a foreign language learning, particularly through the utilization of culturally-adapted interventions derived from ECO Kids 2.0 materials focusing on Colombian culture, by exploring various cultural topics, such as Colombian Traditional Dishes, students were provided with opportunities to relate their own experiences to the target language, through a comprehensive examination of these interventions, this study aimed to identify the impact of incorporating a set of activities adapted from ECO 2.0 Kids on the enhancement of oral skills within the context of a culturally situated perspective.

ECO 2.0 Kids as a Learning tool

Foreign languages, such as English, are understood by the Ministry of Education and its National Bilingualism program as: "... vehicles of communication, interaction, learning, generation of opportunities and development" (MEN, 2019, p.12). For the last few years, the National Bilingualism Program works in four key areas to promote the learning of English in Colombia: strengthening pedagogical practices, cultural exchange, support for local bilingualism plans and development of innovative content, including school materials, digital content applications and specific programs for rural regions.

One of these innovative contents is titled ECO 2.0 – English for Colombia, this proposal presents a new way to implement a functional approach in English language education across Colombia, that is MEN (2021) considered the ECO material was conceived for the diverse environments, backgrounds, and varied contexts in which Colombian children, girls, adolescents, and young people grow and develop their life projects.

Through the website eco.colombiaaprende.edu.co, the Ministry seeks to continue promoting collaboration with teachers and educational institutions, providing access to readily available resources for teaching and learning English in Colombia is facilitated through an easy-to-use online platform, this initiative aims to "provide high-quality educational resources that meet the needs of the country and at the same time promote flexibility and complementary options for teachers who choose to use this tool" (MEN, 2021, p. 6). Moreover, the transmedia platform for teaching and learning English - ECO 2.0 is made up of two radio programs: ECO Kids and ECO Teens, along with a variety of complementary educational resources aimed at teachers, parents and students, these resources are influenced by intercultural and functional communicative approaches, which imply the ability to use both Spanish and English for various communicative purposes, considering the different contexts in which children and young people interact, as well as cultural diversity from the country; for the objective of this project, the material used as a basis for the creation of the set of adapted activities was ECO 2.0 Kids.

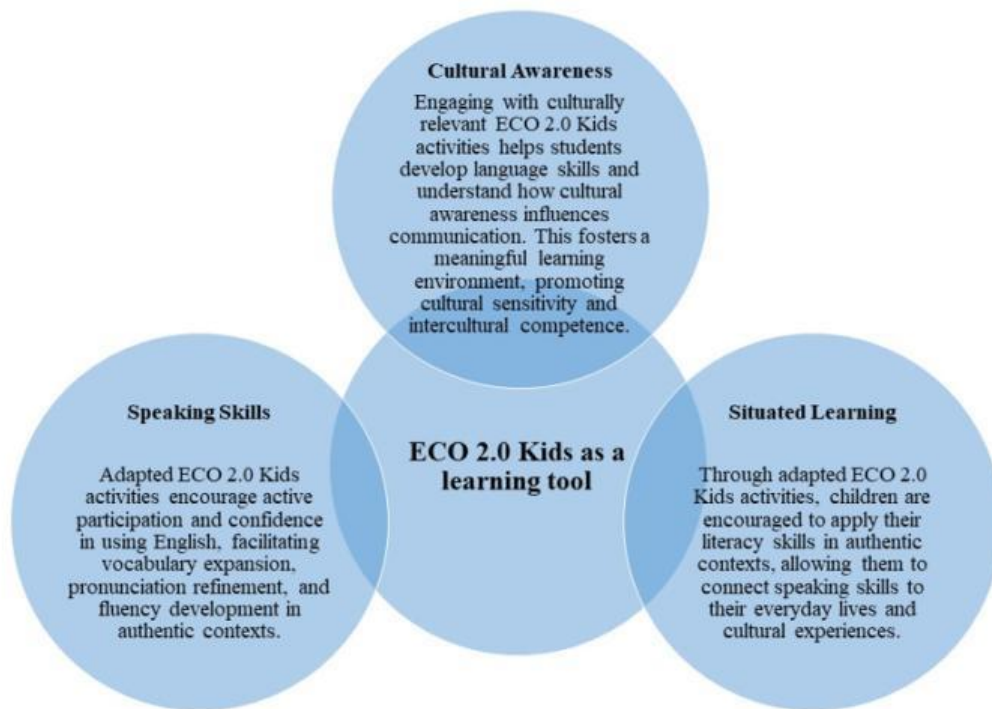
ECO Kids (for children ages from 6 to 11) is a radio program consisting of 16 episodes of approximately 20 minutes each, each audio capsule episode is structured around two main components: The *Radio Table*, the table is "made up of five characters who are responsible for radiating good humor, spontaneity and confidence with "the main objective that the audience identifies with them and/or their experiences, and that they respond to the challenges proposed in each capsule." (MEN, 2021, p. 10); and the second component is

Sections; the radio program is structured into different sections to offer listeners a varied and attractive content: **Introduction**, as the initial greeting and welcome to listeners; **Storytelling**, as a retrospective story where characters share experiences connected to the central theme, with the aim of teaching communication strategies; **Discover Colombia Tour**, a set of interviews with children from different regions of Colombia to connect listeners and gain diverse perspectives on the topic; **Breaking news**, an international reporter interviews people from different countries, provides cross-cultural information and exposes children to different accents; **Challenge**, an interactive section where challenges or questions are presented to promote meaningful learning; **Better this way**, listeners submit queries about the correct use of the English language; **The guest**: interviews with real people who share experiences about the usefulness of English in their lives and **Today we learned**, as a recapitulation of the key ideas and expressions addressed in the capsule. Each capsule selects the most appropriate sections according to the central topic covered.

This material's benefits, essential for this study, include a modular organization facilitating extraction of individual sections for independent use without losing coherence; each section offers significant English linguistic content and addresses four key aspects: communication, personal motivation, social identity, and a cultural diversity present in a situated context, in addition to this, each created section can be separated from the capsule and used independently, allowing that the audios can be shared via social networks or messaging services, thus, capsules can be utilized as a whole episode or in parts as needed by educational communities (MEN, 2021).

Considering the above, this project argues for the utilization of ECO Kids audio capsules to create inspired activities from this material, this proposal aims to address the linguistic needs and cultural context of fifth graders, highlighting the effectiveness of adapted materials in fostering oral proficiency in English while learning about Colombian culture, further details about the design of the interventions carried out for this project can be found in chapter IV, in this case, the subsequent diagram visually represents the preceding constructs and their interconnections to enhance understanding of each one's role in the current project.

Figure 1. Visual representation of the constructs interrelations. Own source.



This chapter extensively developed the research studies and theoretical frameworks that formed the basis of this proposal, the next chapter will detail the research design, clarifying how this research project was executed.

Chapter III: Research Design

This chapter presents key elements of the research design, including the research type and paradigm, as well as detailed description of the instruments and procedures used for data collection in this project.

Research Paradigm

This is a qualitative study that seeks to understand how people build their own meanings about reality (Merriam & Tisdell, 2016), in this case the “learning-teaching” process, as well as the way their experiences modify their learning styles/preferences. Moreover, as Sampieri, Fernández and Baptista (2010) point out, supporting this study on a qualitative research work frame facilitates subjective analysis of reality, which takes place in natural environments, emphasizing the personal ideas and generating positive changes for the community towards their needs and interests.

In this way, the study was built following the recommendations of various experts on the matter such as Taylor and Bogdan (1987), who propose the following key points; ***qualitative research is inductive***, drawing on participants' perceptions, in the case of this project, identify students' perceptions regarding the use of ECO 2.0 Kids adapted activities to improve their oral skills within a framework of situated literacy; ***observation occurs within the environment of the phenomenon***, in this project the main phenomenon was the way in which the activities adapted from ECO 2.0 Kids had in strengthening oral skills in fifth grader within a culturally situated literacy framework; ***researchers remain neutral***, avoiding personal biases; ethical considerations include informed consent and confidentiality and finally, ***all aspects of social life are relevant***, reflected in semi-structured interviews to capture participants' experiences and their impact on interactions with pedagogical material, this key point can be found in Annex 5.

Type of Research

This research project followed the action research methodology, Mills (2003) characterized action research in an educational context as a methodical investigation carried out by educators, administrators, counselors, or other invested parties within the educational sphere, this approach aims to collect data regarding the operational procedures of their respective schools, teaching methodologies employed, and the learning processes of students, moreover Hensen (1996) suggests that action research accomplishes several objectives: facilitating teachers in acquiring new knowledge pertinent to their classrooms, encouraging reflective teaching practices, broadening teachers' pedagogical range, strengthening the correlation between teaching methods and student performance, and nurturing receptivity to continuous learning. Considering this, the current study was drawn to this research approach as it primarily centered on examining students and the various factors influencing their learning experiences, therefore, the principal aim was to assess and identify the impact of incorporating a set of activities adapted from ECO 2.0 Kids on the enhancement of oral skills within the context of a situated literacy framework.

Besides, Kemmis & McTaggart (2007) proposes a cyclical model with four key principles for an action research study: plan, act, observe and reflect, then, re-planning to generate successive cycles of improvement. As of the first stage, ***plan***, the authors underlines that this comes from a constructed action that acknowledges the inherent unpredictability and risk in social dynamics, in this research, this stage was carried out after recognizing the

dynamic of social interactions and language learning and the importance of improving students' oral proficiency and crafting flexible lesson plans that address these areas while integrating Colombian cultural content. For the second stage, *action* arises according to Kemmis & McTaggart (2007) from a careful and thoughtful variation of practice and is critically informed; it recognizes practice as an evolving process, utilizing prior experiences while remaining responsive to real-time limitations, despite being guided by planning, it inherently involves risk and necessitates adaptability to changing circumstances, therefore, in this proposal, the lesson plans were created and constantly improved after carrying them out in the weekly intervention sessions; this stage was essential to adapt each lesson to the experiences obtained and the circumstances encountered during the course of the investigation.

For the third stage, Kemmis & McTaggart (2007) mentions that *observation* documents the effects of action, enabling reflection and adaptation to unexpected restrictions, it must be carefully planned yet remain open-minded to capture unexpected insights, making necessary the flexibility similar to the action itself; in this way, maintaining a journal ensures comprehensive documentation beyond planned observation categories for effective action research, therefore, in this proposal, the main sources used to collect data were field notes, interviews, questionnaires, and recordings, through this stage, observation anticipates reflection and enhances practice through deeper understanding, focusing on the action, its consequences, and the situational context.

Concluding with this model, the fourth stage titled as *Reflection*, Kemmis & McTaggart (2007) highlights that this stage interprets observations to comprehend the complexities of strategic action and the social context; it reconstructs meaning and informs revised plans by weighing experiences and projecting possibilities for group and individual advancement, moreover reflective discourse aids in building a comprehensive understanding of limitations, strengths, and next steps within the group's shared objectives. Thus, in this study, the results and impacts of the interventions and the structure of activities carried out with the students were evaluated and substantiated with evidence, in that way a new cycle of planning could be carried out to follow the next steps of action, observation and reflection, these four stages of action research were followed consistently throughout the three implementation cycles described in the next chapter.

Data Collection Instruments

Throughout the execution of this proposal, different data collection methods were utilized, chosen for its relevance to the research objectives, for this, the triangulation method for this qualitative research was followed for the data analysis, according to Cohen, Manion, Morrison (2002), triangulation serves as a technique to enhance the trustworthiness and accuracy of research outcomes, therefore, it is crucial to take into account two principles: validity and reliability; according to Tanveer et al. (2008), reliability concerns the credibility of a study, whereas validity concentrates on how precisely it portrays or evaluates the concepts being examined, hence, triangulation helps to reduce inherent biases linked with single-method or single-observer methodologies, overall, the array of instruments employed, including field notes, interviews, questionnaires, artifacts, and recordings facilitates a rigorous analysis of the data, enhancing the validity and reliability of this study.

The following table illustrates the organization and execution of the triangulation plan followed in this study.

Research Specific Questions	Data Source #1	Data Source #2	Data Source #3	Data Source #4	Data Source #5
1. Identify the role of ECO 2.0 Kids inspired material in the enhancement of oral skills in a group of 5th graders at a public school in Bogotá when literacy is understood as a culturally situated perspective.	Audio Recordings	Students' Questionnaires	Field Notes	Artifacts	
2. Analyze students' perceptions regarding the use of ECO 2.0 Kids adapted activities to improve their oral skills within a culturally situated perspective.	Students' Interviews	Audio Recordings	Students' Questionnaires	Field Notes	

Table 1. Triangulation plan.

Field Notes. According to Merriam & Tisdell, (2016), through the observations and the notes the researcher collects, it can be possible to comprehend the setting where the phenomenon of interest naturally occurs rather than a location designated for the purpose of interviewing. For this investigation, observations of every class were conducted throughout the entire implementation phase to offer a subjective understanding of key aspects of the learning process, moreover, field notes for this study described the details of the session and included reflective insights aimed at addressing challenges found in the development of the population's oral skills and strategies to overcome those obstacles (see annex 3 and 4).

Interviews. As per Merriam & Tisdell (2016), interviews serve as data collection tools designed to interpret the feelings and thoughts of informants, revealing insights that may not be apparent through observation, in order to collect all the necessary information, two types of interviews are emphasized in this study: a semi-structured interview, followed by predetermined questions about a topic, and the unstructured interview, a most flexible, informal and exploratory type of interview, the first semi-structured type of interview was conducted with the head teacher to gather information about the methodology used for enhancing students' oral skills and the materials implemented during a regular English class, in addition to this, after the end of each cycle of intervention, a second type of interview was applied to the students to understand their perceptions and opinions regarding the set of activities carried out to enhance their oral skills and their thoughts on learning about their own culture. (see annex 5)

Questionnaires. Canales et Al. (1994) argument that surveys serve as a means of collecting opinions, attitudes, knowledge, or suggestions regarding the subjects under investigation, therefore, questionnaires are useful and effective means to collect information in a relatively short time, since closed, open and mixed questions can be considered in its construction. In this research, three unstructured questionnaires were created to collect qualitative data by using open-ended questions, the first questionnaire was carried out at the beginning of the investigation with the objective of know about students' social context, their perspective about their English language strengths and weaknesses and preferred methodology that enhances comfort and motivation in their learning process (see annex 1), the second questionnaire was carried out during the middle of the intervention, after the end of the first cycle and the beginning of the second cycle, this with the objective of knowing student's perspective about the material used, activities created to reinforce their oral skills and the topics related to knowing more about Colombian Culture (see annex 6), finally, the third questionnaire was carried out at the end of the third and final cycle, the objective of this

survey was to identify their perception regarding the impact of the ECO 2.0 Kids inspired material to enhance their oral skills in English (see annex 6.1).

Recordings. The use of this data collection was essential as a primary tool in this study, in order to gather data on the enhancements in speaking skills of the population, as stated by Merriam & Tisdell (2016), employing tape recording guarantees the preservation of all spoken content for subsequent analysis, allowing for transcription and study at a later stage. In this research, multiple recordings were employed, including the teacher's interview (see annex 1), recordings of interviews with students, allowing them to articulate their thoughts and perceptions of their English learning journey (see annex 5), and oral exercises designed to assess improvements in students' speaking abilities (see annex 7),

Artifacts. The utilization of artifacts in this research, as emphasized by Avgerinou (2014), serves as a vital means of examining data collection techniques, often reflecting the participants' own contributions, in the context of this project, artifacts took the form of students' written creations (see annex 8), aiming to assess the achievement of study objectives and offer tangible evidence of students' progress in culturally inspired activities, while concurrently aiming to improve their oral skills. This approach is reinforced by Douglas et al. (2015), who argue the value of artifacts and visual imagery in qualitative studies for enhancing data gathering and communication between teachers and students; in summary, these insights underscore the importance of artifacts not only in collecting data but also in fostering clearer communication and knowledge exchange within educational contexts.

