

Applying the interest-driven creator approach: Co-constructing learning interest in an EFL
class

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CHAPTER 1: THE PROBLEM

1.1 Context

The national context for this project is the Republic of Colombia, a country located in South America. Its official languages are Spanish, Creole English (on its islands) and sixty-four indigenous languages. The population exceeds fifty-two million people, with the majority being mestizo.

The institutional context of this research takes place at Liceo Femenino de Cundinamarca Mercedes Nariño, a public school located in the Rafael Uribe Uribe locality of Bogota. The school is pursuing English language accreditation and the International Baccalaureate (IB) program. This institution is located next to a major business area, with two main avenues, a soccer field, a university and a large park behind it with significant green areas.

The School's Proyecto Educativo Institucional (PEI) describes a mission centered on the IB program; this mission aims for students to receive integral education to become critical thinkers and develop creativity toward establishing a set of ethical values. Also, the school looks for building students' long-term life projects by developing competences for fully coexisting in their contexts (PEI, 2022).

Further, the institution's vision is to become a global education referent, regarding the IB program, which aims for students to develop above-intermediate language competences both English and French. By the start of the next decade,

students are expected to be competent enough to be part of a society where their knowledge allows them to engage and build a community based on respect (PEI 2022).

Additionally, pedagogical components integrate liberal pedagogy, a humanistic approach and critical contemporary pedagogies to facilitate students' development throughout their academic life, preparing them for their actions as future citizens (PEI 2022).

1.2 Population

The study population consists of eighteen female tenth-grade students who were selected to take English emphasis as part of their preparation to present the IB proficiency test. They come from neighbors around the school in Rafael Uribe locality, except for two students who come from Fontibon and Teusaquillo localities. Students' ages range from 15 to 18 years old, most of them belong to socioeconomic strata 2 with a few in stratum 1, with single mothers and siblings as a common feature of their core families.

They have a large quantity of assignments as they study for a period of nine hours a day during weekdays. They are asked to develop a personal monography on a certain topic, having a supervisor next to them in the process as well. They are asked to fulfill ten certified units of study in additional classes where they make presentations based on researched knowledge. All these requirements are added to the curriculum of the scholars.

Adding, in terms of English language learning, they have developed their communicative competence, particularly in speaking. However, a lack of a structural way to express it is present in their discourse constructions making them develop difficulties to share ideas. Indeed, they experienced significant difficulties during group presentations,

expressing their obstacles such as moments of stress, blind ideas, and absent discourses at the moment of their performance in front of their peers.

1.3 Contextualization

This section outlines the legal guidelines that school considers within the national and local context. At first sight, the Colombian Ministry of Education released a set of guidelines called “Basic learning rights (BLR)” as a suggested curriculum which purpose is to position Colombia as the best educated nation in the region by 2025. BLR allows institutions to adapt the content according to the population needs (Ministerio de educación, 2016).

Following this, the city of Bogota has implemented the “Local Plan of Bilingualism”, a project fostered by the District Secretary of Education. This strategy is developed in partnership with The British council, accompanying and instructing English teachers on how to develop innovative teaching methodologies and also, promoting extracurricular environments to improve students’ English proficiency (Red Académica, 2022).

On the local institutional level, Liceo Femenino school is part of ten institutions in the city selected to graduate students with an International Baccalaureate (IB) degree by 2025. This program aims to bring learning opportunities to ensure successful completion of studies. Its main goal involves pedagogical transformation, providing the school with specialized support and curriculum content.

1.4 Statement of the problem

The diagnosis of this project is divided into five aspects, derived from an observation diary that was filled through a period of more than 60 hours with the target group. These observations highlight fundamental details about students' perspectives, mindset, motivation and learning dynamics.

First, students showed low intrinsic interest in EFL learning beyond the necessity of fulfilling scholar tasks toward the IB proficiency test. This was evidenced in some practices, for example, students inquiring about the class activities before deciding whether to attend or not, which indicates a lack of interest in learning or exploring the language. It was also found that students gave their English class low priority as they had not had an English teacher in previous school years or the teachers they had would assign non-related activities simply to keep them busy.

Second, students demonstrated a deep absence of learning habits outside the classroom. Once class ended, students did not use English and half the group failed to complete the assigned homework. Also, Those who completed the assignment usually did so just before the start of the class and some of them copied their partners' ideas to avoid being scored with a low grade.

Third, students lacked knowledge about peer working strategies for EFL as they barely helped each other during oral questions, thus they used Spanish to translate ideas when needed. Students demonstrated a lack of mutual support, failing to collaborate on homework or extracurricular activities through dialogue or assistance from their

classmates. Most of the time activities in couples were developed by only one student while others focused their attention on other pursuits.

Fourth, there was a lack of reflective moments regarding students' learning process. The instruction was based on memorizing verbs, conjugations and simple production phrases in class. This is, no tools or class outcome existed for students to assess their knowledge acquisition beyond some a few isolated sentences written in their notebooks.

Fifth, there were no moments of genuine language practice to promote the development of students' communicative skills. Class activities did not incorporate conversations or discourse production among students in English. In the classes, students used Spanish, failing to develop activities in the target language as a mean of interaction. The only person who communicated in English was the teacher, who employed a behaviorist approach, threatening students to bring candies to discourage students from speaking Spanish.

1.5 Rationale

The task of promoting students' interest in learning EFL is an important responsibility for teachers. While common educational goals deal with content and curriculum modification, especially applied for training students for standardized tests as Saber Pro (Aguilar, 2019), the construction of a genuine interest for the language's sounds, structure, cultural aspects, and historical transformation is crucial for facilitating its daily use and long-term acquisition.

Implementing a student-centered approach with the creation of learning interest as its core is a practice current schools should adopt. For this reason, this research adopts the Interest Driven-Creator (IDC) theory, its objective is to generate interest in the language. The IDC framework achieves this by fostering striking ideas about the language, integrating students' feelings and opinion into the class structure, enhancing creative tools to help students portray their knowledge and adapting lessons according to both students' criteria and teacher experience.

The absence of practice and creative moments hinders interest in EFL learning. Current English classes are usually limited to grammatical exercises, translation or passive content consumption, this results in students not having the opportunity to create physical artifacts that reflect about their knowledge and skill development. Thus, the usage of traditional methods undermines students' confidence and their language knowledge and proficiency (Madero, 2018).

Therefore, students collaboratively should create tangible tools that they could use to practice the language in class. Consequently, teachers need to provide students with the

necessary tools and guidance to learn how to collaborate with their partners, encouraging them to deepen in their learning autonomously beyond the EFL teacher's classroom instruction. While teachers focus their planning on activities for students to develop at home (Madero, 2018, p. 4), in this proposal students could use their created tools as a referent to practice English outside the classroom and develop similar resources with their peers outside the class.

Finally, creating habits for EFL learning is a necessity as this allows students to sustain learning outside the classroom through peer collaboration. Integrating these learning practices into students' daily routine should ensure the development of skills and knowledge. To achieve this, they will repetitively use and implement the collaborative tools they create, fostering a consistent learning habit.

1.6 Research question and objectives

Research question

How does the Interest-Driven creator (IDC) approach shapes co-construction processes and the development of students' learning interest in a tenth-grade EFL classroom at Liceo Femenino Mercedes Nariño?

General objectives

To analyze the co-construction processes and the development of students' learning interest that emerge from applying the Interest-Driven Creator (IDC) approach in a tenth-grade EFL classroom at Liceo Femenino Mercedes Nariño.

Specific objectives

- To describe the learning co-construction processes that emerge through the implementation of the IDC approach in the English classroom.
- To identify how the IDC approach fosters the development and maintenance of students' interest toward English learning.

CHAPTER 2: THEORETICAL FRAMEWORK

The theoretical framework establishes the understanding and adaptation of the IDC approach, each paper contributes with explanations about its insights, a perspective from the American context related to it, the perspective of students' interest, a variety of referents from the national context, and ideas to avoid following traditionalism.

2.1 Antecedents

The first document that guides this research from an international perspective is developed by Wuan & Chen (2024), titled "*An interest-driven creator English course for developing Chinese private college students' listening and speaking proficiency under a blended setting*". It aimed to apply the Interest-Driven Creator model over a 16-week English course in a college in China to undergraduate students' speaking and listening skills. The findings demonstrated significant improvement in participants' target language skills, so IDC can be successfully implemented in the EFL field. Since the current document considers this approach relevant to develop language skills, it reflects the statements made by researchers in China. Based on these considerations, the current document aligns with this approach and provides a clear direction for fostering students' interest in the classroom.

