

**Culturally Relevant Literature as a pedagogical tool to enhance a comprehensive
English learning through PBL**

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Abstract

Owing to an active presence of classical and traditional texts in English classrooms, Culturally Relevant Literature (CRL) is not being incorporated as it should be. Hence, this qualitative paper will approach, in terms of English teaching, the effects of incorporating CRL into English classrooms at National Pedagogic Institute (IPN), located in Bogotá, Colombia. As for the population chosen to this end, second, fourth and fifth grade students are involved in the research in order to foster a meaningful English language learning that encompasses not only the common linguistic aspects such as grammar, speaking, listening and vocabulary, but also a foreign language learning environment that is culturally relevant for students based on a project based learning methodology (PBL).

This methodology is thought to revolve around cultural awareness looking to make a significant in-classroom and out-of-classroom impact on students, that is, an impact on how they learn English as a foreign language (EFL) and, by extension, a remarkable sociocultural impact as they are led to build a critical worldview facilitated by the implementation of Culturally Relevant textbooks, so that they can see themselves identified in them as they also learn actively.

Key words: Culturally Relevant Literature (CRL), Cultural awareness, meaningful learning, Project Based Learning (PBL)

Resumen

Debido a la presencia activa de textos clásicos y tradicionales en las aulas de inglés, la Literatura Culturalmente Relevante (CRL, por sus siglas en inglés) no se está incorporando como debería. Por ello, esta investigación cualitativa abordará, en términos de la enseñanza del inglés, los efectos de incorporar CRL en las aulas de inglés del Instituto Pedagógico Nacional (IPN), ubicado en Bogotá, Colombia. En cuanto a la población elegida para este propósito, el estudio involucra a estudiantes de segundo, cuarto y quinto grado con el fin de fomentar un aprendizaje significativo del idioma inglés que abarque no solo los aspectos lingüísticos comunes como gramática, habla, escucha y vocabulario, sino también un entorno de aprendizaje de lengua extranjera que sea culturalmente relevante para los estudiantes, basado en una metodología de aprendizaje por proyectos (PBL, por sus siglas en inglés).

Se considera que esta metodología gira en torno a la conciencia cultural, buscando generar un impacto significativo tanto dentro como fuera del aula en los estudiantes, es decir, un impacto en la forma del aprendizaje del inglés como lengua extranjera (EFL, por sus siglas en inglés) y, por extensión, un impacto sociocultural notable, al ser guiados hacia la construcción de una visión crítica del mundo facilitada por la implementación de libros de texto culturalmente relevantes, de modo que puedan verse identificados en ellos mientras también aprenden de forma activa.

Palabras clave: Literatura Culturalmente Relevante (LCR), Conciencia Cultural, Aprendizaje Significativo, Aprendizaje Basado en Proyectos (ABP)

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Chapter 1: The problem

This chapter will briefly address the local, social, and educational context of the population involved in this research project, as well as provide an overview of the core philosophical and pedagogical principles that guide the educational approach at IPN school, where the study was conducted. Additionally, it will describe the characterization questionnaire, and the diagnostic test administered during the initial stage of the research. It is important to note that the research problem emerged as a personal interest and was progressively delimited through the processes of characterization and diagnosis. This personal interest is founded by three main reasons, the first of these being a personal lack of awareness about this appealing concept. The second reason finds its support in the potentially great educational contributions identified in these literary works in connection with English language teaching: Awareness about one's own cultural diversity and that of others, improvement on linguistic competence, a wider and more critical worldview, to name a few.

The central issue identified seeks to promote cultural awareness and meaningful English language learning by integrating CRL textbooks as a potentially meaningful pedagogical alternative in EFL teaching contexts, thus going a step beyond the contributions that traditional literary canons have made to education in general, and more specifically, to foreign language teaching, looking to incorporate textbooks that reflect more diverse cultural backgrounds, also resulting in linguistic enhancement through it. This approach seeks to be aligned with the increasing significance of Culturally Relevant Literature (CRL) in contemporary educational and English language learning contexts.

Therefore, the goal is to find out how Culturally Relevant Literature contributes to second, fourth and fifth grade students' English language learning skills and their cultural awareness

at IPN school facilitated by a Project Based Learning (PBL) approach. To this end, a general objective and three other specific objectives have been set.