Data Collection Procedures

During the initial stage of this investigation, a consent form was shared with the students' parents. In this consent form (see annex 9), parents were informed about what the investigation consisted of and the use of the information recollected during the interventions, this with the aim of having their permission to allow students to participate in this project. After having the consent forms signed, observation sessions were conducted during the English class of fifth-grade students, accompanied by the documentation of field notes, these observations (see annex 3) aimed to provide insight into the classroom dynamics and interactions, afterward, a questionnaire was provided to the 28 fifth graders to collect data on their interests, hobbies, social background, language proficiency, and the resources available in their classroom (see annex 2), in addition to this, an interview was conducted with the teacher (see annex 1), firstly to comprehend the class structure, teaching methods, and

resources, and secondly, to gain insight into the teacher's observations regarding the students' strengths, weaknesses, and actual requirements.

This project involved three phases of implementation during which different data collection methods were utilized, the initial phase took place from March, 02nd, 2023 to April 24th, 2023, during this period, field notes and recordings were gathered twice weekly, alongside a survey at the end of the cycle aimed at identifying potential reasons for students' areas of opportunity. The second phase occurred from May 04th, 2023 to June 1st, 2023, involving the collection of recordings and field notes in every session, additionally, an interview was conducted at the end of the cycle to understand students' perceptions regarding classes, activities, and teaching methods, with the intention of refining and assessing their impact on students' learning processes and attitudes. Similarly, in the third cycle carried out from March 7th, 2024 to April 11th, 2024, the aforementioned methods were utilized, supplemented by interviews and questionnaires to assess students' final perceptions of the impact of incorporating a set of activities adapted from ECO 2.0 Kids on the enhancement of their oral skills within the context of a culturally situated literacy framework.

Ethical considerations

Considering the fact that the participants in this study were minors, consent forms were distributed to obtain parental approval (refer to annex 9). These forms explicitly outlined that students might be subject to recording and interviews by the researcher, with participants' identities being safeguarded through numerical coding and were used only for academic purposes, students whose parents did not provide consent were still permitted to participate, although their data was not included in the analysis for this research.

This chapter provided an overview of the research methodology, detailing the various instruments utilized for data collection and the corresponding procedures implemented throughout the study, the subsequent chapter digs into the pedagogical design, outlining the implementation cycles and discussing the perspectives on the curricular, classroom dynamics, language, and learning visions that underpin this project.

Chapter IV

Instructional Design

This chapter displays the theoretical and conceptual foundations that underpin the instructional design proposed, providing a deep understanding of the vision of the curriculum, language, learning and the classroom. For this, a definition and description of each of these fundamental elements is made, establishing their importance and their role in the development of the proposed intervention.

Curricular Vision

This proposal is grounded in the emancipatory approach as this perspective encourages critical reflection on language usage and embraces linguistic and cultural diversity, therefore it aims to enhance oral abilities in learning English as a foreign language within a contextualized setting, fostering student empowerment and linguistic autonomy. Considering this, Freire (1972) affirms that each student must assume an active role in their own learning, leaving aside being a passive recipient of knowledge, therefore knowledge and previous experiences of the student can be valued and used as a starting point in the teaching-learning process; moreover, by creating authentic learning environments, students engage in real communication scenarios, enhancing practical skills and motivation, finally, through the emancipatory approach, students develop critical attitudes towards language, enabling meaningful participation in a globalized society.

Vision of Language

This research emphasizes the importance of viewing language as a tool for communication rather than a mere set of structures, highlighting the significance of social interaction and intercultural awareness in language learning. Drawing from Kumaravadivelu's "post-method approach," (1994) critical engagement, community awareness, and contextualization are identified as key principles in language teaching, in addition to this, the relationship between language and culture is a fundamental aspect of linguistic study, this argument draws on the perspectives of Halliday (1978) and Tudor (2001) to highlight how language serves as a reflection of culture and cultural identity.

Halliday (1978) claims that language is interpreted and exchanged within a sociocultural context highlighting the functional nature of language: language is not simply a

set of grammatical rules and vocabulary; rather, it is deeply intertwined with the social practices and cultural norms of a community; this perspective emphasizes the importance of understanding language in its broader cultural context, as language use is determined by society's values, beliefs, and customs.

In the same way, Tudor (2001) further expands on this idea by framing language as a means of expressing culture and ideology, the notion of language reflects not only the linguistic system but also the worldview of the speaker, serving as a medium through which cultural customs, traditions, and ideologies are communicated, in the context of language learning, engaging with cultural materials such as audios, in the case of this project, allows learners to immerse themselves in the cultural context associated with the target language.

Vision of Learning

Learning is conceptualized as a process of acquiring knowledge within a situated, relevant, and authentic framework, aiming to transcend abstract transmission of knowledge and create learning experiences mirroring real-life situations referenced to Colombian culture, in this sense, situated learning fosters active student engagement, problem-solving, and reflection, encouraging learners to analyze their experiences and apply acquired knowledge in future scenarios. Moreover, building on the principles outlined in the didactic material of ECO Kids 2.0 (MEN, 2021), language learning arises from meaning rather than linguistic code, this approach suggests that learning a foreign language becomes more effective when it is based on an understanding of one's own culture, facilitating a deeper connection with the language and fostering intercultural competencies essential for navigating cultural diversity in a globalized world, in addition to this, according to Bennett (2009), the learning process require the process of gaining a heightened awareness of cultural contexts, including one's own perspective, and developing enhanced skills to engage respectfully and effectively with people from diverse cultural backgrounds. Thus, the educational framework proposed in this study aimed to cultivate students' awareness and comprehension of their own cultural heritage through the use of ECO Kids 2.0 audio capsules.

Vision of Classroom

The classroom environment and resources exert a significant influence on foreign language teaching and learning; A conducive classroom environment facilitates effective teaching and

improves student learning outcomes, supported by the use of appropriate educational resources (Qamar et al., 2018). Within this framework, several key elements are vital: a well-structured classroom environment is essential for meaningful second language learning, encompassing crucial elements such as interaction and practice, feedback, instructional resources and technology, and a supportive and motivating atmosphere; moreover through diverse activities like conversation, debates, and collaborative projects, students engage in language use, enhancing both oral and written communication skills while building confidence and reducing fear of errors, this is how student interaction and teacher support create a supportive learning community, further reinforced by extracurricular activities, which foster motivation and engagement and ultimately foster the achievement of language proficiency.

Instructional Design

The aim of this research was to enhance oral abilities in the acquisition of a foreign language, such as English, by employing adapted activities derived from the ECO Kids 2.0 didactic material, the goal was to facilitate meaningful learning among fifth graders at the National Pedagogical Institute, leveraging their understanding of Colombian culture and their immediate context.

Thus, this proposal encompasses a series of activities adapted from the ECO 2.0 Kids material, mentioned in chapter I, which begin with a fragment of the audio capsules and from there arise a series of activities that would enhance cultural awareness and oral expression, the following Table 2 details the three cycles carried out and the different lessons that emerged from them, it describes the objectives of each cycle, the planned contents that are articulated with the pertinent curricular contents and the suggested activities from ECO 2.0 Kids material, the development of communication skills during the cycle and the didactic resources used, it is crucial to note that the phases of action research were conducted concurrently, thus, planning, acting, observing and reflecting were carried out in each one of the cycles.

Table 2. Cycles of implementation

<i>Cycle</i>	<i>Lessons</i>	<i>Objectives</i>	<i>Communicative Skills</i>	<i>Suggested Language</i>	<i>Resources</i>
<p>Cycle 1: From Colombia to the world!</p> <p>Duration: 3 Lesson plans for 6 classes</p>	<p>1. This is my favorite celebration. Our Colombian celebrations</p> <p>2. When is your birthday? How people celebrate their birthday</p> <p>3. Let's discover Colombia. Our experience in Colombia Festivals</p>	<p>General</p> <ul style="list-style-type: none"> • To recognize the existence of cultural differences between people and celebrations by understanding the importance of my identity formation. <p>Specific</p> <ul style="list-style-type: none"> • To recognize the most popular Colombian festivals and how people celebrate it. • To express my experience in Colombian celebration and how different groups of people express their story through celebrations and cultural events. • To talk about these celebrations using the preposition of time to express my knowledge about Colombian culture. 	<ul style="list-style-type: none"> • I ask simple questions about celebrations. • I describe with interest and respect my own cultural traditions and other people's cultural events. 	<ul style="list-style-type: none"> • Celebrations • Months of the year • Dates • Prepositions of Time - in and -on 	<p>1. ¡El Carnavalito, una fiesta de tradición! Section: Storytelling (Cápsula Radial #3 ECO Kids 2.0)</p> <p>2. ¡El Carnavalito, una fiesta de tradición! Section: Discover Colombia Tour (Cápsula Radial #3 ECO Kids 2.0)</p>

<i>Cycle</i>	<i>Lessons</i>	<i>Objectives</i>	<i>Communicative Skills</i>	<i>Suggested Language</i>	<i>Resources</i>
<p>Cycle 2: Do you wanna play a game?</p> <p>Duration: 3 Lesson plans for 6 classes</p>	<p>1. The games I play during break. What we can and cannot do during playground games!</p> <p>2. Should we play Yermis? Discovering the most popular Colombian playground games and their rules.</p> <p>3. I want to play my favorite game! Learning key sentences when playing a game</p>	<p>General</p> <ul style="list-style-type: none"> • To develop communicative skills to express my opinion about my personal games preferences. <p>Specific</p> <ul style="list-style-type: none"> • To express my likes and gaming preferences. • To recognize the most popular Colombian traditional games. • To be able to express the rules and tips of a game through the use of modal verbs. 	<ul style="list-style-type: none"> • I use vocabulary and easy expressions to talk about games and their respective rules. • I express my tastes and preferences about traditional games. • I express clearly instructions to play a game. 	<ul style="list-style-type: none"> • Colombian Playground games and their rules. • Basic actions to keep in mind when playing a game. • Modal verbs (Can, Want, Should/Shouldn't) 	<p>1. "Un empate en Yermis" Section: Discover Colombia Tour (Cápsula Radial #15 ECO Kids 2.0)</p> <p>2. "Un empate en Yermis" Section: Storytelling (Cápsula Radial #15 ECO Kids 2.0)</p> <p>3. "Un empate en Yermis" Section: Hoy Aprendimos (Cápsula Radial #15 ECO Kids 2.0)</p>

<i>Cycle</i>	<i>Lessons</i>	<i>Objectives</i>	<i>Communicative Skills</i>	<i>Suggested Language</i>	<i>Resources</i>
<p>Cycle 3: Let's learn more about our tasty culture!</p> <p>Duration: 3 Lesson plans for 6 classes</p>	<p>What is your favorite Colombian dish, snack or drink? Exploring the rich and diverse flavors of Colombian culinary delights</p> <p>2. How often do you eat your favorite dish? Our eating habits and frequency of enjoying our favorite dishes.</p> <p>3. Her/his favorite Colombian Dish is... Let's share the culinary preferences of others while discovering your favorite Colombian dishes.</p>	<p>General:</p> <ul style="list-style-type: none"> • Learn about food habits and preferences regarding typical Colombian dishes, while we learn to discuss topics related to food. <p>Specific:</p> <ul style="list-style-type: none"> • To determine the frequency of consumption of my favorite Colombian dish, utilizing adverbs of frequency to describe my eating habits. • To learn vocabulary related to typical Colombian dishes, food, cookware, meals, and ingredients, to discuss culinary topics with my classmates. • To identify my classmates' favorite Colombian dish to enhance my ability to express their food preferences and descriptions effectively. 	<ul style="list-style-type: none"> • I can identify and use words and expressions used to describe traditional Colombian dishes. • I can use vocabulary to explain the ingredients and how often I eat my favorite dish. • I express my gastronomic tastes and know those of others, understanding that they can be different. 	<ul style="list-style-type: none"> • Typical Colombian dishes • Food • Cookware • Meal • Ingredients • Adverbs of Frequency • Simple Present - third person in singular- 	<ol style="list-style-type: none"> 1. "Indy and the ajiaco santafereño" Section: Storytelling (Cápsula Radial #11 ECO Kids 2.0) 2. "Indy and the ajiaco santafereño" Section: Discover Colombia Tour (Cápsula Radial #11 ECO Kids 2.0) 3. "Indy and the ajiaco santafereño" Section: The Guest (Cápsula Radial 11 ECO Kids 2.0)

Cycle 1. From Colombia to the World

The main purpose of this cycle was to facilitate the learning of fifth graders in terms of the ability to talk about Colombian celebrations and dates, understanding the differences between ordinal, cardinal numbers and months of the year using prepositions of time in English. This cycle includes three lessons. In the first lesson named *That's my favorite date!* students were able to get familiar with different Colombian celebrations, such as Independence Day, Barranquilla Carnival, or Three Kings Day through the use of two sections (Storytelling and Discover Colombia Tour) of the Audio Capsule #3 from ECO Kids 2,0 called ¡El Carnavalito, una fiesta de tradición!. By using this input, students had to share with their classmates any celebration they might know about Colombia and the cities they were from by using cardinal numbers and months to describe the dates of these celebrations. In the second lesson named *Can you tell me about your favorite Colombian festival?* students practiced the use of the prepositions of time in English, such as "in", "on" and "at", in the context of celebrations, dates and months of the year in Colombia, for this the section *Discover Colombia Tour* from the Audio Capsule #3 from ECO Kids 2,0 called ¡El Carnavalito, una fiesta de tradición! was used, in this lesson, students learned how to express dates in English, including the use of ordinal (for example, "the 20th of July") and cardinal (for example, "July 20") numbers. Lastly, in the third lesson named *Third or three? Let's discover your birthday date!* students recognized and differentiated between ordinal and cardinal numbers in English, so they could use them correctly when talking about dates, this final lesson had an oral intervention made by groups of 4 students that created a conversation by responding to the following questions proposed by the teacher: *Where are you from? What is your favorite celebration? Where were you born? When were you born? and When is your birthday?*

Cycle 2. Let's play like the old days!

The objective of this cycle was to promote the ability of 5th graders to talk about traditional Colombian popular games, using action verbs and modal verbs in cultural communicative contexts. This cycle includes three lessons (see anex 10), in the first lesson named *Can we play your favorite game?* students were able to identify and describe traditional Colombian popular games, such as Blind Man's Bluff, Hide and Seek, Yermis, etc; through the use of the section *Discover Colombia Tour* of the Audio Capsule #15 from ECO Kids 2,0 called "Un empate en Yermis", Through this audio capsule, students practiced and used questions to get information about their classmate's favorite games. In the second lesson named *Should we play Yermis?* students learned about the modal verbs (can, want and

should) to express skills, desires and recommendations in relation to games, for this the section *Storytelling* from the Audio Capsule #15 from ECO Kids 2,0 called “Un embate en Yermis” was used, in this lesson, learners studied how to be able to express the rules and tips of a game through the use of modal verbs. Lastly, in the third lesson named *Now we know our Colombian Traditional Games!* students participated in conversations and debates about traditional games, using questions, action verbs and modal verbs, this final lesson had an oral intervention made by groups of 3 students to present to their classmates an oral guide about their favorite Colombian traditional game and the favorite game of their family members, in addition to this, they had to teach the rules of those games using the modal verbs.

Cycle 3. Let's learn more about our tasty culture!