A subsequent document by Roschelle & Burke (2019) presents a commentary on the Interest-Driven Creator (IDC) approach from an American perspective, focusing on fostering interest, creativity, and learning habits at school. The authors suggest that this model is useful for schools with limited resources and for students who do not take additional courses, it supports the development of students' creative potential, the enhancement of autonomy and leadership and the promotion of liberal education. As Roschelle and Burke stated, IDC allows

learning process to extend beyond the classroom. The need to learn how to learn is essential and central to the current paper. Also, since extra classes are not common in the Latin American context, it can limit students' learning opportunities. Thus, IDC becomes a valuable response as it enables students to create knowledge and explore it deeply without relying on an additional teacher for guidance.

An additional document, "Guided co-construction in classroom talk," by Harmand and Hardmand (2017), highlights the importance of developing students into language experts for educational purposes. The authors emphasize the benefits of students' interaction for enhancing communicative skills, fostering learning and knowledge acquisition, and promoting higher levels of language literacy. All of this takes place within a framework that seeks to reduce power relations in the classroom to improve the learning experience. This referent supports a view of the EFL learning environment as a space for co-construction, aligning with the current document's focus on classroom interaction.

Adding to this, a study conducted by Moreno (2001) "*Motivating students to learn English by responding to their interests and learning styles*", took place in Barranquilla with a group of seventh-grader students who were not motivated toward the English language. The researcher applied tests to identify students' learning styles and interests to adapt the class curriculum. As a result, students became more engaged and actively participated in the proposed activities. The study concluded that teachers have the responsibility to recognize their students' learning styles and to bring motivating and interesting activities as well as interesting topics into the classroom. The current project draws inspiration from this research

by adopting a similar approach focusing on redesigning EFL classroom activities to better align with students' interests.

Another document by Molina and Peña P (2020), titled "*Motivation and Attitude as the Fuel to Develop English Language Classroom Activities: A Self-Determination Study*" examines the role of attitude and motivation as key variables for tenth-grade students in achieving their learning goals in English classes in Bogota. The researchers observed students' responses to the proposed activities and administered questionnaires to assess their learning experience. The findings revealed a series of teacher and student behaviors within the classroom that influenced the learning process, both positively and negatively.

Another study by Torres (2018), titled "*Co-constructing Realities: Fostering Literacy in EFL 11th Graders Students as a Situated Social Practice*", is an action research project conducted with eleventh-grader students in Bogota to improve literacy skills through co-construction. In this study, students participated in assessing the stages of their skills development both individually and through group dynamics. This process allowed them to become aware of their strengths and weaknesses. This research focuses on fostering classroom activities that promote reflection and give students a voice to express opinions and propose ways to improve their own learning processes.

In light of these authors, from one point of view the current project builds around the idea of attitude and behavior from students, which have to be taken care of in the classroom before implementing the proposal. This is to say, they are two factors that may affect the outcomes if interest is not properly built in the first stage of each class. However, it ultimately becomes mainly temporary motivation. From another point of view, it is

necessary to add a tool to allow students to express how useful the activities developed during the sessions of the project affect their skills in terms of learning.

2.2 Theoretical framework

This section of the research develops key concepts and reflections related to the Interest-Driven Creator (IDC) theory, the EFL field, and Co-constructivism.

2.2.1 Driven-Creator theory in EFL

The first element to be addressed is the Interest-Driven creator (IDC) theory. This framework, developed in Asia, seeks to improve learning through a perspective that moves away from traditional educational models. According to Looi et al. (2023):

When their learning is driven by interest, students can be engaged in knowledge creation. The continued practice of this creation process in their daily learning routines can lead students to excel in learning performance, develop 21st century competences, and eventually form creation habits to be lifelong learners. (p. 1)

Accordingly, learning extends beyond the classroom and into the world, as students develop learning habits that foster environments broader than those who are provided exclusively by teachers. This also establishes a sense of self-efficacy in students' own learning and knowledge creation practices. Consequently, this perspective allows the current project to adopt a modern approach that encourages students to generate their own learning opportunities through repeated actions, reinforcing the knowledge acquired in class. Additionally, students' interest in the English language can be cultivated naturally, promoting more meaningful learning experiences, curiosity, and inquiry throughout the entire learning process.

Notably, based on Tak-wai et al. (2018) claim, students in Asia deal with pressure as they are constantly tested at school from kindergarten to all school levels, this is relevant as their grades are the preview of the national exams that once taken by students, they dictate whether or not they can have an opportunity to be enrolled in a university to continue their learning processes and become professionals (p. 3). Indeed, the importance marks have is high, this is closely related to the Colombian public schools' context where grades are not as relevant as in the east, but they completely move the behavior of students to develop activities. This is, without grades students do not find value on learning as there is no pressure nor consequence after failing.

Deepening into details, Tak-wai et al. (2018) explain this theory was born after a one-year experiment research was conducted in Taiwan in 2009, they narrate how third graders read around 170 books during that scholar period. Still students did not enjoy reading and were actually dismissive towards it. The author expresses his research peers found out that reading is measurable as well as writing, but interest at the time was not (p. 7).

In other words, the time, content, tools, means, and interactions, all these usually take place in class take on a broader role, guiding students toward continuous and autonomous learning, becoming the leaders of their own learning processes. Also, this approach makes it possible to connect classroom learning with students' personal interests, then the focus is not merely on the English language itself, but on genuine interest students develop toward it. All this involves curiosity and constant willingness to progress, supported by a clear understanding of the language and their own learning.

After examining the previous ideas, as Tak-wai et al. (2018) claim, interest is on top of learning and learning can be created to foster eagerness. It is relevant to state that the Interest-driven creator approach is a three-moment sequence of concepts put into practice to learn, they are: Interest, creation and autonomy as seen in figure 1:

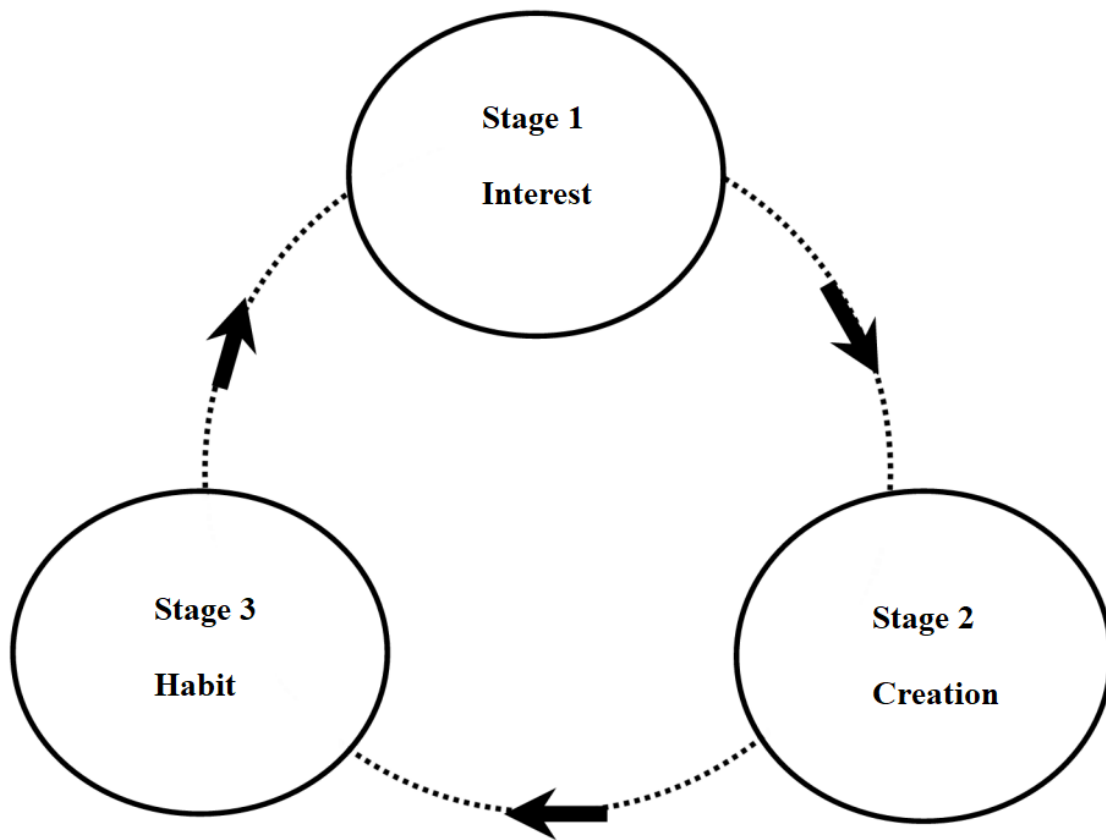


Figure 1: *The interest-driven creator stages.*

This theory illustrated on Figure 1 follows the assumptions exposed by Tak-wai et al. (2018) in which first, learning is adjusted into interest through contextualization and cultivation and support. Second, activities are designed as “interest- driven”. Third, these activities are included in the students’ routine to have outcome perceptible. These authors

also mention four areas of development as “affective, cognitive, behavioral and social” (p. 8).