1.1 Institutional Context

The Instituto Pedagógico Nacional (IPN) was founded in March 1927, by Franzisca Radke, a philologist and an educator from Germany who made great contributions to Colombian education. It was originally an institution only for young female students. It was not until 1968 that the institution became a mixed one. It is both a private and a public Colombian educational institution located in the Usaqué locality at North of Bogotá, Colombia. This is an urban area with a fairly good number of residential and commercial characteristics ranging from sets of middle- and high-class apartment buildings, houses, parks, malls, restaurants, supermarkets, offices, health centers and avenues. This institution currently has educational services that go from preschoolers to high school education with an emphasis on sciences and arts. It is also the center for students from Universidad Pedagógica Nacional that are carrying out their practicum there.

In reference to the philosophical underlying values held at IPN, its motto aims to educate students based on principles such as love, respect, responsibility, and honesty. In addition, this educational center is considered an inclusive institution, which offers educational programs for students with special needs. Moreover, it welcomes students from varied economic and sociocultural backgrounds as well as diverse family contexts: For example, students from different regions of Colombia and other countries such as Venezuela and Cuba are currently an integral part of IPN school; these specific facts constitute the most important supporting reasons for the current research.

As for its mission, the IPN is dedicated to leading comprehensive educational processes in children and young people in view of their economic, social, cognitive, cultural, ethnic, communicative, sexual, and affective diversity. This educational center seeks to raise critical, ethical-political, and autonomous individuals with a social commitment looking forward to understanding and transforming reality and to the consolidation of a peaceful community from a humane, artistic, and scientific dimension.

The IPN, as a Historical and Cultural Heritage of the Nation, has as its vision, to be a space of permanent innovation, where the reflection on educational policies based on the pedagogical knowledge of its teachers and in conjunction with UPN, can contribute to educating children, young people, adults, and teachers who promote the construction of a democratic, pluralistic, emancipated and a peaceful society.

1.2 Target Population

Regarding the population assigned for this research, these were second, fourth and fifth grade students (203, 403, 502, 504) aged between 7 and 11 years old. Regarding the phases of the project, the observation stage was conducted with second graders (203) during the second semester in 2022 and was followed by the first implementation stage in the second semester in 2024 with fourth graders, (403) most of whom had also participated in the initial observation phase conducted in 2022-2. It should be noted that a necessary gap lasting one year and a half had to be introduced in between the process due to reasons beyond the scope of this research.

The second implementation stage took place during the first semester in 2025 with students from grades 502 and 504. This adjustment was necessary because the original 403 group was later divided into four different fifth-grade classes. These circumstances explain why more

than one grade level was involved throughout the research process, from the initial observation to its conclusion.

The number of students that conformed each group is: 203 with 26 students, 403 with 27 students, 18 boys and 9 girls. Lastly, 502 and 504 grade students with 28 students each. Regarding their family setups, many of them share their homes with their parents, others simply live just with one parent or with different relatives; e.g, their grandparents, aunts, uncles, cousins and more. Most of these students live in rental properties equipped with basic utilities such as water, electricity, gas, and internet connectivity. Also, most of them use either school or public transportation to go to school.

Regarding the first observation sessions, the absence of culturally relevant textbooks was very noticeable in all classrooms. Students' literary material was limited to books from Colombian publishing houses, far from reflecting students' immediate sociocultural realities. Moreover, a considerable lack of culturally relevant textbooks in the school library within the English literature section was also evident. Although these books could somehow have culturally relevant aspects in them, they failed to depict immediate local realities that students can easily identify with. They may depict broader general cultural features that might probably serve as window books for students, yet far from students' sociocultural realities.

Lastly, and of paramount importance, students were found to have language difficulties, primarily associated with their speaking and writing skills due to lack of vocabulary as well as comprehension of some basic structures in simple present to express simple ideas about their daily routine, a matter worth addressing through innovative pedagogical means.

Therefore, it was mainly these observations that caused the motivation for this research to emerge. Consequently, a demographic survey was considered of pivotal necessity to find out more about students' family context and their current relationship with literature in terms of

their household composition, the type of literature they had at home and their reading preferences. Furthermore, a language diagnostic test was carried out to assess their overall English language skills associated with vocabulary, sentence construction and reading comprehension both in written and oral form. The next pedagogical procedures were followed based on this first data collection.