This cycle aimed to help fifth grade children express their food tastes and the frequency with which they ate them through learning adverbs of frequency and daily routines. This cycle includes three lessons, in the first lesson named *How often you eat your favorite plate?* students described their favorite dish and that of other close people such as family or classmates, for this, the section *Storytelling* of the Audio Capsule #11 from ECO Kids 2,0 called “*Indy and the ajiaco santafereño*” was used; through this audio capsule, students described how often they eat their favorite food by using adverbs of frequency, for example, *In the morning, I have Arepa de Choclo for breakfast.* In the second lesson named *What is your favorite dish made of?* students learned about the ingredients of some of the most popular and traditional Colombian dishes, in this case the audio section *Discover Colombia Tour* from the Audio Capsule #11 from ECO Kids 2,0 called “*Indy and the ajiaco santafereño*” was used, in this lesson, learners learned mainly vocabulary to be able to express the ingredients of a Colombian dish to their classmates while using adverbs of frequency and daily routines about what they eat during breakfast, lunch and dinner. Lastly, in the third lesson named *My favorite Colombian dish is...* students participated in a final role-play for the cycle where they were supposed to attend a Colombian festival where different cities are represented, and they had the opportunity to talk about Colombian cuisine, for this activity, each student played the role of someone from a Colombian city who was attending the festival and would discuss their three favorite traditional Colombian dishes from their city with their group.

This chapter clarifies perspectives on learning, language and curriculum; additionally, it describes the instructional design and the different implementation cycles, detailing the lesson plans, objectives, and activities carried out in each cycle. Subsequently, the next chapter will present and illustrate the data analysis and findings of the study.

Chapter V: Data Analysis and Findings

This chapter provides an overview of the methods used for data analysis, including the study results and the resulting categories, initially, the approach to data analysis is described, along with the methodologies used to examine information derived from different instruments, subsequently, the categories and subcategories of analysis are structured according to the research inquiry and a discussion of the findings in light of the theory.

Procedures for Data Analysis

The data analysis methodology considered pertinent in this study was the *Grounded Approach*, in which according to Merriam (1998), theory emerges iteratively from data, requiring continuous engagement and immersion in the evolving analysis; this involved demanding interpretation to identify pertinent categories for analysis, while also ensuring the exclusion of extraneous information, for this project, the analytical categories came from the collected data obtained from field notes, interviews, questionnaires, recordings and artifacts created by the students during the classes' intervention.

Moreover, the triangulation method, as proposed by Patton (1999), required employing various methods or instruments in qualitative research to thoroughly examine and understand the phenomena, in this study case, the findings were focused on the impact of using a set of activities adapted from ECO 2.0 Kids in the enhancement of oral skills within a culturally situated literacy framework. Furthermore, for this study, the researcher adopted an emic perspective which, as Morris, Leung, Ames, and Lickel (1999) state, allows the researcher to immerse herself in a specific context to cultivate relationships with informants, by adopting this approach in this proposal, the researcher delved into participants' perceptions, offering a deep understanding of students' experiences, challenges, and improvements in developing oral skills in a cultural situated context.

It is relevant to mention that for the data analysis procedure, the guidelines outlined by O'Connor and Gibson (2003) for qualitative research analysis were followed, according to their methodology, the initial step involves systematically organizing the data, hence, throughout the data collection and interventions stages, three separate folders corresponding to each implementation cycle were utilized to categorize the relevant information collected from field notes, interviews, questionnaires, recordings and artifacts, having the data collected in folder#1: *Cycle 1: From Colombia to the world!*, folder #2: *Cycle 2: Do you wanna play a game?* and folder #3: *Cycle 3: Let's learn more about our tasty culture!*, in this

case, photographs of the artifacts were taken and digitally stored for subsequent examination, regarding recordings and interviews, those were transcribed and archived in distinct files on a computer, finally for the field notes, they were initially recorded in a notebook and later transcribed and digitally saved.

Finally, after concluding the data organization, an inductive strategy was conducted following Khan's guidelines (2014) affirming the grounded approach emphasizes employing inductive methods for researchers to scrutinize acquired information to discern patterns and uncover theoretical aspects within the data, facilitating the organization, connection, and grounding of categories, considering this, the study's categories were determined and defined after the data collection process.

Categories of the Analysis

Considering that the primary aim of this proposal was to identify the impact of incorporating a set of activities adapted from ECO 2.0 Kids on the enhancement of oral skills within the context of a culturally situated literacy framework, and the specific goals were, firstly, to identify the role that ECO 2.0 Kids inspired material has on the enhancement of oral skills in fifth graders within a culturally situated literacy framework, and secondly, to identify students' perceptions regarding the use of ECO 2.0 Kids adapted activities to improve their oral skills within a culturally situated literacy framework. From these objectives, different categories emerged, all in pursuit of addressing the initial research question proposed for this investigation.

The initial category named *The supportive role of ECO Kids 2.0 Cultural Audio Capsules* and the subsequent category titled *Enhancing Language Skills through the use of ECO Kids 2.0 Audio Capsules* were both established considering the primary specific objective of identifying the role that ECO Kids 2.0 inspired material has on the enhancement of oral skills in fifth graders within a culturally situated literacy framework. The third category, denoted as *Exploring Perceptions to the use of ECO Kids Audio Capsules* relates to the second specific objective of identifying students' perceptions regarding the use of ECO Kids 2.0 adapted activities to improve their oral skills within a framework of situated literacy, under the first category, two subcategories were delineated: *Fostering Cultural Self-Awareness and Understanding of my own culture* and *Cultivating Students' Identification and Motivation*; meanwhile, the three categories gave rise to two subcategories: *ECO Kids 2.0: Speaking Proficiency*, *ECO Kids 2.0: Writing Skills Boost* and *ECO Kids 2.0: Vocabulary*

Expansion. Lastly, the third category comprised two subcategories: *Assessing ECO Kids 2.0 Audio Content* and *Material Quality and Design as an Influential Factor*, to provide a comprehensive insight into the analysis and organization of the gathered data, the subsequent table delineates the analytical categories employed within this research proposal.

Table 3. Categories of Analysis.

Research Question		
What is the impact of using a set of activities adapted from ECO 2.0 Kids in the enhancement of oral skills within a culturally situated literacy framework?		
Research Objective #1		Research Objective #2
Identify the role of ECO 2.0 Kids inspired material in the enhancement of oral skills in a group of 5th graders at a public school in Bogotá when literacy is understood as a culturally situated perspective.		Analyze students' perceptions regarding the use of ECO 2.0 Kids adapted activities to improve their oral skills within a culturally situated perspective.
Category #1 The supportive role of ECO Kids 2.0 Cultural Audio Capsules	Category #2 Enhancing Language Skills through the use of ECO Kids 2.0 Cultural Audio Capsules	Category #3 Exploring Perceptions to the use of ECO Kids 2.0 Cultural Audio Capsules
Subcategory #1 Fostering Cultural Self-Awareness and Understanding of my own culture.	Subcategory #1 Enhancing Speaking Skills through ECO Kids 2.0 Audios	Subcategory #1 Assessing ECO Kids 2.0 Audio Content
Subcategory #2 Boosting Students' Motivation.	Subcategory #2 Elevating Writing Skills through ECO Audio Capsules.	Subcategory #2 Material Quality and Design as an Influential Factor
	Subcategory #3 Broadening Vocabulary Frontiers through ECO Audio Capsules.	

Category #1: The supportive role of ECO Kids Audio Capsules

This category demonstrates how the ECO Kids 2.0 audio capsules played a supportive role in improving students' cultural awareness and motivation and participation during the English classes, this improvement was observed through various activities conducted before, during, and after listening to the audios designated for the class topic. Overall, the study provided students with opportunities to express their opinions and perspectives, allowing them to demonstrate key aspects of their own culture, traditions and understanding of cultural diversity, both in spoken and written activities.

As per Flohr (2007), cultural awareness involves grasping how an individual's cultural background influences their values, actions, beliefs, and fundamental presumptions, this definition highlights the importance of learners discussing their cultural backgrounds and traditions while also learning to recognize the distinctive traits of their society; therefore, through this investigation, students seem to have gained a deeper understanding of the significance of culture and utilized their assumptions to foster connections between themselves and their peers.

Considering this, the current study outlined that through the exploration of the topics exposed in the ECO Kids Cultural Audio Capsules, such as Colombian Traditional Dishes, Our Main Celebrations and Festivals and Colombian Traditional Playground Games, fifth graders were able to cultivate their cultural knowledge, skills and attitudes. To support this claim, two subcategories emerged from the gathered information, namely: *Fostering Cultural Self-Awareness and Understanding of my own culture* and *Boosting Students' Motivation*, each of these subcategories is detailed below.

Fostering Cultural Self-Awareness and Understanding of my own culture.

This subcategory compiles the information collected regarding the understanding fifth graders acquired about both their own culture regarding festivities, traditional dishes and games through lessons and activities centered around cultural ECO Kids audio capsules, this assumption is supported by understanding Kramersch's argument (1993) in which he states that it is essential to understand culture as an integral part of language teaching, this perspective influences students' learning experiences by fostering awareness of their surroundings and facilitating discussions about them. Thus, understanding this concept reveals that focusing exclusively on improving oral skills without integrating cultural elements would not have improved the students' learning experience, making it insignificant and disconnected from

their lives, in this scenario, culture was perceived as a tool to enrich not only language acquisition but also students' understanding of their environment and their personal identity.

Consequently, data showed that students were able to understand the importance of knowing about their culture as this helped them to connect with others and at the same time teach others about their roots.

S#1: Teacher, por ejemplo, mi familia y yo siempre vamos al Festival de la Panela en marzo y allá te explican sobre la tradición y hay mucha música colombiana y hay un desfile para escoger la reina de la Panela, ¿tu sabías que la panela está hecha de caña de azúcar? ¿Cómo se dice caña de azúcar en inglés?

T: Sugarcane. The panela is made from sugarcane.

S#1: Eso, it is from sugarcane.

[Audio Recording #2. First cycle: March 08th, 2023. Lines 23 to 27]

S#9: Teacher, how do you say Mote de ñame con queso? Porque yo siempre como eso cuando visito a mi abuela, pero a mí me lo dan con arrocito porque mis abuelos lo comen así, aunque a mí no me gusta, yo prefiero comerme el arroz aparte, pero eso es como una Colombian tradition.

[Audio Recording #8. Third cycle: March 14th, 2024. Lines 3 to 6]

The previous audio recording dialogues evidenced that fifth grader's confidently shared insights about the festivals and food, highlighting its significance, traditions, and cultural elements, indicating a strong cultural connection or background, in addition to this, by sharing personal experiences and knowledge about Colombian festivities and food, the students contributed to cultural exchange within the classroom as it not only enriched the learning environment but also fostered appreciation and understanding of diverse traditions among classmates. In general, the findings demonstrated that most learners were able to confidently articulate their understanding of their own cultural heritage, reflecting the knowledge and learning they had acquired, as they engaged in meaningful dialogue with the teacher, demonstrating an eagerness to learn and share about their cultural knowledge.

Following this idea, the excerpts shown above show that by valuing their own culture, students emphasized the significance of preserving and passing down traditions from one generation to another, in this case, the student's statement suggests that learning about one's cultural traditions helps foster a sense of identity and belonging, generating a sense of pride in one's cultural heritage, therefore this pride in their cultural background can contribute to a positive self-image and strengthen their sense of community and belonging.

S#4: Porque pues podemos aprender sobre nuestras propias festividades tradicionales y nos ayuda a sentirnos orgullosos porque sabemos por qué son celebraciones y también podemos contarle de eso a otros en inglés y enseñarles sobre nuestras costumbres y tradiciones de nuestra cultura.

[Semi-structured interview #1. First cycle: March 23rd, 2023. Q #7: ¿Por qué es importante aprender sobre nuestras tradiciones culturales?]

(...) What emerged was the students' growing recognition of the significance of their cultural identities. Through discussions and activities centered on personal experiences and heritage regarding Colombian traditional celebrations, students exhibited a heightened sense of pride and connection to their cultural roots. It was heartening to observe how they eagerly shared stories and reflections, demonstrating and sharing with their classmates a newfound appreciation for the richness and diversity of their own backgrounds.

[Field note #6. First cycle: April 13th, 2023. Lines 14-19]

In conclusion, the dialogue excerpts and observations emphasize the profound impact of cultural education on students' sense of identity and belonging; by valuing and sharing their cultural traditions, such as Colombian festivals and food customs, students not only enriched their own understanding but also contributed to a broader cultural exchange within the classroom; through this process, they developed a sense of pride in their heritage, fostering a positive self-image and strengthening their sense of community, moreover, raising cultural awareness and appreciation lays the foundation for a more inclusive and interconnected society, where individuals celebrate diversity and honor their roots.

Boosting Students' Motivation.

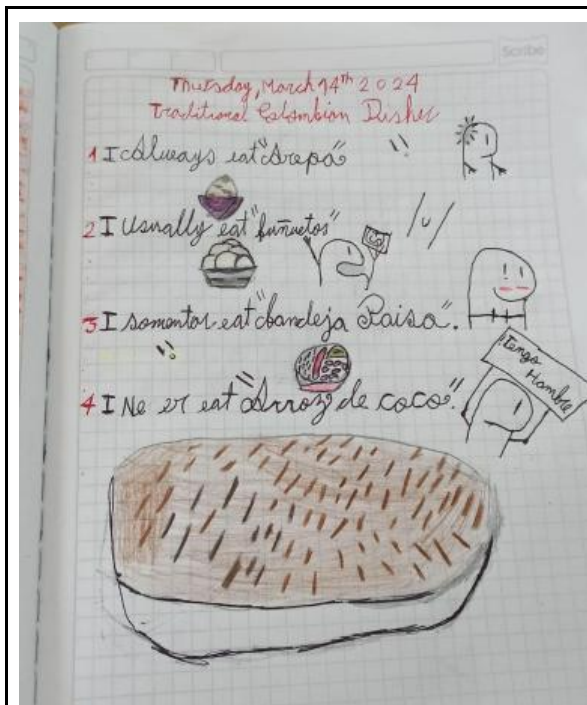
This subcategory presents the findings regarding how the material generated in fifth graders a sense of motivation when learning about their own culture as Colombian festivities, traditional dishes and games through lessons and activities centered around cultural ECO Kids audio capsules. On one hand, motivation during this learning process is understood by Cheng and Dornyei (2007), as the primary impulse for starting learning and subsequently operates as a continuous drive that supports a continuous process of acquiring a second language over time.

In this study, the differentiation between intrinsic and extrinsic motivation is examined based on Chiew's and Poh's work, on one hand, Chiew & Poh (2015) emphasize *intrinsic motivation* as an internal aspect closely linked to individuals' identity and general sense of well-being, especially when learning becomes an inherent goal, according to them,

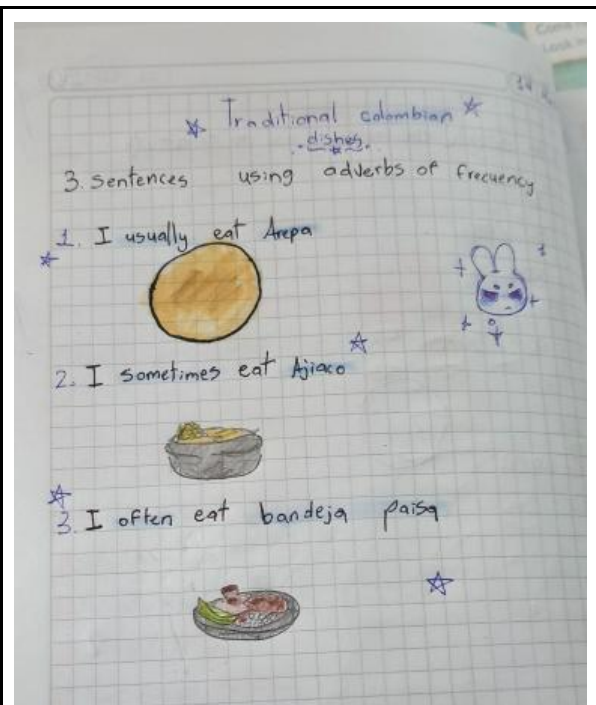
when it comes to learning a foreign language, learners develop motivation primarily based on intrinsic factors, which involve a personal desire to learn the language and finding satisfaction in the learning journey itself; consequently, tasks that intrinsically motivate learners are those perceived as engaging and demanding, where the reward is derived from enjoying the activity or feeling competent in accomplishing it.