The stage of interest is important for Tak-wai et al. (2018) as they highlight that students require their focus and endeavor for activities to be successful. For this, they bring the component of triggering which refers to “curiosity” as key as they assert it makes people move to understand something they are attracted by in order to make them become proactive. After they include the second component of immersing that allows students to fully focus on their activities in order to find answers to their questions. Later, they incorporate the concept of extending as they believe once students can relate what they have in the classroom can be used in real life, it becomes valuable (p. 11).

The stage of creation is described by Tak-wai et al. (2018) from the component of imitating initially, it is explained as the action of finding ideas about the topic students are learning in order to reproduce in their brains what they are unable in real life. This refers to the idea of learning by following what a text of any kind proposes and simulate unconsciously as way to experience that idea. Next, they introduce the component of combining that refers to create artifacts based on what they have learned through using the all information they have about their learning topic and find ways to fuse it all into a big piece. Afterwards, they incorporate the component of staging, this moment in the process provides students with opportunities to reveal what they have created in an act of sharing their success with their peers. This delivers feelings of approaching learning to students and make them perceive themselves as effective (p. 13).

The stage of habit is detailed by Tak-wai et al. (2018) as the reaction students have under similar situations, they express this idea when they face circumstances in learning and

create artifacts as a respond. The initial component in it is cue, it concerns about students being autonomous in their learning by planning their artifacts on their own when necessary. The final two components are routine and harmony, they are manifested as a way to reinforce the relation students have with their learning interest and the feeling of achievement they identify with after creating (p. 14).

Nonetheless, Tak-wai et al. (2018) clarify that putting into practice the first two stages of IDC is enough to develop the approach as the focus is on learning and creation. As well as, incorporating some of the components of each stage is sufficient as the main purpose is to have students engaged and create with their learning, it all depends on the level of expertise students have on the topic (p. 13).

This is to work along students to develop interest where they acquire background and willingness in a subject, which later leads them to learn how to design instruments to learn on their own through proposing ways of doing based on past experiences and enhancing them, to finally make them develop self-determination, free will and self-direction around their processes where students add interest and creation to their scholar activities.

2.2.2 Co-constructivism in EFL

The second element considered in this project is co-constructivism. This approach centers attention on students and their active participation in the learning process through a horizontal perspective, where they are not passive recipients but contributors to the discussion of the content, classroom activities, and the entire pedagogical process. As they the main focus of the educational proposal, their involvement is essential. Reusser (2001) states that:

People construct their knowledge, not only from direct personal experience, but also from being told by others and by being shaped through social experience and interaction. The basis of personal development and enculturation, thus, is not the socially isolated construction of knowledge, but its co-construction in a social and cultural space. (p. 2058)

This perspective allows education to be understood as a process of co-construction, where students have a voice and are heard by their teachers, actively influencing the creation of learning activities and pathways. Moreover, these insights about co-construction challenge traditional teaching practices centered on repetition, testing, and grades as a form of punishment. Co-constructivism promotes peer learning, where students support one another by sharing knowledge, generating opportunities for questioning, analysis, ideas exchange, and the creation of new learning and cultural experiences.

Deepening on the concept, for Khatib (2015) co-constructivism consists on having two subjects to work together taking into account that the first one is defined as wise in a field and another one who has been recently introduced to it. As a result of this pair, an innovative kind of ideas are created which will become lifelong concepts as fully acquired findings. On regard of this proposition, students are able to take individual perceptions of a phenomenon and enhance them further so they transform understanding to enrich it.

Further in the in the conception of the matter, Giridharan (2010) explains co-constructivism as an act of “argumentation” where the subjects involved in disregard of their role in the classroom acquire understanding of a topic as they reflect around it, especially when topics are discussed from a variety of contexts. This suggests that the further and

diverse from the reality of the speakers a topic is during interactions, the more effective and broader the knowledge gained is.

The current research benefits from these principles, as they intersect with the Interest-Driven creator theory to foster an EFL learning environment that encourages students' interest in the English language. This environment provides a safe and productive academic space where students can develop motivation, build learning habits, strengthen communicative competence beyond the classroom, and gain confidence using the language.

2.2.3 Co-construction in EFL classes

A concept that extends the principles of co-constructivism is *co-construction*. This element introduced more detailed ideas into the discussion by incorporating additional features of the learning environment. According to Jacoby y Ochs (1995), "The joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion, or other culturally meaningful reality. The co-prefix in co-construction is intended to cover a range of interactional processes, including collaboration, cooperation, and coordination" (p.171). These insights highlight the importance of thinking beyond mere knowledge or experiences through interactions, as they suggest that learning involves a logical and reflective process in which learner embraces personal development characteristics that move beyond simple content acquisition toward genuine learning production.

In consonance to this, Tseng and Huh (2016) assert that a co-construction is the procedure of making efforts to understand the subjective meaning of the speakers during an interaction with the responsibility of including and applying to real life experiences those insights and propose additional ones. Consequently, the sense reached in a co-construction

goes beyond the moment of argumentation to its use and utility when given the opportunity in other scenarios, thus students are expected to put into practice what they find in the classroom.

An additional perspective is given by Family et al. (2017) argue that co-construction is a discourse complemented by speakers in a conversation, they have a logical and a coherent chain of words connected and they harmonize with each other to extend ideas, this way they learn language and sort themselves socially. Therefore, students are able to develop a linguistic succession of communication that allows them to grow their notions and participate in a social exchange to go on in the building of knowledge.

In this sense, students participating in this project are encouraged to build interest, create learning, and develop habits that contribute to their personal and academic growth. Through classroom activities and collaborative work with their peers, they are expected to achieve meaningful outcomes that foster teamwork, broaden their perspectives, and help them reflect on how they understand themselves and the world around them. This approach promotes a more conscious and active stance toward their own learning process.

CHAPTER 3: METHODOLOGICAL DESIGN

This section of the research describes the type of study conducted and the approach used to develop previously established objectives. It also presents the participants' context to better understand their needs and the potential evolution of the study. Moreover, the methodology and instruments are detailed to demonstrate their reliability and relevance to the concepts and approach adopted in the study.

3.1 Approach

An appropriate approach is required to guide the research process in the field, therefore a qualitative approach was selected. According to Monje (2011), “the development of a group of actions barely consequential to get closer to comprehending what it is studied (...) the research design usually emerges from the reflection by the researcher after approaching the reality of the object of study” (p. 32). This perspective highlights the relevance of the qualitative approach as a key element for the implementation of the project, allowing a deeper understanding of the logic, patterns and interactions within the group of students, as well as their relationship with English as a foreign language in the classroom context. The qualitative approach was chosen for this project because it enables the description and interpretation of the phenomenon observed in the school, which in turn supports the reflection and design of new activities aimed at generating a positive outcomes and improving the current situation.

3.2 Type of research

Following this, this research is merged into a case study due to its features. The case study is stated by Monje (2011)

Allows widely to get to know the object of research. It consists on studying unity of a system in order to be in condition to know general problems about it (...) this kind of research is appropriate when trying to studying basic characteristics intensively, the current situation and interactions with one or more entities as individuals, groups, institutions or communities. (pp.102)

Following this, this paper follows the pedagogical considerations stated by Kemmis (1993) as “critical, emancipatory and a social action”, he adds the purpose is to change education across modifying actions, the way we perceive actions as society and how we discuss about the situations involving these actions. He also makes emphasis on the “collaborative” part of the actions to learn and to make the participants notice they are part of the whole process.

Furthermore, as this document is developed at an educational institution, there are adopted perspectives mentioned by Norton (2018) who explains the existence of an academic context in which situations filled with obstacles are present to make learning and results as excellent as expected. When this case is faced, there is room for research. This provides the opportunity to change the dynamics previously implemented with the goal of achieving knowledge (p. 23).

Consequently, this author suggests the researcher is called to start from the “micro level” where researchers reflect on the reason to teach. It also involves asking themselves how effective the strategies put into practice are and ask whether they allow students to achieve learning. This works in consonance to asking what teaching is and how they perceive teaching from their personal dimension. Also, they ask about the ideas they have regarding students as the perception given to them affects directly how they are taught and activities may be simplified under the view of missing abilities and knowledge, especially when context is no taken into account (p. 27).

Norton (2018) starts by advising to think about what the objectives of the research are in terms of “teaching practice assessment, student’s experience and performance, and variables” (p. 106). This is suggested to create an outline before implementing the research in favor of clearing ideas and understanding purpose, so the researcher stays in line with the project.

The following diagram represents the case study stages:

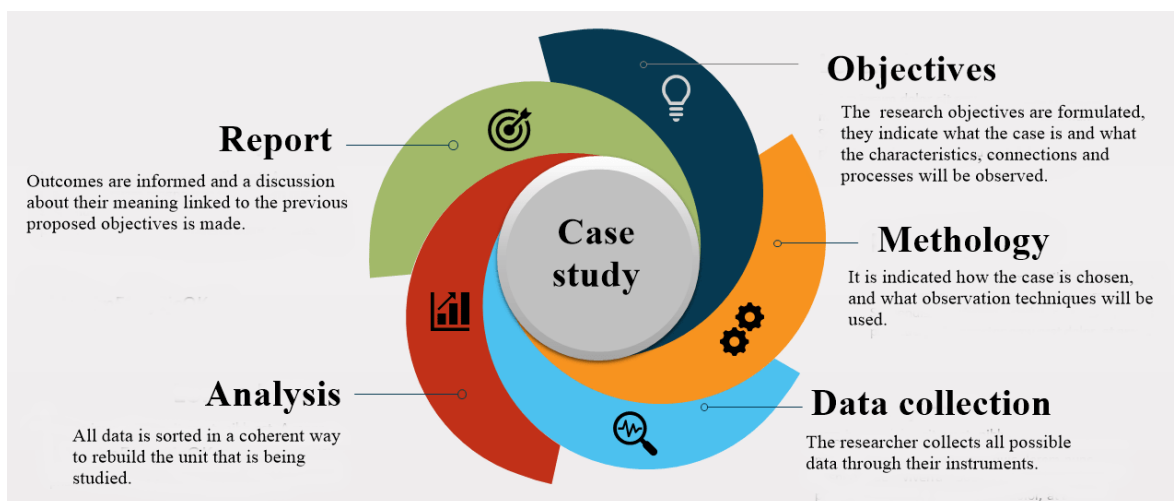


Figure 2: *Case of study by Monje (2011)*

Taking this into consideration, the case study opens the path on this document to create a general idea about recurrent problems that students face in their classes, especially the ones focused towards their learning interest, their learning creations and their English learning practices. The instance of a group of students where the English language is problematic and difficult in terms of discourse production, building ideas in a foreign language orally, lacking of confidence to lead and develop conversations, stating thoughts on paper, understanding the ideas of a text, being able to identify concepts and proposals of others speaker through listening, expressing emotions and personal opinions, they are what this type of research on this project deals with and aims to work on towards the future interventions.

3.3 Instruments

In line with the research approach, the instruments used for data collection are participant observations and diaries. These tools were selected according to the project's need to effectively gather information from the interactions with school group.

3.3.1 Field diary

The first instrument is the field diary, which requires participant observation. As Monje (2011) explains:

“The researcher as the responsible to collect data and gets involved with the activity which is object of the observation (...) it is a technique that involves long periods of observation (...) researchers take a notebook with them where they write down the daily development of the research, their perceptions, their feelings and expectations (...) the information collected allows the researcher to make relations, seek constants and essential structures to theorize about the phenomenon. They attempt to obtain critical comprehension through conceptualization & analysis.” (p. 153)

Following this perspective, the field diary serves as a guide for documenting each stage of the project’s development within the school context. All insights and findings are gathered to compile information about students’ processes in their English classes. This documentation supports later analysis, conceptualization and theorization of the phenomenon, in relation to the adaptation and implementation of the Interest-driven Creator (IDC) theory. Moreover, the researcher actively participates in classroom activities and interventions, as part of a commitment to deeply understand the situations students face and how they express their difficulties in learning English.

Additionally, as Monje (2011) notes, “The researcher has a set role (...) participants might be aware or not at a certain level about the presence of the researcher (...) the level of belonging to the group of participants and what the researcher is oriented to” (p120). This perspective highlights the importance of participants’ awareness and the researcher’s degree of involvement, which directly influence the research outcomes. In this project, students are expected to build an academic relationship with the researcher as he becomes

part of their reality during the implementation of the proposed activities. This relationship is designed to be horizontal and supportive, allowing the researcher to interact meaningfully with the participants while co-constructing data and reflection.

3.3.2 Diaries

Participant diaries

In addition to the field diary, another instrument used for data collection is the participant diary. According to Monje (2011):

Personal diaries that are employed to a source of data (...) participants are asked to have a diary for a period of time (...) it might be not structured where they dedicate ten minutes a day to thoughts and feelings. A specific aspect of participants' experiences can be asked to, and a semi-structured format can be used as well. (p. 155)

Also, the diary is considered “a way of collecting data that minimizes intrusiveness, (...) diaries can often be used as a way of reflection for people, particularly for groups such as student (...) in order to allow them to reflect on practice” (Morrell-Scott, 2018, p.28). Thus, this instrument allows participants to express how they perceive and experience the proposed activities, providing them with a safe and open space to share their opinions and emotions.

In this project, the diary serves as a means for students to narrate their in-class experiences with the school's English content and the activities designed as part of the IDC theory. Through these reflections, students can describe the significance of the theory on their perceptions of English learning, particularly in relation to their motivation and interest

in the subject. The diary also offers students the opportunity to document their personal learning journey in a more intimate and authentic manner, expressing their feelings and reactions not only within the classroom but also beyond it, at moments when reflection naturally occurs.

3.3.3 Artifacts

This instrument is defined by Edwards & Homes (2020) as a “documents (e.g. reports, newspapers, blogs, minutes) or (...) (e.g. photos, videos, performances, works of art) as sources of data” (p. 174). The authors go on to explain that artifacts can provide both “specific” and “contextual” information when analyzing them and it is key to carefully choose what artifacts to adopt in research. Also, when using this instrument, the researcher has to handle a lot of data from different kinds, so focusing in relevant information is the most important task.

3.4 Ethical considerations

Several laws and decrees guide the development of this research across all its stages. Decree 1075 of 2015 is considered, as it establishes the regulations for the educational field in Colombia. In addition, the law 115, General Law of Education, is essential to this proposal as its guidelines ensure that all procedures adhere to ethical standards, particularly in relation to interactions with students and the institutional responsibilities involved in the study.

Informed consent

Obtaining legal authorization for the appropriate use of students’ data and information is a necessary ethical requirement. For this purpose, the institutional document

“Autorización de datos personales y de menores de edad” from Universidad Pedagógica Nacional was implemented. This document clearly outlines the preservice teacher’s intentions and objectives within the school context, as well as his responsibilities as a university representative and project leader. Furthermore, it allows for the inclusion of students’ work and creation as part of the research data, ensuring that all materials used contribute to the project’s development in a transparent and ethically responsible manner.

CHAPTER 4: PEDAGOGICAL INTERVENTION

This chapter presents the activities implemented in the classroom through the implementation of the Interest-Driven Creator (IDC) theory. Three units were implemented through the span of nine classes, during which three pedagogical tools were introduced to the students. These tools were later refined by the learners based on their own perspectives and experiences. Each activity was evaluated through the students' personal diaries, which allowed them to reflect on their learning process after engaging with the proposed materials.

According to the IDC, each session followed a sequence of moments that structure the class dynamics:

Table 1: *Cycle of the class*

Stage	Explanation
Interest	Learning interest in the English language must be fostered or strengthened, whether students already possess it.
Creation	Both the teacher and the students collaboratively design learning tools and activities. These creations serve as reference points through which learners can monitor their progress and observe the development of their own work.
Routines	The integration of the learning abilities and tools into students' daily academic routines aims to establish autonomous learning habits beyond the classroom.