On the other hand, authors explain *extrinsic motivation* originates externally, as learners are driven by rewards like grades or praise that aren't inherently linked to the learning process itself, this occurs when achieving rewards becomes a prerequisite for the learning task, while some researchers argue that intrinsic motivation is more closely associated with language learning success, most learners' motivation is a mix of both intrinsic and extrinsic factors.

Given the information presented, this proposal demonstrates that intrinsic and extrinsic motivation consistently played significant roles throughout the course development, which involved the integration of audio capsules.



Artifact #1. Third cycle: March 14th, 2024.
Student #13



Artifact #2. Third cycle: March 14th, 2024.
Student #22

"Me gusta mucho escuchar los audios porque son muy interesantes y me aprendo palabras en inglés, y también que es divertido aprender cosas nuevas y entender cómo vive la gente en otros lugares del país. Entonces, cuando aprendo inglés, puedo hablar con más personas y tal vez incluso visitar esos países algún día".

[Questionnaire #2. 2nd cycle: May 25th, 2023. Student#3]

These excerpts reveal the intrinsic motivation of fifth graders, through their creative expression and perception on the use of the audio capsules, in the first case, they were asked to simply write three sentences about Colombian dishes however, some of them tried their best not only by completing the task but also by adding funny illustrations and memes, this demonstrates a genuine interest and enjoyment in the topic, as they took the initiative to enhance their work with additional elements, the act of drawing and incorporating humor suggests that students found the task engaging and personally rewarding, driven by their own internal desire to create and express themselves.

In the second case, the student's language reflects genuine interest and enthusiasm for the material, highlighting how listening to the capsules awakens the desire to learn more about English and other cultures; this motivation is found in informal conversations with students where they emphasize the enjoyment and fun they obtain from the learning process itself, additionally, the student highlights personal goals related to language acquisition, such as the ability to communicate with people, fostering a genuine passion for language learning and cultural exploration.

Furthermore, the role of extrinsic motivation throughout the development of this study was further highlighted by the following data shown below, this aligns with Chiew & Poh's (2015) definition of extrinsic motivation, which involves engaging in an activity because it leads to a separate outcome; in this context, the data revealed that extrinsic motivation positively influenced the utilization of audio capsules and related topics in the proposed activities.

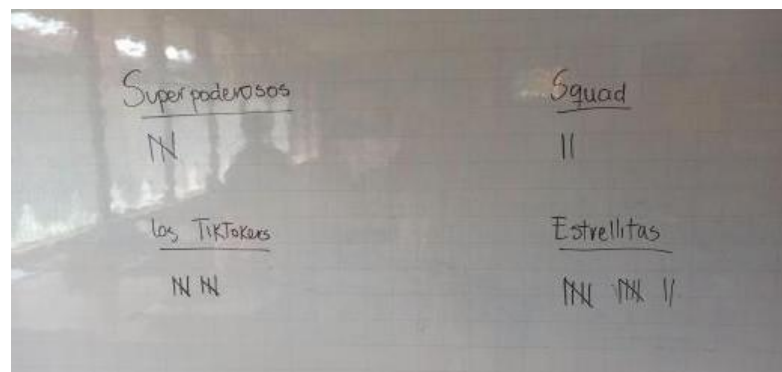


Figure 2. Points of student's groups for Oral Activity

“For the warm up of today’s class, I divided the classroom in teams and students chose their own group names, some of them were silly but this situation created an exciting environment, even the students at the back of the classroom were involved in choosing the team’s name. They had to listen to the Audio Capsules and answer a chart I put on the board. I had to play the audio three times since they wanted to get all the information to gain points for their team, this was a good warm up for starting the class as ...”

[Field note #3. Third cycle: March 21st, 2024. Lines 2-6]

“After talking with teacher Hernan about the need of having grades for the students from the activities of the investigation, students got a homework assignment about asking their parents about their favorite traditional games and writing about it. During today’s class, some students demonstrated engagement and enthusiasm as they eagerly shared their homework with me. It appeared that the opportunity to earn points served as a compelling incentive for these students to participate and actively engage with the assignment.”

[Field note #4. First cycle: May 25th, 2023. Lines 17-21]

Both extracts highlight the effective use of extrinsic motivators in cultivating students' motivation, this considering that students demonstrate enthusiasm and engagement by actively participating in the activity, motivated by the opportunity to earn points for their team, in addition, this extrinsic motivator encourages students to listen attentively to the audio capsules and answer questions, fostering a positive atmosphere for learning; similarly, this motivation encouraged students to actively participate in the task; the prospect of earning points served as an incentive for students to participate and demonstrate their understanding of the material, this illustrates how extrinsic motivators such as points and rewards effectively improve student engagement and motivation in the classroom.

In summary, the exploration of motivation among fifth graders within the context of learning about their own culture through Colombian festivities, traditional dishes, and games reveals a dynamic where through both intrinsic and extrinsic factors, students are empowered to take ownership of their learning process while also benefiting from external incentives that enhance their participation and comprehension.

Category #2: Enhancing Language Skills through the use of ECO Kids 2.0 Cultural Audio Capsules

This category focuses on the use of ECO Kids 2.0 audio capsules as a pedagogical tool when fostering EFL’s learners’ language competencies, the analysis of the data collected

from various oral activities undertaken before, during, and after listening to the audio materials assigned for the class topic proves most of the fifth graders emphasized not only being immersed in authentic cultural experiences but also, simultaneously developing their language abilities as their speaking, writing, and listening. According to Gilmore (2007), integrating genuine materials, especially audio/visual resources, into an English as a Foreign Language (EFL) classroom offers significant benefits for language acquisition as these materials serve as engaging sources of diverse language input, providing students with a wide range of linguistic expressions; additionally, they immerse students in authentic communicative contexts, allowing them to experience real-life language usage; therefore, to support this notion, three subcategories emerged from the impact of these audio capsules resources on language acquisition, those are: *ECO Kids 2.0: Speaking Proficiency*, *Writing Skills Boost* and *Vocabulary Expansion*.

Enhancing Speaking Skills through ECO Kids 2.0 Audios

This subcategory investigates the efficacy of integrating ECO Kids 2.0 Cultural Audio to enrich and enhance fifth graders' speaking proficiency, exploring strategies and activities outlined in the three cycles of interventions that helped to maximize their speaking skills acquisition, according to Qureshi (2012), the acquisition of speaking skills in a language learning context holds predominant importance as language becomes more than just a script when utilized for communicative purposes. In addition to this, Baker & Westrup (2003) argues that through speaking activities students begin to think in the target language, enabling them to construct their own ideas and express their thoughts and feelings authentically.

These insights underscore the critical role of speaking skills in language acquisition since by engaging in speaking activities, students not only develop their ability to communicate effectively but also begin to interiorize the language, allowing for authentic expression of their thoughts and feelings, when considering the use of ECO 2.0 Kids audio capsules to enhance the speaking skills of fifth graders, these findings emphasize the importance of providing opportunities for students to engage in authentic language experiences; audio capsules served as valuable tools to immerse students in real-life language contexts, facilitating the development of fluency and accuracy, as the ability to express themselves articulately in the target language. In agreement of this, Baker & Westrup (2003) indicates that fluent English speakers generally demonstrate both accuracy and fluency, integrating grammar, vocabulary, and pronunciation perfectly; additionally, speaking skills

not only fosters confidence in using the language beyond the classroom but also enables learners to express themselves fluently and confidently in real-life situations.

Based on the information provided, this proposal illustrates that utilizing ECO 2.0 Kids audio capsules and employing a range of activities centered on improving oral skills have effectively showcased enhancements in fluency and accuracy, specifically in pronunciation.

“During a speaking activity, students were paired to discuss traditional games from Colombia. Despite occasional moments of hesitation, the majority of students demonstrated they were capable of articulating their thoughts in a coherent way by using the vocabulary and grammar structures learned in previous classes. It was evident that they had internalized the language structures of this topic, as most of them looked confident when constructing sentences.”

[Field note #11. Second cycle: May 18th, 2023. Lines 23-27]

S#23: Hey, have you ever played Colombian traditional games?

S#12: Yeah, I have! My grandpa me enseñó cómo jugar "Tejo" cuando era niño, have you ever played?

S#23: Oh, "Tejo" sounds fun! Uhm how do you play Tejo?

S#12: You throw metal disks in a clay box with gunpowder, if you hit one,boom!

S#23: Wow, do you know another traditional game from Colombia?

S#12: Yeah, a game, it's "Rana", you have to throw coins into a frog's mouth to score points.

S#23: Amazing! Gracias por contarme.

S#12: No problem! let's play "Tejo" or "Rana" together

[Recording #2. Second cycle: May 25th, 2023. Lines 31 to 38]

As explained in the second chapter, Hedges (2000) defines fluency as the mastery of technical skills such as tempo and linguistic expressions, encompassing coherence, logic, and appropriate context-based speech; considering this, the field notes excerpt highlights positive student progress, demonstrating a logical expression and confidence in sentence construction without excessive grammar focus. Similarly, the conversation between S#23 and S#12 reflects English fluency, with coherent, logical idea generation, despite the smooth transition between topics and language, they were capable of expressing their thoughts clearly, they focused on expressing their ideas effectively, using the appropriate vocabulary and grammar structures learned in class; all of this, without hesitation or overemphasis on grammar, indicating a high level of automaticity in language production.

“...students were tasked with presenting an oral project where they had to say in front of the class three sentences using adverbs of frequency and a daily routine. As each student took turns presenting, it became evident that they were highly aware of pronouncing adverbs such as "sometimes" or "always" correctly, and if they pronounced wrong, the students closer to them corrected it immediately saying the correct pronunciation...”

[Field note #16. Third cycle: March 21st, 2024. Lines 17-21]

S2: “Yo siento que he mejorado porque en los audios nos hacen repetir las frases y también en las actividades por ejemplo de Hotpotato, tengo que repetirlas, yo creo que si tengo mejor pronunciación.”

S15: “Hemos aprendido pronunciación y varias palabras como de celebraciones y juegos, y cómo decir can i want, entonces eso nos sirve para que podamos hablar con otras personas y poder viajar a otros países.”

S7: “He aprendido palabras que no había escuchado y como las repetimos varias veces, ya las puedo leer con facilidad y escribir, por las actividades”

[Semi-structured interview #3. Second cycle: June 1st, 2023. Q #8: ¿Sientes que los audios y actividades realizadas te han ayudado a mejorar tu “speaking”?]

The data indicates that the use of ECO Kids 2.0 and adapted activities have had a positive impact on the accuracy of pronunciation among fifth graders, the previous excerpts suggests that fifth graders have developed a more accurate understanding of pronunciation rules and are actively applying them in their speech; furthermore, the observation that their classmates corrected mispronunciations immediately highlights a collaborative learning environment where accuracy in pronunciation is valued and supported. Furthermore, the students' comments in the final interview of the third cycle indicate that repeated exposure to the audios and their participation in oral activities have contributed to their improvement in pronunciation, recovering the concepts of imitation and intensity described by Brown and reviewed in chapter 2.

As a conclusion, the integration of ECO Kids 2.0 Cultural Audio capsules and adapted activities has significantly enhanced the speaking proficiency of fifth graders as through authentic language contexts provided by the audio capsules and effective speaking activities, students have developed greater fluency and accuracy in speech, meaning the efficacy of ECO Kids 2.0 in enhancing speaking proficiency and positively impacting students' language development journey.

Elevating Writing Skills through ECO Audio Capsules

This subcategory focuses on how the fifth graders' additional language abilities, particularly writing, were enhanced through the utilization of the Cultural Audio Capsules within the framework of this pedagogical approach, based on this premise, Harmer (2001) highlights similarities between speaking and writing, emphasizing the importance of language structure, adherence to rules and norms, adaptability to various contexts, audience interaction, and utilization of strategies like improvisation and paraphrasing to address challenges; these insights suggest that the utilization of audio capsules not only enriches language learning experiences but also fosters the development of essential writing skills by providing students with opportunities to engage in meaningful language interactions and apply language principles across different modalities.

Considering this, during the planning stage of the intervention cycles, adjustments were made to incorporate writing activities, this decision was prompted by the recognition of a pattern: as students concentrated on improving their spoken language, they tended to overlook the details of written language, resulting in phonetic spelling errors, therefore, while enhancing speaking skills remains essential, it was imperative to maintain a balance by providing targeted instruction and practice in writing to facilitate comprehensive language development.



Artifact #3. Third cycle: March 7th, 2024.

Student #18

	City	favorite	ingredient
Johana	manquí	cocido boyaconse	arroz chufles
Margarita	Pasto	lacio pastoso	chicken patatas carrot shrooms
sebas	magdalena	Sopa de platan	patatas kaki onion sal

Artifact #4. Third cycle: April 04th, 2024.

Student #6

S6: Yo siento que mejore el speaking y writing porque pues ya sé más palabras para contar sobre la comida y juegos, y la escritura por las actividades de hacer las oraciones con lo que sabíamos y las presentaciones en el televisor donde salían las palabras, creo que entiendo ahora más fácil y puedo formar oraciones que se entienden.

[Semi-structured interview #7, Second cycle. April 11th, 2024. Q#4: ¿Al finalizar este ciclo, sientes que mejoraste alguna habilidad en inglés, speaking, listening, writing, and reading?]

S12: Escribir y hablar, porque pues ya siento que pronuncia mejor las cosas y cuando escribimos siempre hay revisiones sobre como lo que escribimos y ya vamos aprendiendo por ejemplo que no es it sino eat pero se pronuncia igual.

[Semi-structured interview #12, Second cycle. April 11th, 2024. Q#4 ¿Al finalizar este ciclo, sientes que mejoraste alguna habilidad en inglés, speaking, listening, writing, and reading?]

The analysis of the previous excerpts highlights the incorporation of Cultural Audio Capsules as a material to enrich language learning experiences and potentiate other language skills; the data collected emphasize the importance of maintaining a balance between speaking and writing activities is crucial for comprehensive language development, in this case, students' responses demonstrated significant improvements in both speaking and writing skills, with enhanced vocabulary and pronunciation contributing to better communication. Therefore, while focusing on speaking proficiency is essential, specific writing instruction and practice is equally vital to comprehensive language development.

Broadening Vocabulary Frontiers through ECO Audio Capsules

This subcategory emphasizes vocabulary development among fifth graders through the utilization of Eco audio capsules and adapted activities within cultural contexts, according to Derakhshan, Khalili, and Beheshti (2016), accuracy encompasses vocabulary use, grammar, and pronunciation; in this case, this subcategory solely focuses on the enhancement of vocabulary skills throughout the intervention cycles. Harmer (2010) noted that participating in speaking activities provides students with valuable opportunities to practice conversational skills within the classroom environment, therefore, in this approach, the topics addressed in class were deliberately selected to reflect everyday scenarios, such as food, celebrations, and idioms, taking into account the Colombian cultural context.

Through this approach, the gathered data indicated that students acquired new and culturally relevant vocabulary, facilitating their ability to express themselves in the target language; the subsequent excerpts highlight the significance students placed on this aspect.

S#14: “Un ejemplo es que este año voy a ir en Julio a Estados Unidos, y me sirve para eso, y sé que me van a preguntar muchas cosas así, entonces pues para saber de una que hay que decir teniendo el vocabulario para contarles de mi cultura.”

[Semi-structured interview #7, April 11th, 2024. Q#7: ¿Por qué crees que es importante aprender sobre tu propia cultura?]

S#28: “Siento que la verdad aprendemos la cultura en otro idioma, entonces si le tenemos que decir algo a un turista o le podemos enseñar qué platos escoger, pues ya sé cómo decirle, ese tipo de cosas.”

[Questionnaire #3, April 11th, 2024. Q#3: ¿Consideras que los audios y actividades realizadas en clase te han ayudado a poder enseñarle a los demás sobre tu cultura?]

“Throughout the last classes, it became evident that students displayed interest in learning new words related to their own culture, during interactive sessions, several students inquired about the English translations of cultural terms they were familiar with in their native language. This curiosity was particularly evident when discussing topics such as Colombian festivals, traditional dishes, and traditional games practices.”

[Field note #13. Second cycle: June 1st, 2023. Lines 27-30]

The data above highlights that students were actively engaged in learning English as a means to communicate aspects of their own culture to others, particularly in contexts such as traveling or interacting with tourists; in these excerpts, students expressed a desire to acquire vocabulary that enable them to effectively convey cultural information in English, indicating an intrinsic motivation to connect their cultural identity with language learning, this observation aligns as well with the broader analysis previously mentioned of integrating cultural content into language education, suggesting that incorporating students' cultural backgrounds into the curriculum can enhance their motivation and engagement in the learning process.

To conclude, the acquisition of new and culturally relevant vocabulary holds significant importance in the process of learning English, as observed in the data, this interest came from a recognition of the practical utility of such vocabulary in real-life situations, such as communicating with tourists or sharing aspects of their culture with others, by incorporating culturally relevant vocabulary into language learning, students not only deepen their understanding of their own cultural heritage but also enhanced their ability to communicate effectively in English, promoting both linguistic proficiency and cultural appreciation.

Category #3: Exploring Perceptions to the use of ECO Kids 2.0 Cultural Audio Capsules

This category digs into the perceptions surrounding the use of ECO Kids 2.0 Cultural Audio Capsules in the educational setting, these perspectives were collected through interviews that gave insights into how students perceive the effectiveness, relevance, and impact of these audio capsules on language learning and cultural understanding, by exploring these perceptions, essential feedback can be collected for future implementations of audio-based language learning initiatives.

Holguin (2013) asserts that the integration of culture into English language teaching classrooms is vital, it is essential for learners to develop proficiency in speaking and communication within our globalized society, where English serves as a primary mode of interaction among individuals from diverse cultural backgrounds in the 21st century. Therefore, in this study, the data revealed that the majority of the students expressed an interest for the topics discussed during the three cycles of intervention and a positive proportion of responses emphasized the significance and necessity of addressing their own culture in their English as a Foreign Language (EFL) class. For this proposal, two subcategories emerged from the gathered information, namely: *Assessing ECO Kids 2.0 Audio Content* and *Material Quality and Design as an Influential Factor*, each of these subcategories is detailed below.

Assessing ECO Kids 2.0 Audio Content.

This subcategory examines the results concerning the perspectives, viewpoints, and encounters of students as they engage with their own native culture through the content and subjects presented in Eco Kids 2.0 audio capsules, Gilmore (2007) supports the idea that incorporating culture-based activities and materials in EFL classes offers an engaging source of input, providing a wide range of language opportunities for students to actively learn the target language.

In this study, data evidenced a range of viewpoints, where most of the students highlighted the significance of learning about their own cultural heritage within the English language learning context, additionally, students emphasized the value of the audio content in providing immersive experiences and fostering a deeper understanding of their cultural identity.

"Pues me parece chévere porque es como viajar a diferentes lugares y aprender de lugares diferentes de Bogotá, por ejemplo, el audio sobre platos tradicionales de Colombia donde aprendimos

de cada región que plato era el favorito, entonces fue muy interesante escuchar sobre todas las diferentes comidas que comen en Santa Marta y así.”

[Semi-structured interview #5, April 11th, 2024. Q#2: ¿Qué te parecieron los audios Eco 2?0 Kids utilizados en cada clase?]

“Es chévere porque es divertido aprender sobre los juegos tradicionales, además de que nos ayuda se aprende inglés fácil, como nuevas palabras y frases porque estamos jugando siempre en las actividades”

[Questionnaire #3, June 1st, 2023. Q#7: ¿Qué piensas acerca del contenido de las cápsulas de audio Eco 2?0 Kids utilizadas en cada clase?]

"Me gusta porque a veces, aprender inglés con el libro a veces aburre, en cambio con los audios es diferente porque siempre están contando como una historia en cada capítulo que escuchamos, entonces es divertido aprender inglés así porque se me queda más la información"

[Questionnaire #3, April 11th, 2024. Q#7: ¿Qué piensas acerca del contenido de las cápsulas de audio Eco 2?0 Kids utilizadas en cada clase?]

These excerpts from the interviews highlight the positive impact of the Eco Kids audio content on the students' language learning experience as the opinions highlight the audio capsules effectively immerse students in cultural contexts, enhancing their listening skills and expanding their vocabulary. Similarly, the audio content successfully engages students and facilitates language acquisition in an enjoyable way, and finally, fifth graders' opinions demonstrated how the narrative approach of the Eco Kids content makes language learning more engaging and memorable for students, helping improve their listening and comprehension skills.

"Es diferente porque en los audios aprendemos cosas que no sabíamos de Colombia como las celebraciones o los juegos tradicionales, temas que me hacen sentir más conectada porque hay algunas cosas que conozco y es más fácil para mí recordar palabras y frases cuando están vinculadas a algo con lo que me identifico. Además, que el formato de audio hace que el aprendizaje sea más divertido e interactivo en comparación con simplemente leer un libro de texto.”

[Semi-structured interview #4, June 1st, 2023. Q#2: ¿Qué piensas acerca del contenido de las cápsulas de audio Eco 2?0 Kids utilizadas en cada clase?]

This appreciation denotes that exposure to familiar topics makes them feel more connected to the material and facilitates their learning process, additionally, the student appreciated the interactive and engaging nature of the audio format, suggesting that it enhanced their enjoyment of learning English compared to traditional methods like reading from a textbook.

In closing, the information collected evidenced that, even though some students preferred a more visual tool that implies the use of technology to learn English, a greater number of students expressed appreciation for the audio content's ability to introduce them to various aspects of Colombian culture, such as celebrations and traditional games, fostering a sense of connection and familiarity and relating those topics with the learning of English, then, these perspectives highlights the importance of incorporating culturally relevant and interactive learning materials, such as the ECO 2.0 Kids audio capsules, in EFL education.

Material Quality and Design as an Influential Factor.

This subcategory provides insights about the findings related to fifth graders perspective about the quality and design of the ECO 2.0 Kids audio capsules, as explained in the second chapter, the design of these capsules can be understood through the premise of the MEN which indicates that “each capsule follows the style of a radio table made up of five characters who are responsible for radiating good humor, spontaneity and confidence with the main objective that the audience identifies with them and or their experiences, and that they respond to the proposed challenges in each capsule.” (2020, p.9). For this proposal, the data collected indicated that the teaching adapted materials and audios employed during the cycles intervention were highly captivating, making the learning environment more dynamic, engaging, and applicable.

"Normal, pues es que escuchar a otros niños es chistoso y aprendo inglés. A veces hablan de cosas que ya sé, como juegos o celebraciones de Colombia, y es fácil de entender y recordar palabras nuevas. Es como tener una conversación divertida en inglés”

[Semi-structured interview #6, May 25th, 2023. Q#9: ¿Qué piensas del audio, por ejemplo, los personajes o las diferentes secciones de las cápsulas?]

"Pues los niños a veces son chistosos porque suenan muy felices y entusiasmados, aunque a veces exageran, pero en general muy bien, parecen como costños entonces pues hace que uno le ponga atención y que a veces salen con chistes"

[Semi-structured interview #3, April, 11th, 2024. Q#9: ¿Qué piensas del audio, por ejemplo, los personajes o las diferentes secciones de las cápsulas?]

"Me gusta porque primero escuchamos el audio y luego hacemos actividades como completar oraciones en la pizarra o jugar juegos en el televisor entonces me ayuda a recordar lo que escuché en el audio y es más divertido. A veces, cuando veo las palabras o imágenes en la pizarra o en la televisión, me ayudan a comprender mejor y recordar las cosas más fácilmente"

[Questionnaire #3, April 20th, 2023. Q#2: ¿Qué piensas acerca del contenido de las cápsulas de audio Eco 2.0 Kids utilizadas en cada clase?]

The responses provided in these semi-structured interviews highlight the positive impact of the Eco 2.0 Kids audio design on their English learning experience, students expressed that listening to other kids speaking English makes it feel like they are having a conversation and learning in a fun way, in addition, they appreciated the enthusiasm and humor of the speakers, which kept them engaged and attentive to the EFL class, thus, the incorporation of activities after listening to the audio further reinforced their learning and made it more enjoyable, overall, the quality and design of the material, including the engaging content and interactive activities, play a significant role in enhancing the kids' English skills and keeping them motivated to learn.

In summary, this chapter outlined the analysis of the data recollected throughout the execution of this project, the provided excerpts demonstrated the positive impact of the utilization of ECO 2.0 Kids audio capsules on the enhancements on communications competences through a culturally situated environment. The gathered information indicates that the majority of the students helped them to feel engaged, learned to value their culture and improved their learning process, making it more dynamic and enjoyable, therefore, the data suggests that cultural audio-content and adapted materials are highly effective in fostering students' motivation for learning, underscoring their significance as a fundamental component of EFL classes.

Chapter VI: Conclusions and Implications

This chapter presents the conclusions drawn from the research results, furthermore, the implications for the teaching of English as a foreign language (EFL), the institution where the project was carried out, the participants involved in the study and the researcher who implemented and developed the pedagogical intervention are discussed. Finally, the chapter addresses the limitations of the study and suggests avenues for future research.

Conclusions

The previous action research project aimed to identify the impact of incorporating a set of activities adapted from ECO 2.0 Kids on the enhancement of oral skills in kids from 5th grade in a district school in Bogotá within a culturally situated literacy framework, this study was led by two specific objectives which were, first, identify the role of the audio capsules and inspired material in the enhancement of oral skills from a culturally situated perspective, and second, to analyze students' perceptions regarding the use of the audio capsules and adapted activities to improve their oral skills within a culturally situated perspective.

Regarding the first objective, the data revealed two significant roles of ECO Kids 2.0 Cultural Audio Capsules in fostering cultural awareness while enhancing speaking competences of EFL fifth graders. First, the *supportive role*, in which the gathered information indicated that the use of cultural audio capsules and adapted activities supported students' development of cultural self-awareness, a comprehension of their cultural diversity and a motivation booster while learning EFL, regarding the *development of cultural self-awareness and understanding of their own culture*, the data indicated that students expanded their appreciation of Colombian culture regarding traditions, customs, and beliefs, additionally, fifth graders also enhanced skills and attitudes related to comprehending the importance of learning about their roots and showed respect and empathy toward their traditions, customs, and beliefs. Moreover, the data collected from the use of the cultural audio capsule as a *motivation booster* illustrated that students developed positive tendencies and willingness to learn, explore, discover, reflect upon, and analyze their traditions and customs.

Following the supportive role, data indicated that the use of cultural audio capsules and adapted activities effectively aided EFL fifth graders in enhancing their language skills, specifically in speaking, writing, and vocabulary expansion; these results were evidenced in

the students' work samples, recordings, and semi-structured interviews, the analysis revealed that the ECO 2.0 Kids audio capsules and adapted activities prompted students to improve their oral competences and writing compositions expressing their thoughts, perspectives, beliefs, or opinions within a culturally situated context. Additionally, the activities facilitated improvements in students' vocabulary as they interacted with authentic linguistic content, allowing them to increase their word bank and feel more comfortable communicating their opinions and thoughts about their culture.

Regarding the second objective, the data gathered demonstrated that EFL fifth graders responded very positively to the series of activities based on the cultural content audio capsules, concisely, the findings revealed that students found the use of ECO Kids 2.0 Cultural Audio Capsules beneficial to their learning process, given these findings, it can be assumed that establishing an English as a Foreign Language (EFL) instructional environment by integrating cultural activities and resources, particularly audio capsules based on cultural situated context, fosters meaningful educational experiences and cultivates greater student participation in classroom interactions and language acquisition.

In summary, this research highlights the value of employing diverse methodologies and approaches to enrich cultural awareness among fifth-grade EFL learners, thereby stimulating their curiosity and enhancing their educational experience, the study reveals that these capsules play a dual role: firstly, fostering cultural awareness and motivation among students, and secondly, enhancing language skills, particularly in speaking, writing, and vocabulary expansion; students demonstrated increased cultural self-awareness and empathy, alongside improvements in oral communication and writing, therefore, the positive response to these activities underscores the importance of incorporating culturally relevant resources in language education, highlighting their potential to enrich learning experiences and promote greater engagement in culturally diverse classrooms.

Implications

As previously indicated, various implications emerged from the execution of this research project, these implications pertain to EFL teaching, the Instituto Pedagógico Nacional school, the study participants, and the pre-service teacher who conducted this investigation.

First of all, the investigation into the implications for English as a Foreign Language (EFL) education highlights the critical need to depart from traditional, grammar-focused

approaches, these methods inhibit genuine interaction between students, language, and culture, setting back personal growth and meaningful learning experiences, in addition to this, recognizing the importance of a culturally situated literacy framework is paramount for EFL teachers. Moreover, it is essential to understand that a framework not only cultivates oral and sociocultural proficiencies but also serves as a fundamental objective in achieving language acquisition, this approach fosters a more enriching learning environment for students and encourages development among students.

Furthermore, governmental entities responsible for creating EFL educational materials must ensure relevance and accessibility for fifth graders by aligning materials with students' actual proficiency levels and real-world language skills, educational resources become more engaging and effective, resulting in improved learning outcomes. On the contrary, imposing rigid proficiency levels, such as those outlined in frameworks like the Common European Framework, may not accurately reflect fifth graders' linguistic development within a specific educational context as various factors such as socio-economic background, exposure to English outside the classroom, and individual learning styles influence language acquisition; thus, when EFL materials reflect the real proficiency levels of fifth graders and incorporate culturally relevant topics, students are more motivated to participate actively, meaning that when enhancing authenticity in language use and content, the government can deepen students' understanding of English and its global significance.

Regarding the implications of this investigation for the Institution, it is crucial that the institution prioritizes the adaptation of teaching materials and strategies to incorporate culture as a fundamental aspect of the learning process; this adaptation involves moving away from traditional methods and integrating cultural dimensions into the curriculum. By doing this, the school can foster cultural awareness and productive competences among its students, enhancing their understanding and appreciation of their own culture, furthermore, incorporating audios based on cultural content as a tool to enhance not only a culture but also develop oral skills in addition to other skills in an EFL class requires the institution to allocate more time to English classes and provide additional opportunities for students and teachers to interact with various technological devices and ICT resources, this initiative not only creates a more engaging EFL learning environment, but also promotes active participation among students, fostering their cultural awareness and the development of oral skills through the use of modern technology. Finally, the institution must encourage educators to engage in ongoing training and reflection that enables them to refine their teaching practices, incorporate innovative methodologies, and deepen their understanding of the

importance of communication, by supporting teachers in this manner, the institution can ensure that they are equipped with the knowledge and skills necessary to facilitate meaningful cultural learning experiences in the classroom while achieving the learning of the target language.