Taking this into considerations, the three sessions developed as follows:

First unit

The first session for unit 1 focused on developing reading, the lesson began by following the interest stage with a brief discussion in which students were asked how they typically organized information from long texts in their previous English classes. Most students mentioned that their usual strategies consisted only of highlighting key ideas and reading the assigned text. The text “Movie review: ‘Sing street’ is another charmer from director of Once” was read as a group with students taking turns to read each paragraph collaboratively and interactively, they read aloud until they had finished all nine parts making pronunciation corrections among them. Throughout this, they complemented each other by suggesting possible meanings to understand each point of the text and to go on without missing out on anything.



Figure 3: Text read in session 1.

Afterwards, in session 2 the writing skills got to work, an organizational chart was proposed as a response to the need to sort information from the text and favor comprehension. Accordingly, a chart with numbers listed per main point was drafted as a tool to help students sort propositions from each paragraph as the second stage of creation. Students were encouraged to personalize this chart by adding shapes, colors and comments boxes, as well as creative titles in some cases. Once the tool was co-constructed on the board and students suggested improvements to its design, the writing activity began. After each section of the text, they noticed they had to go back to the text to retrieve information and the need to work together to identify unfamiliar vocabulary and summarize the paragraph's main idea in a single sentence. The group advanced by analyzing the document in couples and co-constructing statements which were later proofread and placed on the chart one by one.

The third session consisted on finishing to complete the chart and improve its ideas as a group. Students then compared their charts with other couples who complemented and enhanced all pieces. After this, students presented their charts to the class and received feedback from their peers.

Second unit

The fourth session focused on reading skills which would serve for later classes to learn vocabulary. The lesson began with a discussion in which students were asked how they typically learned new words from a text. Most participants affirmed that they usually wrote unfamiliar words in their notebooks alongside their Spanish meanings, this triggered the interest stage. Afterward, students read the text "*How to interview a celebrity*" collaboratively and wrote down the list of words they did not understand.

How to Interview a Celebrity by Ken Levine

As a public service to any journalist assigned to do an inane starlet profile, here is the style sheet YOU MUST FOLLOW!!!

Whether it's for the *L.A. Times*, *Entertainment Weekly*, *Parade*, or *Mercenary Life*, there is a specific protocol you are advised to follow to the letter. So please take note:

The interview must be a lunch date at a chic café, clearly identified.

5 The celebrity will arrive late. You must report how late and what her excuse was. And you must forgive her. Even if the excuse is, "I forgot" or "I had to liquor up to do this because I find you repulsive," you must be charmed.

It's important to describe her outfit. Is she wearing jeans? Lead with that. She has new sunglasses? Hold page one! And, whatever you do, describe the celebrity's hair. Was it pulled back? Tousled? No one cares what she thinks but they need to know whether her hair was red, blonde, or strawberry blonde? You spent five years in journalism school.

10 Use your skills.

Painstakingly note whether she picks at an egg white omelet or a Waldorf salad. Celebrities don't eat, they "pick at."

Note that she eats healthy and it's paying off. You must compliment a celebrity's appearance. She is "glowing" and "radiant". If she shows up looking like the dog's breakfast, she is dressed "casual" and "fun funky."

Once the budding young diva starts yammering, learn what is print-worthy and what is brain-dead nonsense. Listen carefully because often you won't be able to distinguish one from the other.

15 She will tell you that she is now in "a good place." Report that. She's learned some real "life lessons" on her last movie. At this point she'll start talking real fast and you might have a tough time getting it all down. So make it easy on yourself. Write her answers out before the interview.

She'll tell you what she thinks of the world situation. She'll have suggestions for how to fix it. Ignore!!! All of it.

20 Complete balloon juice. This is where you can pick at your food.

She'll gush about her latest movie. That's the only reason she's there. It's certainly not to spend time with you. Should you excuse yourself after lunch and go to the bathroom for three minutes, by the time you get back she'll have no idea who you are.

The thing about this film was that the director (just fill in the blank here) who is a "genius" allowed her to tap into an inner place she didn't know even existed. He unleashed the "little girl" in her and maybe two or three past lives.

25 Do not bring up anything negative. Yes, she killed that pedestrian but it was only one and it was before she was in her "good place" and besides, she's all about Africa now, so that's what you need to focus on.

Never EVER talk about yourself or bring up any topic other than her. She will stare at you in disbelief like you just killed her puppy.

30 By now she's sipping her cappuccino (which must be duly reported as well as whether she stirs it lazily, holds the cup with two hands, etc. — this is vital information). Very gingerly, bring up boyfriends. She may volunteer that her relationship is "in a good place" and then you're home free.

Again, no negatives. Do not mention that she ruined a marriage or broke up a home. Listen for these words: "(blank) has given me a real sense of self and opened my eyes to so many things." It means she's wrapping it up.

35 Thank her for taking the time. She will shake your hand and thank you. She's amazed you got so much information out of her. She usually never is that revealing. You'll look away for a second, a gesture of modesty. Poof! By the time you look back she'll be gone.

Write that up, see it three weeks later as a cover story in *People*, and request a transfer overseas.

https://www.huffingtonpost.com/ken-levine/how-to-interview-a-celebr_b_60360.html

Figure 3: Text read in session 4.

The fifth session aimed vocabulary learning. Students explained that physical flashcards had been used in previous classes to learn new words, they noted that these were not particularly efficient for their learning and they took a lot of time to be done, even some of them they had been developed by their parent, so they would not remember new words. Subsequently, the creation stage began by developing digital flashcards as a proposal. After building them, each card included an image at the top center, a pronunciation box beneath

the image, and a blank space below for the English word. Students considered the initial design complete and useful, emphasizing that its visual component made vocabulary learning easy and engaging. As a result, they chose templates, colors and took time to find images online in order to portray the vocabulary clearly, they took time while browsing to find the most accurate image to represent each word they were learning. The cards were created using the Canva online platform through a pre-designed template. They identified the new vocabulary using the online dictionary WordReference and included it in their flashcards.

The sixth session consisted on showing the final digital artifact. Students expressed they could have the tool at hand for the class without forgetting to bring it as they had stored flashcards directly on their cellphones during the previous class and improved them at home. After this, the moment of sharing their flashcards to their classmates came, they demonstrated a clear improvement in vocabulary retention when they had the opportunity to show them. Students were able to recall and explain most of the new words confidently without hesitation, indicating that the digital flashcard strategy effectively supported their vocabulary learning process.

Third unit

The seventh session aimed to strengthen students' speaking skills and build their confidence in public speaking. The class began with an open discussion in which students were asked to share how they used to prepare for delivering successful oral presentations. Some expressed they would directly read from a piece of paper or a screen when available, others said they would attempt to memorize what to say, but they would forget a lot of

information during their expositions. After this they were asked to write questions about the text "*How to interview a celebrity*. For this, they had to go back to it and build five questions, After the questions were written on their notebooks, they passed on to attempt to answer the questions proposed from a different partner. Later, they took turns to ask the question aloud to the group, so one of the partners from the group would answer and continue to the next in order to reinforce content management and speaking practice to express ideas.

The eighth session consisted on contributions to complete the interest stage and start the creation moment. After compiling ideas on the board and organizing them into categories about how to take care of presentations, students mentioned items such as confidence for the moment of standing on the stage with public, watching the content management that was usually conflicting as they would forget relevant information due to the combination of memorizing and nervousness, performance as to how effectively they acted to express ideas, and audience engagement as the skill to interact with others while presenting, which the group agreed on including. Following this, the categories created a list of ideas that were used later to design a self-assessment checklist which would a debate. They patiently discussed how to get ready in groups while building the checklists and reflecting on what they needed to improve to perform accurately. The checklist contained the elements of knowing the audience, sorting information, visualizing themselves with success, studying the topics and its vocabulary, having an anxiety holder, making pre-presentations, managing the audience, relaxing and enjoying the presentation and reflecting about the experience after the performance. Once the group was down with this construction, they placed it on their notebooks.

In session nine students performed the debate. Before starting off, they took a look at the checklist to set themselves for the debate. During the debate, students took turns asking and answering questions related to the text while referring to the checklist as a tool to monitor their own performance. At the end of the debate, students reviewed their checklists, marking the criteria they had achieved during their participation and identifying the ones they still needed to improve. This reflective process encouraged self-awareness and helped students recognize their progress in oral communication as well as the areas requiring further practice.

CHAPTER 5: DATA ANALYSIS

This chapter presents and analyses the data collected during the implementation stage in order to examine the role of the Interest-driven creator (IDC) theory on students' learning processes. The analysis focuses on two key categories – interest and learning- which correspond to the central stages of the IDC framework and serve as the foundation for understanding the outcomes of the pedagogical intervention.

In order to analyze the collected data Freeman (1998) states it is mandatory to “consider” the information at hand to understand what is available. Later the researcher organizes in such ways they find the right way to remember all of it. Also, the researcher is called to confront information against their beliefs and conclude what is accurate according to the information available.

For this the author proposes the author proposes four steps. First “Naming”, which is about assigning titles to data so it can be sorted depending on either categories or objectives from the research project or sequences from the data when checked. Second “Grouping”, that refers to making the foundations of the data through gathering similarities to later tag in wider branches. Third “Finding relationships”, this is done to relate the branches before made and strengthen them and make sure data is aligned. Fourth “Data display”, it occurs when all information is connected so it opens a path for interpretation, this evolves into truths seen as results (p. 99-101).

Table 2: *Categories of analysis*

OBJECTIVES	CATEGORIES	INDICATORS
<i>To detect students' interest through the IDC approach</i>	<i>Interest towards the English language</i>	<ol style="list-style-type: none"> 1. <i>Students participate in class during the activities attempting to use English to communicate</i> 2. <i>Students asked about the activities to be developed before class to propose how to complement them</i>
<i>To explore students' learning through the IDC approach</i>	<i>Co - construction</i>	<ol style="list-style-type: none"> 1. <i>Students could understand, summarize information by checking their written ideas in a chart after reading a text</i> 2. <i>Students learned how to continue learning outside the class after creating flashcards, a chart and a checklist</i> 3. <i>Students were able to manage information in English through a chart, a checklist and flashcards without using translators</i>

Taking these considerations into account, the following section presents a detailed analysis of the data according to the selected categories.

5.1 Interest towards the English Language

As Wang and Chen (2024) highlight, students demonstrate interest in the English language through actions that connect them to the learning activities they engage in during class. In other words, their participation and willingness to continue with the proposed task are clear indicators of engagement.

Taking this into account, throughout the three sessions, students exhibited a growing willingness to develop activities using English as a mean of communication. Prior to the implementations of the IDC theory, students often avoided attending class once they discovered the activities planned for them. On the occasions they did participate, their use of English was minimal, limited mostly to answering specific questions when prompted by the teacher. However, during the IDC based sessions, a noticeable behavioral shift occurred. Field notes from the first class indicated that students began to make deliberate efforts to use English spontaneously, particularly when writing in their charts. This shift suggested that their ideas were becoming clearer and that they felt increasingly confident using the language to express them:

After checking some charts, I noticed students wrote their ideas in English to summarize, they are synthesized and well sorted without a single word in Spanish.

(Field notes class 1, September 18th 2024)

Also, observations from the third sessions revealed that students overcame their initial hesitation and spoke in English with greater confidence compared to earlier sessions:

Students are eager to present their questions and answer their partners; they are not nervous, and they do not hesitate to speak. They take their time to think before speaking and once they have ideas about how to argue in the debate, they jump to present. They are regulating themselves as a group to take turns and participate.

(Field notes class 3, October 30th 2024).

Similarly, field notes from the second session show that students employed the new vocabulary to interact and collaborate in English:

Students made comments to joke about their partners “you always are yammering about studying”, “excuse yourself for that”, “biology is painstakingly”. These are words in flashcards; they used them in the middle of the class.

(Field notes class 2, October 28th 2024)

After this documentation, the evidence solidifies how the approach helped students focus their attention on using the target language and making consistent efforts during the three sessions. It also shows that they began to overcome linguistic barriers as they progressively set Spanish aside. Indeed, as Reusser (2001) states, individuals use social experiences to enhance their understanding through interaction, thereby constructing their own ideas. In this sense, students’ interaction during class was essential: as they choose to stay, engage and participate in the proposed tasks, they gradually shifted their behavior toward learning and gained confidence in using the foreign language.

Furthermore, a comparison with previous classes conducted by the main teacher shows a notable change in students’ participation. Initially, they used to engage in brief conversation about their personal lives and emotions at the beginning of each class. However, during the implementation stage, these dialogues evolved into purposeful discussions in which students reflected on how to improve the classroom activities and expressed their preferences for future sessions. Field notes revealed that this practice became a consistent part of each class, as students regularly proposed ideas about what they wanted to include in the lessons:

At the beginning of the class, students asked about the activities; after learning they would read and learn how to find information, they asked to read together as a group to check comprehension. Later, they were asked to write down sentences after reading each paragraph of the text; they suggested building the sentences as a group to complement their ideas and write them after that.

(Field notes class 1, September 18th 2024)

Students asked if they could take a picture and fill in their checklists to have it more organized and ready to turn it in instead of writing in their notebooks and taking pictures of them. They proposed not to fill in the checklists at the end of the debate, but throughout it.

(Field notes class 3, October 30th 2024)

Likewise, students highlighted in the survey that the methodology used during the sessions boosted their enthusiasm and active participation in class:

“El interés aumentó ya que la metodología fue muy buena y hacía tener un gran interés”

(student 1, survey about interest 2024)

“Si aumento, fue una manera diferente de aprender y de ver ingles un poco más sin presiones y una manera de enseñar al cerebro de otra manera a veces inclusión darse cuenta dar me cuenta cómo podía mejorar”

(student 2, survey about interest 2024)

“Aumento, porque las clases empezaron a contener material más didáctico y interactivo”

(student 3, survey about interest 2024)

Moreover, students noted in the survey they wished to experience more activities of the same kind, since these had sparked greater interest in learning English:

“Me parece que todos los métodos que se han implementado desde la llegada del profe han sido de gran ayuda, ya que nos han reforzado algunos métodos de aprendizaje, al ser estos nuevos métodos, como el cuadro, algo diferente, pero muy útil y esencial, el cual nos ayudó a centrar nuestras ideas de una mejor forma”

(student 4, survey about checklist 2024)

“Nos aportó una nueva forma de aprendizaje, la cual ha fortalecido aquellas habilidades que teníamos, tanto de comprensión como de redacción Además fue una herramienta muy útil, la cual no solo podemos implementar en inglés sino en las demás asignaturas o vivencias del día a día”

(student 3, survey about chart 2024)

Subsequently, the comments about the sessions established a recurring space for discussion in which students suggested ways to make the class more engaging for them. As their voices were heard, they took the opportunity to assume an active role in shaping the class methodology, which in turn strengthened their sense of involvement. As Jacoby and Ochs (1995) mention, collaboration and coordination are relevant for classroom processes; in this case, students became active rather than passive participants. This shift contributes positively to their learning, the construction of the class dynamic, and their overall academic progress.

Following this, students also made evident efforts to remain focused during class activities. Before the implementation stage, they frequently discussed unrelated topics, used their cellphones, completed homework from other subjects, or engaged in off-tasks behaviors such as eating in class. However, during the intervention sessions, a clear change was observed. Students maintained discussions related to the class content and even encouraged one another to stay attentive and participate actively. Field notes from the second session indicate that all students developed their flashcard promptly, showing complete engagement and immersion in the activity.