Following this, concerning the implications for the population involved in this research, it is important to highlight two main aspects considering that one of the objectives of this study was to identify students' perceptions regarding the use of ECO Kids 2.0 adapted activities to improve their oral skills within a framework of cultural literacy. First, it is fundamental for students to grasp the importance of empathy when learning a foreign language, particularly in the context of practicing oral skills; understanding that their classmates may have varying learning curves is essential for fostering a supportive and inclusive learning environment, learning a foreign language, in this case English, demands dedication and confidence, but it also requires patience and understanding as each student progresses at their own pace, facing unique challenges and obstacles along the way. Moreover, recognizing and valuing the diverse learning journeys of others not only enhances the learning experience but also cultivates essential interpersonal skills that extend beyond the language classroom, secondly, students should recognize that by gaining a solid foundation in their own cultural heritage, they develop a frame of reference from which they can better comprehend and appreciate the nuances of other cultures. Thus, exploring one's cultural identity fosters self-awareness and provides insights into how personal experiences shape perspectives and behaviors, but also facilitates meaningful connections with people from diverse backgrounds, without this foundational understanding, students may struggle to contextualize and interpret cultural differences, obstructing their ability to communicate effectively and respectfully in a globalized world; thus, prioritizing the exploration of students' own cultural background lays the groundwork for meaningful cross-cultural interactions and lays the groundwork for a more profound and inclusive understanding of the world.

To conclude, as a novice researcher, the journey of growth and development in undertaking action research has taught me the importance of dedication, responsibility, and a deep understanding of students' needs, moreover, the implications I faced as a pre-service teacher highlights the promotion of learning about innovative pedagogical approaches as through this process, I was able to refine the teaching practices to create authentic materials and enhance my students' learning experience. Additionally, continued practice encouraged

me to continually reflect on the invaluable skills I must acquire as I embark on this teaching career, driving positive change within the educational landscape.

Limitations of the Study

Throughout the development of this investigation, various limitations emerged, the first restriction was the consistent demand from the head teacher of the class to integrate content from the school's textbook into the intervention cycles created by the investigator, this presented a challenge as it was difficult to seamlessly align the objectives and topics of the ECO 2.0 Kids materials with the requirements of the school curriculum, this constraint impacted the extent to which the interventions could fully leverage the cultural relevance and linguistic richness offered by the ECO Kids resources, potentially limiting the effectiveness of the interventions in enhancing oral skills among the fifth-grade students. Thus, future studies should consider exploring alternative approaches to curriculum adaptation and implementation may facilitate a more seamless integration of culturally relevant resources into classroom instruction, thereby optimizing their impact on student learning outcomes.

Another significant limitation of this study was the disruption caused by students' participation in swimming lessons for approximately 2-3 weeks twice during the development of this study, this interruption made it challenging to maintain continuity with the planned intervention cycles due to the absence of some students during swimming lessons, it was forbidden to proceed with new lesson content, resulting in limitations on the scope of instruction; instead, the class was restricted to either conducting reinforcement activities on previously covered topics or advancing through activities prescribed by the school's textbook. Thus, this restriction impeded the researcher's ability to fully implement and evaluate the effectiveness of the intervention cycles based on the ECO 2.0 Kids materials, as the flow of instruction was disrupted, and opportunities for engagement with the cultural audio capsules were limited.

Further Research

This study successfully accomplished two primary objectives: firstly, identifying the impact of cultural audio capsules on the enhancement of speaking competencies, and secondly, analyzing students' responses to the utilization of ECO 2.0 Kids material, these objectives were formulated to ensure the integration of students' school context, the needs found during observation process, and preferences as integral components of the pedagogical

intervention. In this case, as this investigation primarily focused on the enhancement of the *speaking* and *writing* skills, for further research it would be worthwhile to explore in greater depth how these cultural audio capsules may contribute to the development of receptive competences as *listening* and *reading*, additionally, further research could explore the long-term effects of using cultural audio capsules on students' language proficiency and cultural competence as it can offer valuable insights into the sustainability of their benefits over time. Overall, further research in these areas could contribute to enhancing educational practices and promoting equitable access to culturally responsive learning experiences.

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Appendices

Annex 1 – Teacher's interview (Transcription)

Date: 01/03/2023	Place: IPN Multimedia Room
Interviewer: Nisi Jireh Guerrero Diaz	Interviewee: Hernan Fiallo
Grade in Charge: 502	Length: 20 minutes - tape recorder
Question	Answer- Transcription
¿Cuántos años lleva trabajando en el IPN?	Este es mi décimo año.
¿Cuáles piensa que son las fortalezas de trabajar con estudiantes de grado 5to con respecto a clases de Inglés?	Pues de esta población lo que más me gusta es que son como abiertos a trabajar en lo que uno les ponga. Si tú les dices: "Vamos a hacer un listening", ellos son como "listo, vamos a trabajar en tal", listo, hagámosle... vamos a hacer un concurso, listo, o sea, como ellos trabajan, todo lo que tú les digas.
¿Con respecto a áreas de oportunidad, me indicaba el primer día que habían dos específicamente?	Si, que son el listening y el speaking. Hay otros ámbitos u otros aspectos que tú dices como, mmm, es un poco difícil, pero para ellos digamos que son solo como los dos, sobre todo el speaking que es más difícil al momento de aprender inglés.
¿Cuáles piensa que son las causas de esta área de oportunidad?	Pues como, digamos, no manejan todavía un buen bagaje del inglés, entonces a veces como es encontrar las palabras, les es difícil, porque no tienen cómo conectar las ideas. Ehh, y, por otro lado, pues ehh, se comienza a sentir un poquito la presión social, entonces si se equivocan, entonces ya la corrigen todos, ay no se dice así, entonces como que manejar esas cosas es

	<p>lo que pienso yo que puede ser la, lo complejo de que les dificulte un poco el speaking. Sin embargo, pues hay unos que, que se sueltan, así lo digan unos errores, pero se sueltan a decirlo. Entonces es como incentivarlos a eso.</p>
<p>¿Qué tipo de actividades realiza usualmente en sus clases?</p>	<p>Ehh, pues me gusta iniciar cada clase con, con una dinámica, un juego para conectarnos con la clase. Pero pues sobre todo yo como estaba viendo vocabulario, pues me ha tocado hacer ejercicios de pronunciación, de copiar. Y pues digamos que al vocabulario les hago ejercicios para que se apropien de él, entonces reforzamos, ehh, gramática, ehh, a veces reforzamos pronunciación, ehh, en el libro pues también nos ha tocado pues, tal vez complementarlo también. Y digamos que la parte un poco más lúdica la trato de hacer en la sala de bilingüismo, algunos juegos relacionados con el inglés.</p>
<p>Al desarrollar las lecciones o actividades, ¿las clases se hacen a partir del nivel que tienen o deberían tener los estudiantes? ¿O se crean las lecciones a partir de lo que usted ha visto con respecto al nivel real de los estudiantes?</p>	<p>Pues hacemos un balance. La idea es iniciar con lo que uno piensa que debe ser. Y ya uno cuando va haciendo las clases va mirando, entonces dice, bueno, por ejemplo, vi que las fechas, por ejemplo, no tienen problemas con los números, pero si sí, entonces, bueno, te toca retroceder un poquito y hablar de los números del 1 al 30, porque no todos los tienen como claros. Entonces, es como ir mirando, siempre es como ir mirando las dos cosas, todo lo que deben saber y lo que necesitan reforzar en el camino.</p>
<p>Considerando las directrices del nivel que deben tener, ¿usted piensa que ellos en este grado ya alcanzan este nivel propuesto por el gobierno?</p>	<p>No están tan lejos. Hay cositas que reforzar igual, pero no están lejos, no están muy lejos del nivel que han anhelado. Pienso que lo que, como digo, lo que facilita es que ellos están muy abiertos de hacer, de interactuar, entonces, siento que les ha gustado la materia, entonces también les ayuda a ir más, avanzando más rápido, para eso lo que siento yo.</p>
<p>Como profesor, ¿prefiere dar sus clases en total inglés o en total español, o hace una combinación de los dos idiomas?</p>	<p>Me gusta que sea lo que más se pueda en inglés, porque pienso que, si ellos están en esto aprendiendo, pues tienen que tener el input desde siempre en inglés. Entonces, pues les he dado como algunos tipsitos, como expresiones básicas para que ellos también produzcan un poquito.</p>
<p>¿Qué siente qué es lo que más valora de trabajar con esta materia, de trabajar con inglés?</p>	<p>Pues el idioma en general me gusta desde siempre, me ha gustado el inglés. Entonces, siento que a pesar de que uno se prepara, trabaja en esto, siempre uno aprende cosas, porque este idioma tiene muchas cosas que uno, sobre todo vocabulario, entonces uno está aprendiendo todos los vocabularios, expresiones nuevas, entonces es algo que no termina. Y me gusta eso que siempre hay, no algo estático, sino que siempre estamos aprendiendo cosas nuevas.</p>
<p>¿Hay algo que le gustaría enseñar en sus clases de inglés, pero por alguna razón no puede? ¿O siente que todo está muy alineado a lo que se entrega en la malla?</p>	<p>No, no, yo siento que me siento muy a gusto, porque a pesar de que hay un texto que seguir y todo, pues digamos que uno, el profesor es el que hace su malla, obviamente tiene que ir con unos parámetros, pero digamos que aquí hay mucha libertad de cátedra, entonces yo siento que en ese momento no me siento como atado.</p>

<p>¿Cómo siente que motiva a sus estudiantes para que tengan ese gusto de aprender un segundo idioma?</p>	<p>Pues, digamos, haciendo, me toca hacer muchas dinámicas, digamos que también haciendo refuerzos positivos como decirles o escribirles "Muy bien, excelente." Y más porque ellos sienten como demasiada presión social, entonces esos refuerzos son importantes porque los hace sentir motivados y que están aprendiendo.</p>
<p>¿Siente que cuenta con las herramientas o con los materiales necesarios para impartir su clase?</p>	<p>Sí, digamos que nosotros en el colegio hemos tratado desde hace unos años, unos cuatro o cinco años de pedir y buscar las herramientas, porque digamos que no había todas, pero ya, ahorita tenemos bastantes, ya está la sala, vamos es cada quince días. Pero el resto, por acá tenemos los televisores en casi todos los salones, tenemos grabadoras, pues, tenemos unos micrófonos también como para si necesitamos de una actividad, así como de karaoke y cosas así. Bueno, cada vez hemos pedido cositas y siento que vamos en buen camino acá.</p>
<p>Profe, ¿cómo es su forma de organizar al grupo, pero también cómo es su forma de organizar la clase?</p>	<p>Bueno, pues obviamente lo primero antes de iniciar la clase es mantener que el salón esté dispuesto. Entonces lo primero es como, siento que es organizar que todos ya estén sentados, que ya estén, ya se va el volumen del trabajo para poder escuchar a uno. Entonces pues primero es organizar obviamente el grupo. Obviamente pues acá el requisito es obviamente tener una asistencia, entonces siempre hay mucho control en la asistencia. Luego, empezar con una actividad de, un poquito lúdica y la idea es como inicialmente hacer alguna explicación del tema, de lo que se va a ver, unos ejemplos. Ya la parte de cómo van a producir ellos primero, pues que ellos participen colaborando con lo que estoy hablando. Lo que yo estoy haciendo es soltarlos para que a veces trabajen individual o a veces en grupos hacer lo de un tema.</p>
<p>Desde su opinión, ¿cuál siente que es la mejor forma de organizarlos en clase de Inglés, trabajan mejor en equipo o llegan a dispersarse?</p>	<p>A veces, a veces, a veces, no siempre se puede trabajar en grupo. Pues digamos que en la primera actividad vamos a hacer equipos para trabajar esto y esto. Pero sin embargo hay otras actividades que sí deben hacerlo solos porque si no, no se concentran, creo que es dependiendo de la actividad.</p>

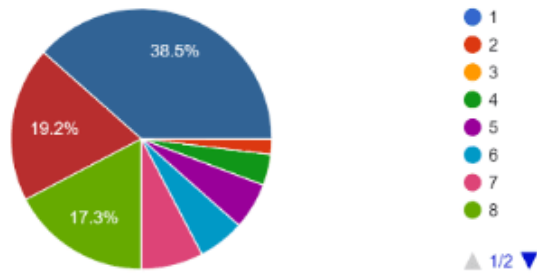
Annex 2 – Student’s Initial questionnaire

Let’s meet each other!

Por favor siéntete libre de responder estas preguntas con total sinceridad, las respuestas dadas son anónimas y se tomarán en cuenta para propósitos académicos que ayuden a reforzar el aprendizaje del Inglés como segunda lengua extranjera.

¿Del 1 al 10 qué tanto te gusta el idioma Inglés?

52 respuestas



¿Por qué le das esa puntuación?

52 respuestas

POR QUE SE LE ENTIENDE EN LA CLASE Y NO ES TAN SERIO

por que me gusta aprender un idioma mas que el español

Se me complica

porque es la única materia que me servirá a futuro

Porque es importante aprender ingles, a demás es muy divertido.

considero de lo que se es muy basico

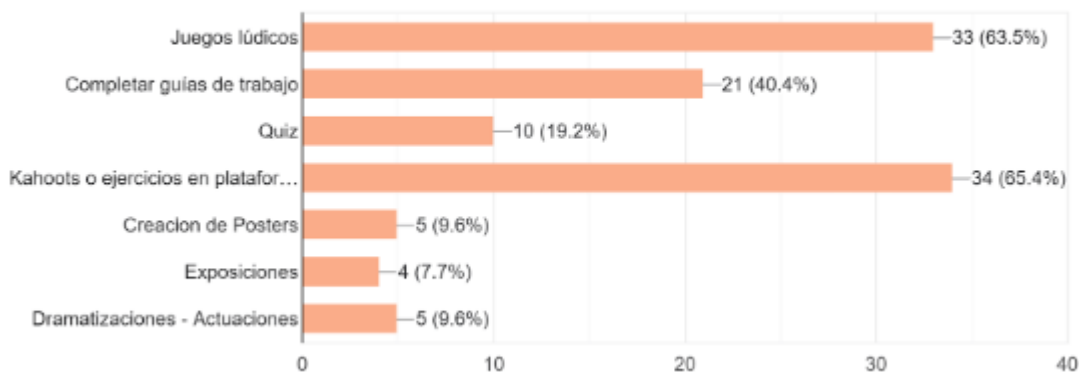
porque me gusta mucho el ingles

me gusta pero aveces me estreso

porque aprendo nuevas palabras, así podre ir a varios lugares

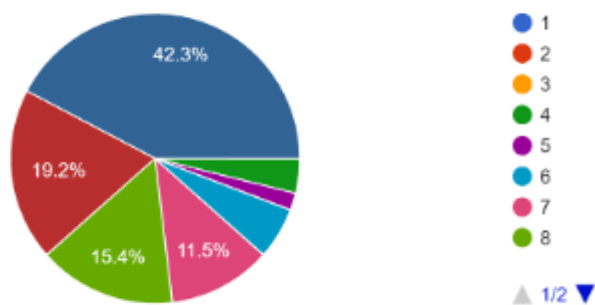
Escoge cuáles son los tipos de actividades que se realizan en tu clase de Inglés:

52 respuestas



¿Del 1 al 10 qué tanto te gusta la clase de Inglés? ¿Por qué?

52 respuestas



¿Por qué le das esa puntuación?

52 respuestas

ME ENCANTA

porque creo que que todos los profes explica muy bien

ME GUSTA

por que copiamos mucho):

le doy esa puntuación por la razón de que solo trabajamos muy poco de actividades en clase

ME ABURRO NO ASEN ACTIVIDADES DIVERTIDAS

UN POCO ABURRIDA Y NO ENTIENDO

me gusta pero se tiene que copiar mucho

porque las clases son muy divertidas y aprendo mas

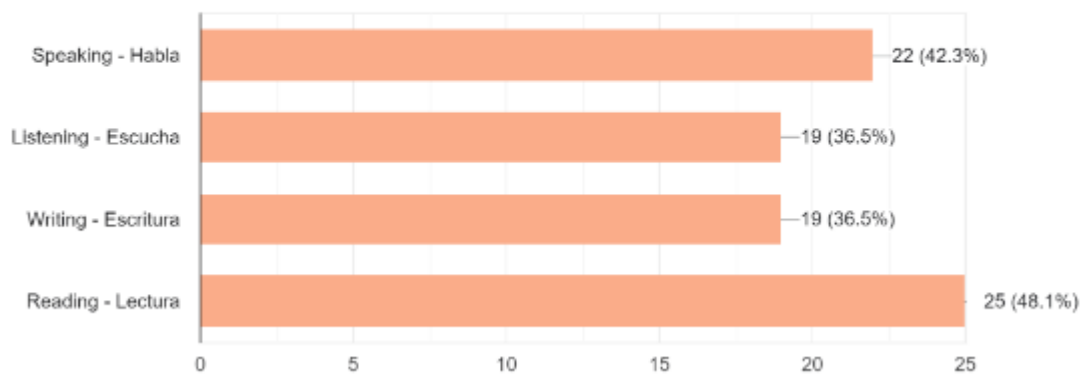
¿Qué tipo de actividades te gustaría realizar en tu clase de Inglés?

52 respuestas



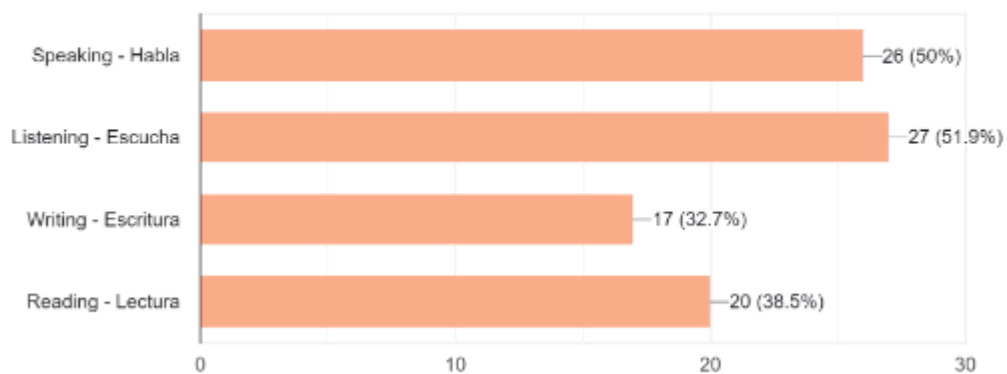
De las siguientes competencias a desarrollar en una lengua extranjera, ¿cuál sientes que se te facilita más?

52 respuestas



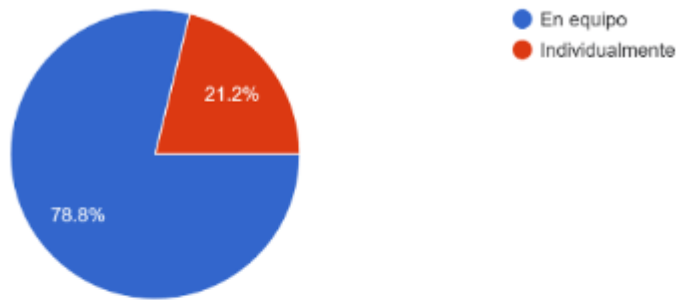
De las siguientes competencias a desarrollar en una lengua extranjera, ¿cuál sientes que se te dificulta más?

52 respuestas



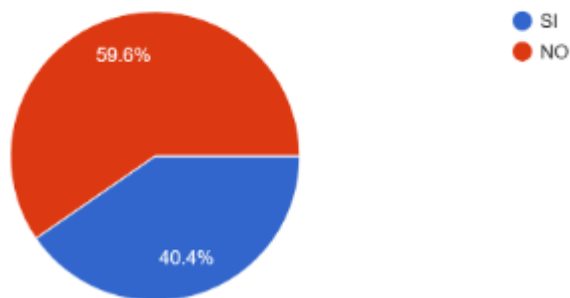
¿Te gusta trabajar en equipo o individualmente?

52 respuestas



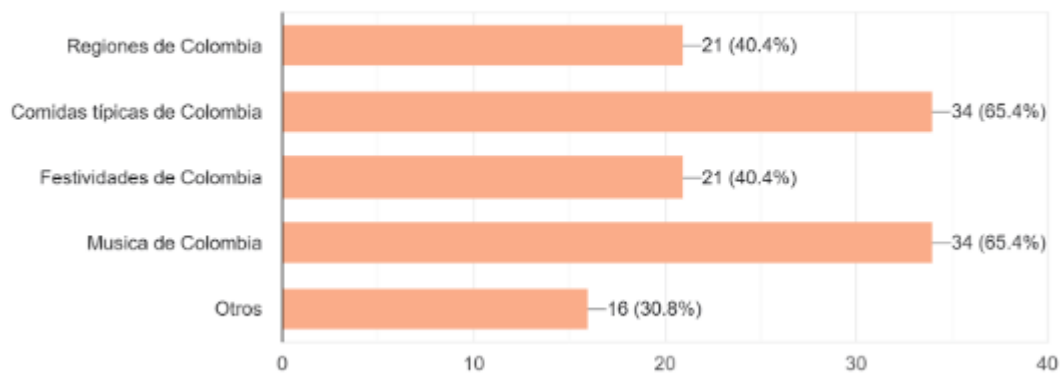
¿Sabes que es un podcast?

52 respuestas



De las siguientes temáticas, ¿qué te gustaría aprender sobre Colombia?

52 respuestas



Si tu respuesta es otros, ¿cuáles otras temáticas quisieras agregar?

28 respuestas

- nada
- campeonatos
- las culturas
- NO
- naturalesa
- cultura historia
- JUEGOS TIPICOS
- cultura y naturalesa
- animales en extincion de colombia

Annex 3 – Observations Field Notes Sample (semester 2022-2)

Date: October 27 th 2022	Subject: English
Start time: 08:55am – 10:30am	Class Theme: Introduction of verbs in past (Regular & Irregular forms)
School: Instituto Pedagógico Nacional	Class equipment: Board, guides, dictionaries, and markers.
Teacher:	Number of students: 25
Grade: 502	Observer name: Nisi Jireh Guerrero Diaz
Criteria	Observations
Class Planning	
1. Introduce the class topic	Teacher started the class writing the agenda of the class on the board, starting with the introduction of the verbs in the past in their regular and irregular form. He started using some examples about what the topic was about and the grammatical information they must know about this topic. During the whole time, the teacher spoke around 80% in English.

2. Adequate time management	The class was divided in three parts, at the beginning he provided feedback and grades about their previous oral presentations. After that, the teacher introduced the topic previously mentioned to the students and taught them grammar and pronunciation. Finally, the students used the workbook to develop some exercises, however those activities have a different topic from the one the teacher was explaining during the class-
3. Consider the previous knowledge of the students	The teacher talked about their oral presentations and asked them if they noticed the use of the past simple in some of their discourses, some of the students responded positively to the questions made about how a past sentence structure should be and also they explained they remember seeing once that topic last year.
Development of activities in class	
1. Promotes an environment in which meaningful learning takes place	For this class, the teacher only provided the explanation of the subject and they started repeating some words the teacher said in English, however the words the kids were "learning" were not attached to any real-life context that might help the students to understand and learn in a deep way the words they were repeating.
Use of teaching materials and resources	
1. Use teaching materials and resources according to the topic so that they contribute to meaningful learning	The teacher used the board and multiple color markers to explain the differences between the regular and irregular verbs, also they made use of some audio speakers to listen to an English song in which through the music they must repeat the three forms of a verb (present- past simple - past perfect)
2. Makes use of materials at appropriate times in class	As it was previously said, this class had three times, at the moment of explaining the topic the teacher used most of the class time, but also he defined the last 20 minutes to complete some exercises from the workbook.
3. Teaching resources are available to all students in the class	Teacher explained that some extra material + the songs they have been listening to are already uploaded in their Moodle Course, this can help students to find the resources they need to learn about this subject.
4. Supports students regarding the use of teaching materials and resources	Talking specifically about the use of the workbook material, some students had struggles understanding the instruction of the exercises, therefore they had to ask the teacher, however most of the time he was busy checking previous homework given to the class.

Annex 3.1 – Observations Field Notes Sample (semester 2022-2)

Date: November 4 th and 10 th , 2022	Subject: English
Start time: 08:55am – 10:30am	Class Theme: Past Simple (Regular & Irregular forms)
School: Instituto Pedagógico Nacional	Class equipment: Board, guides, dictionaries, and markers.
Teacher:	Number of students: 25
Grade: 502	Observer name: Nisi Jireh Guerrero Diaz
Date:	Subject: English
Criteria	Observations
Development of activities in class	
1. Promotes an environment in which meaningful learning takes place	For these two classes, the teacher mainly used the workbook to develop some activities related to the topic learned in previous classes (past simple). For the class on November 4 th , besides the use of the workbook, the teacher took the kids to the computer lab, where they were able to do some English exercises.
Use of teaching materials and resources	
1. Use teaching materials and resources according to the topic so that they contribute to meaningful learning	The teaching materials and resources were mainly given through the workbook, some Kahoot activities in the computer lab and the use of a dictionary to understand the instructions given in the book. For the last class, the students were given free space to check their Moodle sessions and complete additional exercises related to the main topic they studied.

<p>2. Makes use of materials at appropriate times in class</p>	<p>For the class on November 4th, the teacher used the whole class for the students to develop workbook exercises while he was checking on homework. Since the class was a free space for them to complete the exercises, most of them did not do the exercises but they started talking and playing with each other, therefore the real time used for academic work was not enough. For the class on November 10th, since the students could have been in the computer lab only for 1 hour, the teacher prepared some Kahoots activities and provided the last 20 minutes for them to enter Moodle and develop exercises by themselves.</p>
<p>3. Teaching resources are available to all students in the class</p>	<p>Each student had access to the workbook and also to their Moodle account. In addition, the teacher explained to the students how to access the workbook platform so they can have extra resources to learn about the past simple.</p>
<p>4. Supports students regarding the use of teaching materials and resources</p>	<p>In general terms, the students showed full domain knowledge about technological tools and how to access their different Moodle and Cambridge accounts, therefore the support was not evidenced in these 2 classes.</p>

Annex 4 – Interventions Field Note Sample

Field Notes		
School: Instituto Pedagogico Nacional	Researcher: Nisi Jireh Guerrero Diaz	
Grade: 502	Date: 8/05/23	
Description	ECO Kids Role in Speaking Skills	Students' perception with ECO Kids Material
<p>For this day, the English class was about traditional Colombian games, starting with a warm up, students shared their knowledge about the topic and brought different perspectives and experiences to the session.</p> <p>The teacher facilitated the discussion by putting an audio capsule of one of the sections in which the kids were talking about how to play Yermis, after listening the section, students learned the vocabulary and grammar related to the topic.</p> <p>In addition, through the use of activities, it was evident that the class was curious about their classmates' opinion and stories, therefore kids engaged with the lesson content.</p> <p>The class finished with a homework that they could do with their parents to create a connection with their context.</p>	<p>The material used in this English class was the section "¡Hey Aprendimos!" from the Episode #15: "Un empate en Yermis".</p> <p>The audio provided a contextually relevant and personally meaningful framework for this language journey. As students shared anecdotes and insights about their cultural heritage in English, they were able to practice their English oral skills in an authentic setting.</p> <p>In addition to this, the connection between learning and personal experiences not only motivated students to participate but also facilitated a deeper understanding and retention of language grammar structures and vocabulary, therefore students were able to improve their fluency, accuracy and confidence when expressing about the topic using English.</p>	<p>In general terms, the perceptions regarding the use of material in this class was positive, they demonstrated a high level of engagement through the lesson development, particularly today's class was into the topic as they started listening the section where the kids were summarizing what they learned during the podcast, this generated that kids felt identified with the audio and started sharing their opinions.</p> <p>Overall, the incorporation of today's class was essential to engage the students with the topic and not only enhanced their oral skills but also deepened their appreciation for their cultural identities.</p>

Annex 5- Students' semi-structured interview transcription Sample (First cycle)

Students' semi-structured interview	
Interviewer: Nisi Jireh Guerrero Diaz	Date: 27-04-2023
School: Instituto Pedagógico Nacional	
Group: 502	
Objective: To gather the perceptions of students regarding the first intervention phase concerning the festivals and traditional celebrations in Colombia and the importance of using ECO 2.0 Kids material.	
Interview	
1. ¿Podrías contarme un poco sobre tu experiencia en la clase de inglés este mes?	
S14: A mí me ha gustado porque la clase ha sido muy divertida y he aprendido mucho tanto sobre hablar en inglés, pero también de mi cultura.	
2. ¿Qué opinas sobre el uso de recursos de audio en la clase y las actividades propuestas sobre el tema?	
S14: Pues que nos ayudan a entender el tema porque son muy útiles. Y también que tienen temas para aprender sobre las regiones de nuestro país entonces aprendemos a familiarizarnos con lo que necesitamos saber.	
3. Este mes hemos explorado temas relacionados con las celebraciones de Colombia. ¿Qué opinas sobre esto?	
S14: Me gustó bastante porque yo no sabía de algunos festivales que tenemos y así entonces, ya ahora sé más de eso y ya sé cómo decirlo en inglés.	
4. ¿Sientes que has mejorado en alguna habilidad en inglés durante este mes?	
S14: Si, creo que ya no me da tanta pena hablar en inglés porque ya entiendo de lo que hablamos en la clase y pues con los juegos que hacemos me siento más tranquilo porque siempre practicamos las palabras y lo relacionamos con lo que hacemos acá en el colegio.	
5. ¿Qué actividad o lección de la clase te ha gustado más hasta ahora y cuál ha sido la que menos te ha gustado?	
S14: La actividad que más me gustó fue cuando tuvimos que hacer presentaciones sobre las festividades colombianas en inglés, porque fue difícil de hacerlo, pero me gustó porque tuve que investigar sobre las celebraciones de otras regiones y aprendimos a decirlo en inglés.	
6. ¿Hay algún aspecto de la clase de inglés que te gustaría que se mejorara?	
S14: A mí me gustaría practicar más, o pues bueno, aprender más a escribir en inglés, porque a veces entiendo las palabras, pero no sé cómo las tengo que escribir.	
7. ¿Por qué es importante aprender sobre nuestras tradiciones culturales?	
S14: Porque pues así podemos saber sobre nuestra cultura y si yo tengo que explicarle a alguien, por ejemplo, alguien de Estados Unidos, pues yo le puedo decir sobre las cosas de mi país.	
8. ¿Has aprendido algo sobre tu cultura gracias a los audios de ECO Kids?	
S14: Sí, porque por ejemplo Mariana nos contó de festivales que no conocía y los ejercicios que hemos hecho pues me ayudan a conocer sobre las tradiciones de acá porque siempre en los audios cuentan como historias de eso.	
9. Por último, ¿cómo describirías tu motivación con el aprendizaje del inglés durante este mes?	
S14: Pues a mí me gusta porque si entiendo la clase entonces ahora me gusta tener inglés y porque como es diferente porque no usamos tanto el libro pero escuchamos los audios pues me gusta más aprender.	