“Students were fully concentrated developing their flashcards on their cellphones without interrupting others, there was silence during the activity without asking students to make it, at the start they agreed to leave other topics different from the class untouched”

(Field notes class 2 October 28th 2024)

Likewise, field notes from the first session suggest that students experienced a new level of immersion in their English learning process, reflecting the engaging role of the IDC:

“Students mentioned after class that this had been the first time developed an activity thoroughly when I walked by some of them to check their progress with the activity”

(Field notes class 1 September 18th 2024)

The artifacts reveal that students spent considerable time creating colorful charts and summarizing key ideas during the task:

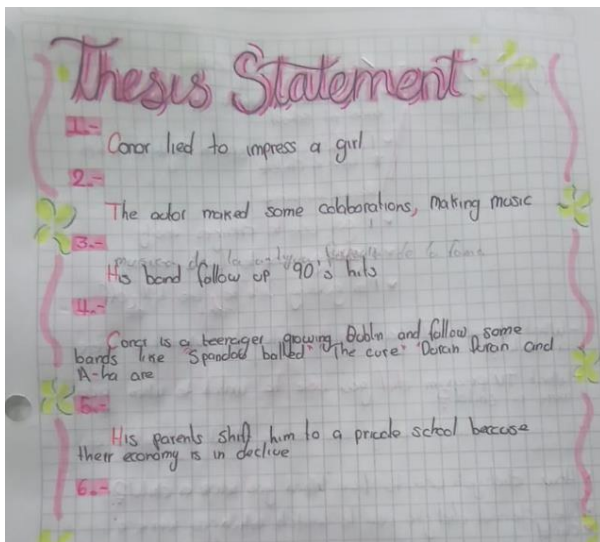


Figure 3: chart by student 1

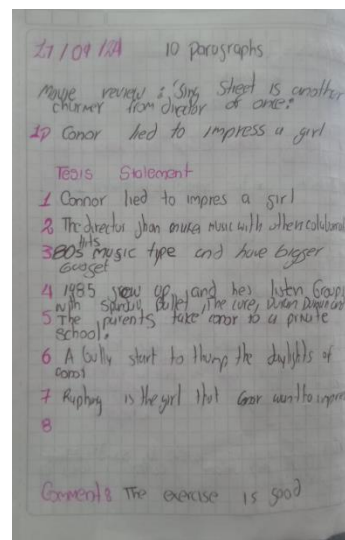


Figure 4: chart by student 4

(Student chart from class 1 September 18th 2024)

These actions, as recorded in the field notes, depict a calm and positive classroom environment, free from the tension, anxiety, or frustration previously observed during presentations and writing activities. Students appeared genuinely focused on their tasks and

even encouraged their peers to remain engaged throughout the sessions, often suggesting that unrelated topics to be avoided. They completed each activity with commitment and enthusiasm, celebrating their achievements upon finishing them.

5.2 Co-construction

The main stage in the Interest-Driven creator (IDC) theory is the second moment, known as *creation*. Chan et al (2015) explain that learning is a process of making, in which students produce “artifacts” with the purpose of constructing knowledge and generating new ideas. Based on this premise, students in the project developed three artifacts as a means to create their own understanding. Driven by interest previously generated, they played an active role in shaping the structure of each instrument and later applying them in the corresponding learning activities.

The first artifact aimed to help students understand texts and abstract key information from them. To achieve this, students read and discussed a selected text, summarizing each paragraph into a single sentence that they recorded in a chart:

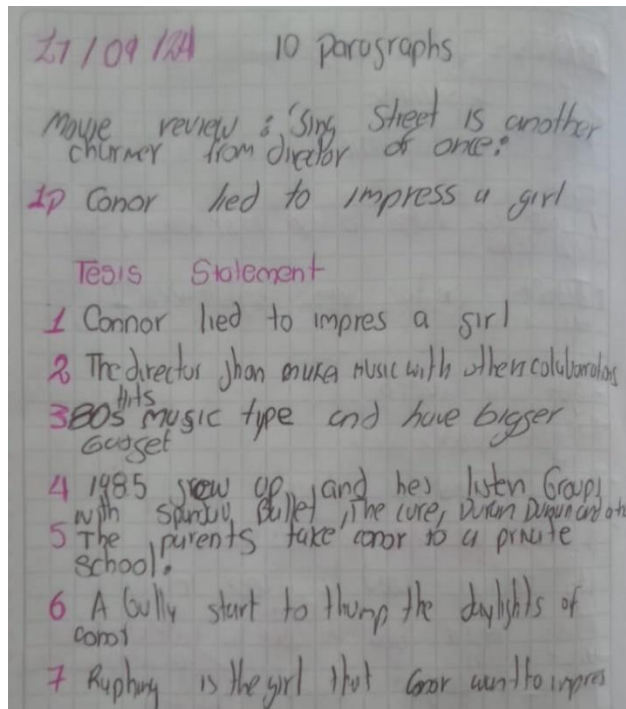


Figure 5: chart by student 5

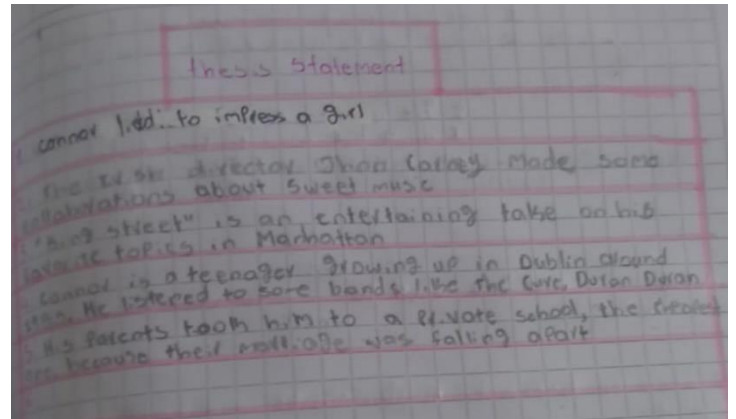


Figure 6: chart by student 3

(Student 8 chart from class 1 September 18th 2024)

Likewise, the information students summarized in their charts during class reflected a clear level of learning and comprehension when they were later asked to respond to an oral questionnaire, as documented in field notes #1:

“Students responded a questionnaire about the text read during session 1, they instinctively checked their charts to locate the information they needed to answer”

(Field notes from class 1 September 20th 2024)

Additionally, when asked after the session, several students highlighted the positive aspects of this artifact and how it supported their learning:

“Para mí el uso del cuadro me aportó bastantes aspectos positivos, ya que, con ayuda de este, logre centrar mis ideas, puede aprender a formar ideas claves, centrándome en la información más importante, además me aportaba aquellas palabras claves, que me ayudarían mejor en mi comprensión y entendimiento del tema.”

(Student 3)

“Me parece demasiado útil, qué nos enseñen a manejar este tipo de cuadro ya que estoy facilita demasiado la comprensión en algunos temas y más que todo en el manejo de ideas cuando se trata de actividades en otros idiomas”

(Student 11)

(survey about chart 2024)

After the creation of these charts, clear evidence emerged of the knowledge students had gained, as they demonstrate no difficulty recalling the content of the text or discussing its main points and underlying story. In fact, a ten-paragraph reading was successfully condensed into a seven-line summary, well organized, coherent, and easy to interpret. Through this process, students realized that they could manage complex texts by constructing charts to delimit and structure information, a skill they could apply to future reading tasks.

The second artifact focused on helping students acquire vocabulary without relying on Spanish and enabling them to recall meanings more easily after encountering unfamiliar words in a text. To achieve this, students created digital flashcards on their cellphones. Each flashcard included an image found online to support meaning recall, the target word in English, and its pronunciation written in the International Phonetic Alphabet, transcribed from a dictionary.

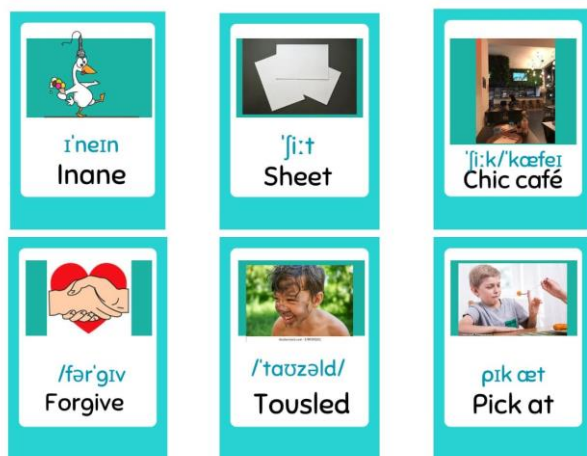


Figure 7: Digital flashcards by student 6



Figure 8: Digital flashcards by student 8

(Flashcards from students 12 and 14 in class 2, October 28th 2024)

Moreover, during the development of the session, some students showed noticeable progress, as recorded in the field notes. They successfully learned the meanings and pronunciations of new vocabulary words and were able to associate them with corresponding images.

“Students could remember the meaning of a word instantly; they brought the word in Spanish after barely saying each image and being asked. Their pronunciation improved a lot; they did not hesitate to say the words from the cards.”

(Field notes class 2 October 28th 2024)

Similarly, when students later had the opportunity to share their perspectives, they highlighted in a survey that the flashcards were useful for understanding word meanings without the need to use Spanish.

“Es más sencillo tener las flashcards digitales ya que es muy práctico tenerlas en el celular en vez de tenerlas en papel, se gasta menos papel teniéndolas en el celular, las imágenes me ayudan a memorizar y aprender más rápido el vocabulario”

(Student 5)

“Asocio el significado con la imagen sin la necesidad de utilizar el español en las tarjetas.”

“Es más fácil llevarlas”

“Aprendo más fácil con la palabra en inglés y la imagen”

(Student 4)

(Survey about flashcards, student 5, 2024)

Following the creation of the flashcards, students learned how to acquire vocabulary more effectively. Their speaking confidence also increased, as they could easily reference both pronunciation through the International Phonetic Alphabet and meaning, reinforced by visual associations with real images. This artifact became a personal learning aid that students could carry with them on their cell phones, which was portable in their cellphones, and they continued bringing and using it in later classes without exception. Additionally, the digital format facilitated the creation of new flashcards, eliminating the need for paper materials and simplifying the process of design and organization.

The third artifact focused on helping students become more aware of their speech and develop confidence when speaking in public debates. For this purpose, students collaboratively identified key aspects that contribute to effective oral presentations. Based on their contributions, a checklist with nine features were created, which students used to evaluate their performance by making their strengths and crossing out the aspects that required improvement after each debate.

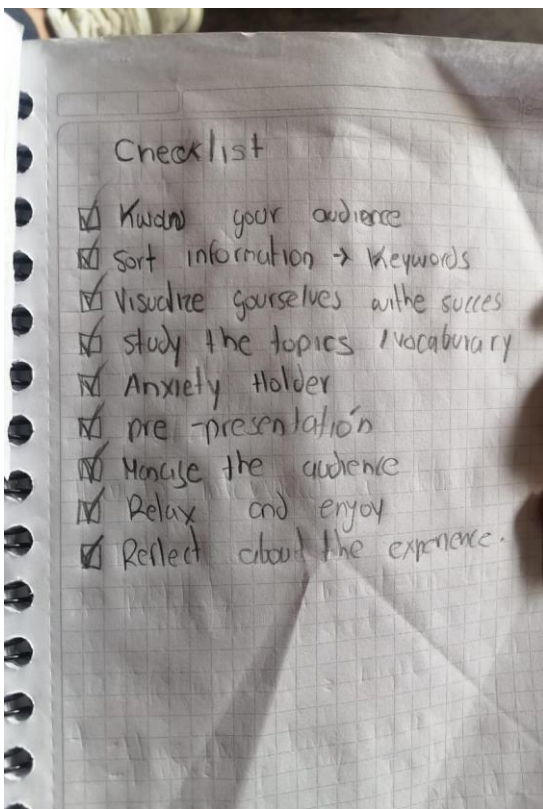


Figure 9: Checklist by student 3

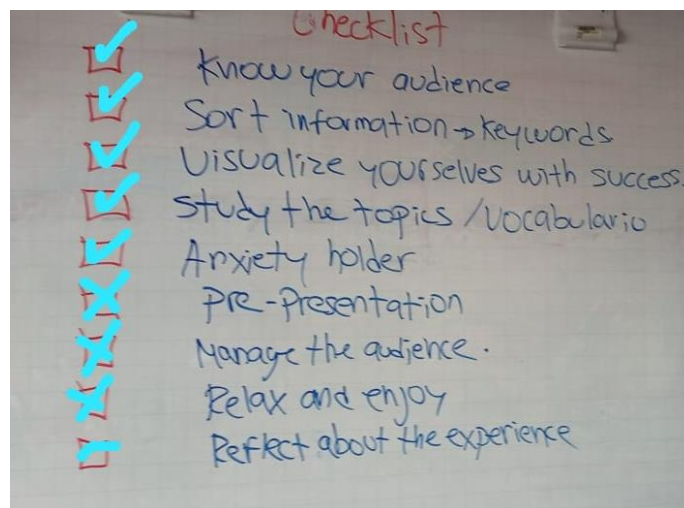


Figure 10: Checklist by student 2

(Checklists from students 14 and 8, October 30th 2024)

As the debate concluded, students showed control over the aspects they had previously included in their checklists, applying them before, during, and after the activity. Their participation reflected confidence and fluency, as they communicated their ideas entirely in English. Moreover, in subsequent surveys, students acknowledged that the checklist had enhanced their ability to prepare for presentations, boosted their confidence when speaking, and supported their performance during oral presentations:

“Bastante, ya que, me ayuda a establecer mis objetivos en actividades o evaluaciones como orales o debates”

“si, por que, me ayuda a tener una mayor seguridad al momento de realizar estas actividades”

(Student 1)

“muy útil, ya que ayuda a prepararse para algún debate o presentación”

“se puede adaptar para otras áreas”

(Student 2)

(Survey about checklist, 2024)

Additionally, field notes from after the class indicated that students, once given brief guidance on how to proceed with their speeches, were able to take autonomous control when it was time to begin the debate:

“The students took some minutes to follow the items in their checklist, once the debate started, they presented their arguments aloud and wanted to participate actively making questions and responding without hesitation and in English while supporting each other”

(Field notes class 3. October 30th 2024)

Moreover, students were able to understand each other during their interactions and effectively communicate in a debate about interviewing celebrities. For instance, one student asked her classmates for their opinions by questioning when an interviewer should comment on a celebrity’s balanced diet during an interview:

“I think that is important to respect or say... that so you don’t have to do that to the artist because when you judge the celebrity, you lose the confidence with you, the celebrity can’t listen to you and you don’t treat it or judge that...”

(Student 3 transcription of a debate October 30th 2024)

This resulted in the creation of a tool that students developed as a procedural guide. By following it, they performed with enthusiasm and developed awareness of their actions during the activity, as well as of the management of information required to participate. They

could visualize clear goals and a concrete idea of how to perform in the task. Consequently, the use of the checklist fostered confidence in preparation and execution during the debate, allowing students to organize their ideas, express themselves assertively, and maintain coherence in their discourse. This tool also helped them clarify how to speak and structure ideas, enabling mutual support throughout each intervention based on the written prompts. The artifact remains available for uses in future debates students may engage in.

CHAPTER 6: Conclusions

The development of this research aimed to study how the Interest-Driven creator (IDC) theory contributed to students' interest in learning English and the extent to which it fostered their learning throughout the implementation stage integrated to co-constructions, this paradigm suggests the following ideas:

The IDC approach had implications on students' involvement during the sessions, which was reflected in different observable behaviors. Students demonstrated a clear willingness to participate actively in the activities, adopting learning as a process of doing and being involved. They began entering the classroom excited to suggest improvements to the proposed task and even designed their own tools for this purpose. Additionally, they participated with confidence, expressing their ideas freely and engaging in discussions about the content they were learning. Their increased enthusiasm led them to propose future sessions following a similar approach. In this sense, the framework fostered a more open, participatory and reflective classroom environment.

Furthermore, the IDC facilitated the development of a set of skills that reflect meaningful learning. Students applied their knowledge creatively to construct understanding through the design of learning tools. Over the course of intervention, they produced artifacts such as digital flashcards for vocabulary acquisition, a reading chart for organizing textual information and a checklist to guide oral presentations. These creations strengthened their reading and writing skills, such as summarizing and synthesizing and expanding their vocabulary. Students also improved their pronunciation and comprehension, which enhanced their ability to understand meaning in English possible.

In addition, students' speaking skills became more deliberate and self-regulated. They learned to express their ideas and opinions clearly, demonstrating improved management of information and discourse organization. In short, the application of the IDC theory not only increased students' interest and confidence but also contributed significantly to the development of their communicative competence and overall expertise in the English language.

6.1 Limitations

Several constraints were identified during the course of the study, these include contextual and theoretical conditions.

As part of the contextual factors, the class timetables' made session be short, sometimes not lasting more than 30 minutes and extended ones were cancelled due to school cultural activities. Another situation was the number of participants for the research, which due to academic obligations from the institute, the group was reduced from 30 to 18 students. An additional instance was the lack of available resources to develop activities, all what students used to create their artifacts was their personal cellphones and own materials. A further element to consider is the fact that the implementation took place in a female institution that comes from a private background and later became an official school, this may limit the transferability of findings if future studies are made in other settings.

Moreover, the theoretical concern includes limited prior research referents applied before this proposal, this made the steps to follow in the paper be created through the course of it in light of the IDC theory and the co-constructivism outlook. Based on these items, future research on this frame lens may require to adapt literature on the concept of interest from other educational fields beyond EFL to construct a wider perspective of it.

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