Annex 5.1 - Students' semi-structured interview transcription Sample (Second and third cycle)

Students' semi-structured interview	
Interviewer: Nisi Jireh Guerrero Diaz	Date: 11-04-2024
School: Instituto Pedagógico Nacional	
Group: 502	
Objective: To gather the perceptions of students regarding the third intervention phase concerning the traditional Dishes from Colombia and the importance of using ECO 2.0 Kids material.	
Interview	
<p>1. ¿Podrías contarme un poco sobre tu experiencia en la clase de inglés este mes? Este mes hemos aprendimos sobre los platos tradicionales de Colombia y estuvo chévere porque aprendimos sobre la comida de nuestra cultura y decirlo en inglés.</p> <p>2. ¿Qué te parecieron los audios Eco 2?0 Kids utilizados en cada clase? A mí me gustan porque los audios son divertidos y aprendemos de los temas como la comida y pues tiene esas frases que podemos aprender cuando las repetimos.</p> <p>3. ¿Qué piensas acerca del contenido de las cápsulas de audio Eco 2?0 Kids utilizadas en cada clase? Me gustan las historias y los diálogos que escuchamos, y siempre aprendo algo nuevo cada vez que los escucho y pues son chistosos porque los niños hablan chistoso, como costeños.</p> <p>4. ¿Al finalizar este ciclo, sientes que mejoraste alguna habilidad en inglés, speaking, listening, writing, and reading? Sí, siento que he mejorado mi habilidad en speaking porque ahora me siento más cómodo hablando en inglés sobre temas como la comida colombiana.</p> <p>5. ¿Qué actividad o lección de la clase te ha gustado más hasta ahora? Mi actividad favorita hasta ahora ha sido cuando compartimos recetas de platos tradicionales colombianos y luego las presentamos en inglés porque fue divertido.</p> <p>6. ¿Consideras que los audios y actividades realizadas en clase te han ayudado a poder enseñarle a los demás sobre tu cultura? Sí, creo que las actividades y audios en clase me han ayudado porque yo le cuento a mi mamá sobre lo que aprendimos de las regiones y así y pues como se dicen las cosas en inglés.</p> <p>7. ¿Por qué crees que es importante aprender sobre tu propia cultura? Porque aprendemos sobre nosotros y de dónde venimos y nos ayuda a que agradezcamos nuestras raíces y a compartir nuestra historia con los demás.</p> <p>8. ¿Sientes que los audios y actividades realizadas te han ayudado a mejorar tu “speaking”? Sí porque escuchar y repetir los diálogos de los audios me ha ayudado a mejorar mi pronunciación y fluidez en inglés.</p> <p>9. ¿Qué piensas del audio, por ejemplo, los personajes o las diferentes secciones de las cápsulas? Me parecen chistosos porque los niños son divertidos y hablan chistoso. También me gusta cómo son las secciones porque son como interactivas.</p> <p>10. Por último, ¿cómo describirías tu motivación con el aprendizaje del inglés durante este mes? Me siento motivada porque me ha gustado aprender el inglés pero de mi cultura, entonces cada vez que vienes ya sé que vamos a hacer algo chévere y pues que aprendemos de nueva información de la cultura.</p>	

Annex 6 - Questionnaire (First cycle Sample)



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Encuesta para estudiantes de 5to Grado

Apreciado estudiante, con la siguiente encuesta se pretende recolectar diferentes datos que reflejen su percepción después de haber llevado a cabo diferentes actividades relacionadas al uso del material ECO 2.0 Kids en las clases de Inglés. Para más comodidad, la encuesta será anónima. Por último, es muy importante ser honesto al momento de responder el documento ya que eso proporcionará información precisa.

1. ¿Cómo te has sentido en las clases de Inglés?

- Interesado
- Motivado
- Aburrido
- Otro, ¿Cuál? _____

¿Por qué?
La Profe de ingles es demasiado chevere con
nosotros ademas es alegre y buena gente.

2. ¿Te gustó el material de audio usado en la clase de Inglés?

- Si
- No

¿Por qué?
me parece bien usado.

3. ¿Consideras que los audios y actividades realizadas en clase te han ayudado a poder enseñarle a los demás sobre tu cultura?

- Si
- No

¿Por qué?
e aprendido más la verdad.



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4. ¿Consideras que es importante aprender sobre tu cultura mientras aprendes un idioma como Inglés?

- Sí
 No

¿Por qué?

me gusta si por que es importante saber de tu cultura y mejor si es en inglés para aprender más

5. ¿Consideras que has mejorado en alguna habilidad de inglés (listening, speaking, reading and writing)?

- Sí
 No

¿Por qué?

considero que he mejorado mi listening por que ahora entiendo más

6. ¿Cómo te ha parecido aprender sobre tu cultura mientras mejoras tu "speaking"?

- Excelente
 Muy bueno
 Regular
 Malo

¿Por qué?

me parece muy buena por que de la cultura y ahora mejora mi speaking

Muchas gracias por tu ayuda!



Annex 6.1- Questionnaire (Second Cycle and Third Cycle Sample)



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Encuesta para estudiantes de 5to Grado

Apreciado estudiante, con la siguiente encuesta se pretende recolectar diferentes datos que reflejen su percepción después de haber llevado a cabo diferentes actividades relacionadas al uso del material ECO 2.0 Kids en las clases de Inglés. Para más comodidad, la encuesta será anónima. Por último, es muy importante ser honesto al momento de responder el documento ya que eso proporcionará información precisa.

1. ¿Cómo te has sentido en las clases de Inglés?

Interesado

Motivado

Aburrido

Otro, ¿Cuál?

¿Por qué?

por que aprendi como se dicen varios platos tipicos

2. ¿Consideras que aprendiste algo en la clase de Inglés en estos últimos meses?

Si

No

¿Por qué?

aprendi sobre platos tipicos y sobre musica colombiana

3. ¿Qué piensas acerca del contenido de las cápsulas de audio Eco 2.0 Kids utilizadas en cada clase?

Si

No

¿Por qué?

es diferente porque en los audios aprendemos cosas que no sabemos de colombia y me identifico con las palabras o frases



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4. ¿Consideras que los audios y actividades realizadas en clase te han ayudado a poder enseñarle a los demás sobre tu cultura?

- Sí
 No

¿Por qué?

porque hablan sobre comidas típicas y música muy buenas que están en Colombia

5. ¿Consideras que es importante aprender sobre tu cultura mientras aprendes un idioma como Inglés?

- Sí
 No

¿Por qué?

aprendo más sobre mi cultura mientras aprendo otro idioma

6. ¿Consideras que has mejorado en alguna habilidad de inglés (listening, speaking, reading and writing)?

- Sí
 No

¿Por qué?

ahora puedo saber varios dialogos en ingles

Muchas gracias por tu ayuda!



Annex 7- Recording Sample

Recordings transcriptions (Class carried out on April 20th 2023)	
Researcher's name: Nisi Jireh Guerrero Diaz School: Instituto Pedagógico Nacional Grade: 502	
Transcription	Comments
<p>S#4: Hello, how are you? S#26: I am good, and you? S#4: Good. What is your favorite color? S#26: My favorite color is green. And you? S#4: My favorite color is blue or black? S#26: And what is your favorite celebration? S#4: My favorite celebration is my birthday. And you? S#26: My favorite celebration is Christmas. S#4: Interesting /interestant/. Where were you born? S#26: I was born in Bogota, Colombia. And you? S#4: In the Bogota, Colombia. I was in Bogota, Colombia. S#26: All right. y when were you born? S#4: Where? S#26: When? ahhh, when were you born... I was born in... on 28th of July /Jul) of 2012. And you? S#4: I was born October 17th in 2011. S#26: And what is you from? S#4: I am from Colombia, and you? S#26: In the... I am from Colombia, bye, bye.</p>	<p>The first student begins the conversation confidently, which makes his partner feel calmer when speaking in English, without going into much detail, the first student begins to ask his partner about the questions proposed for this role play activity.</p> <p>Student #4 hesitates a little before asking the next question about his classmate's favorite celebration, student #26 responds with the grammatical structure that was taught in previous classes but appears a little nervous for not knowing how to return the question to his partner, therefore he quickly solves using two words that give clues that he also wants to know about his classmate's favorite celebration.</p> <p>Student #4 tries to use short phrases that denote that he is interested in the conversation, he uses the word "interesting", it can be seen that although the student pronounces it incorrectly saying /interestant/, he decided to use it quickly to denote connection with the conversation. Student #26 asks his partner where he is from and student #4 answers "in the Bogota, Colombia" however he quickly corrects himself by repeating "in Bogota, Colombia" but forgets to use the verb "born" , this denotes that the student begins to be aware of the structure used in his sentence and the difference between "in the Bogotá" and "in Bogotá"</p> <p>Following this, student #26 uses another short phrase like "all right" to continue the conversation by asking his partner about when he was born, however in previous activities it is observed that it is a little difficult for them to say the structure of the question "when were you born?", so student #4 needs to clarify what his partner is asking and repeats the phrase to himself to later answer the question.</p> <p>Both students, although they hesitate a little when indicating dates, they managed to say it by correctly pronouncing the ordinal numbers and, in general, the months. Finally, S#26 is already trying to finish the conversation so he tries to ask his last question, however, the structure is incorrect and he does not realize this and when he continues with his answer, even though he makes a mistake Saying "in the..." automatically corrects himself to say it correctly and quickly end the talk.</p>


Annex 8 - Artifact Sample

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From Colombia to the world

NAME Luigi Santiago Ramirez B. / Medelin GROUP 401 DATE 29-02

It is ~~the~~ ^{another} incredible festival in Colombia that takes place in ~~Medellin~~ ^{Medellin}. This festival happens every year during the first two weeks of August and lasts around ~~10 days~~ ^{10 days}. The most famous part of this festival is a parade called ~~the flower parade~~ ^{the flower parade}. This parade gives sileros (people who cultivate flowers and create beautiful artwork out of flowers to carry on their backs) a chance to display their amazing work to the public.

"El Desfile de los Sileros" - The Flower Festival - 10 days - Caldas, Manizales - the rock festival - Carnaval of Mocoa - "El desfile de las Marineras" - 5 days - Fiesta de las Flores - Medellin, Antioquia



3. Read the following statement:

One of the biggest performing festivals in the world, the Festival Iberoamericano de Teatro (Ibero-american Theater Festival) is a unique Colombian festival that occurs every two years in _____.

Select one or more of the following possible responses:


Medellin
 Cartagena
 Bogotá

Collected from:
<https://www.gcoconq.com/es/cuestionario/398099/quiz-colombian-carnivals-and-fairs>


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ÁREA DE LENGUA EXTRANJERA
From Colombia to the world

NAME _____ GROUP _____ DATE _____


1. What are the main Colombian festivals and carnivals?
Select one of the following possible answers:



Carnival of San Pedro, the Bogota Carnival



Bogota's Carnival, Blacks and Whites' Carnival, The Flower Fest.



Medellin's Tango Street, Fiesta de Pulcincha

2. Select the correct option to complete the text.

a. A very important and traditional carnival is the ~~Black and Whites' Carnival~~ ^{Black and Whites' Carnival} in the city of Pasto, Nariño. It is one of the most ~~biggest~~ ^{biggest} carnivals in the Americas. It commemorates the day in which the ~~Black and Whites' Carnival~~ ^{Black and Whites' Carnival} slaves had a free day when they unleashed all their happiness.

Carnival of Riohacha - Blacks and Whites' Carnival - recent - ancient - African - Indian

Collected from:
<https://www.gcoconq.com/es/cuestionario/398099/quiz-colombian-carnivals-and-fairs>

Annex 10 - Cycle III: Lesson Plan N3

Name of the Cycle: Let's learn more about our tasty culture!		Materials: Board, markers, TV, and Visual Resources through Genially.	
Suggested Language: Typical Colombian dishes, food, cookware, meal, ingredients, adverbs of frequency and third person present tense.			
Name of the Lesson: My favorite Colombian dish is....		Time: One hour and a half (7:00am - 10:25am)	
Research Question: What is the impact of using a set of activities adapted from ECO 2.0 Kids in the enhancement of oral skills within a culturally situated perspective?		<p>General Objective: Express your food tastes and how often you eat them.</p> <p>Specific Objectives: Describe your favorite dish and that of other close people such as family or classmates. Describe how often the student eats his or her favorite food by using adverbs of frequency.</p>	
Time	Class Structure	Description	Resources
10 minutes	<p>Warm up (Activation of previous knowledge and curiosity)</p>	<ul style="list-style-type: none"> • The teacher starts the class with an ice breaker game called "Colombian Cuisine Trivia", a gamified presentation created during the planning of the lesson (see annex 10.1), where by groups, kids are going to be able to choose the correct answer for a couple of questions regarding the traditional Colombian dishes and its ingredients. • After finishing with this activity, the teacher is going to generate expectation about the audio chosen for the class using phrases as "we are going to listen to a part of the ECO Kids radio program. Listen carefully to the audio so you can tell me what the program is about." 	<p>Episode 11: Indy and the ajiaco santafereño Section: Discover Colombia Tour (Cápsula Radial 11 ECO Kids 2.0)</p> <p>Colombian Cuisine Trivia - Genially Presentation: Link</p>

50 minutes	<p style="text-align: center;">Main activity (Exploration of the capsule content with students)</p>	<ul style="list-style-type: none"> • After listening to the sections once and at the end, teacher will ask to the students: What was the radio program about? • To start introducing class topic, the teacher is going to ask the students where are they from? (Bogotá, Cali, Manizales, etc.) and what is the main dishes from these cities. For this, visuals will be used to guide the students (see annex 10.2). • Considering the audio, a role play will be prepared by students in groups of 4. This exercise will be evaluated and considered as a point for the students in the class. The following points are the guidelines of this activity: <ol style="list-style-type: none"> 1. Teacher is going to explain the scenario to the students: They are attending a Colombian festival where different cities are represented, and they have the opportunity to talk about Colombian cuisine. 2. Each student will play the role of someone from a Colombian city attending the festival and discussing their 3 favorite traditional Colombian dishes from their city with their group. 3. During the class, teacher is going to give students 15 minutes to plan their role-play with their group, during this time the teacher will answer questions that the students might have. 4. While following up on the creation of role-plays, teacher must encourage them to incorporate adverbs of frequency into their dialogue when discussing how often they eat their chosen Colombian dish. 5. Once they used the time designed for the planning of their role-play, the teacher is going to invite pairs/groups to perform their role-plays in front of the class. 6. After each presentation, teacher will encourage to students to provide constructive feedback about the role-plays of their classmates. 	
20 minutes	<p style="text-align: center;">Closing Activity (Practice what you have learned)</p>	<ul style="list-style-type: none"> • To conclude the class, teacher will lead a short discussion about the role-play experience encouraging them to express themselves in English. • The teacher is going to ask students to share what they learned about Colombian cuisine and adverbs of frequency during the activity. • Finally, teacher is going to suggest to 	

		<p>students to investigate their family's favorite dishes and bring a report of what they found for next class including the frequency their family eats those dishes.</p>	
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Annex 10.1 - Genially Visual Resources Own Creation- Lesson plan #3



Annex 10.2 - Canva Visual Resources Own Creation- Lesson plan #3