1.3 Characterization Survey

In the characterization survey applied to 403 (annex 2), regarding their reading habits, 13 answers showed that students liked reading, while the other seven mentioned they fairly like to read. Students' reading habits can serve as indicators of the potential impact that Culturally Relevant Literature (CRL) may have on their engagement and academic outcomes. Research indicates that students who exhibit a strong interest in reading are more likely to connect with texts that reflect their sociocultural contexts, thereby enhancing their engagement and comprehension. Conversely, for students who demonstrate limited enthusiasm for reading, the introduction of CRL can serve as a potentially effective strategy to stimulate interest and foster a positive reading experience. This suggests that aligning reading materials with students' cultural backgrounds not only supports their academic development but also contributes to a more inclusive and motivating learning environment.

Among the options listed on the reading topics, there is a wide variety of them associated with common classical and traditional readings such as: *Action, fantasy, comics, adventures, sports, terror*, among others. As far as having a library at home, the vast majority reported having one. There are only two out of 20 who do not have a library in their homes. On the one hand, this observation may indicate that the two students in question have had minimal, if any, exposure to literary texts, a factor that could hinder the effectiveness of a study of this nature. On the other hand, having literary genres such as the ones mentioned may indicate a

lack of textbooks that do not even come near students' immediate sociocultural reality.

Students were also asked whether they had ever read at least one single story in their lifetime, and all of them said they had. Regarding the type of book titles listed, there is clear evidence of texts that are not culturally relevant for the students' context.

Conversely, Culturally Relevant Literature (CRL) textbooks may serve as a valuable tool for engaging students more meaningfully in foreign language learning, as they promote greater interest by connecting language acquisition with students' own sociocultural realities.

Consequently, EFL learning can be significantly improved by implementing this genre in EFL learning contexts.

Furthermore, it was noteworthy that over half of the students expressed interest in writing their own stories. Some of the titles they mentioned included: *Our Planet*, *Blox Fruits*, *Colombia the Country of Love*, *The Gymnast*, *Stories of Mystery*, *The Big Space*, *Cats Family*, *I Keep My Smile*, among others. These titles suggest potential links to CRL (Culturally Relevant Literature) themes, which highlights a key goal of this pedagogical initiative, that is, to make students acquire a strong grasp of CRL concepts, enabling them to transform their ideas into meaningful CRL-based narratives, while resulting in significant linguistic enhancement.

Finally, the definition of CRL that was selected by the students along with their parents, based on the last open-ended question brought up in this characterization test with a multiple-choice option was evenly divided, with 50% choosing the correct definition and 50% selecting an incorrect one. This fact can certainly show a lack of clarity on this fundamental concept for the development and implementation of this project. This initial lack of clarity is a positive aspect to work with, so that, by the end of this research project, students can end up with a clearer understanding of what CRL means in order to enrich and expand their own

cultural awareness along with a new positive way of approaching English learning as a foreign language, thus combining a meaningful language learning experience for students, while fostering cultural awareness relevant to them within their own immediate sociocultural realities.

1.4 Diagnostic Test

A preliminary diagnostic test was applied (annex 4) to get a general idea of the population and their language use, mainly in written form. This preliminary exercise was useful for two main reasons: Firstly, it was thought to establish one good first interaction with the students. Secondly, it helped to capture a first overall idea of how students would depict themselves in a mirror-like drawing space, thereby identifying their notions of reflection.

As for the diagnostic test itself, (annex 5) it was designed in English to be applied to 27 4th grade students. The test consisted of four parts, the first of them had two vocabulary sections intended to identify students' ability and acquaintance with recognizing traditional textbooks. In addition, this first section served to assess students' range of vocabulary, thereby listing as many words as possible based on the book covers that were illustrated in it. In this first section, most students were able to write a considerable number of words below the pictures. Moreover, the second vocabulary section was designed to assess students' capability to translate a list of 12 words from the target language into Spanish. These words were taken from a set of CRL book covers, which were also items to inquire about students' reading interests. Interestingly, more than half the students were able to translate most words from the list and 13 of them chose *Saturday Sancocho* as their reading preference throughout the implementation of this project, thereby making it a good starting point since knowledge construction linked to students' previous information can make up a more meaningful

learning experience grounded in diverse CRL teaching materials, including their textbook selection.

The second section of the diagnosis test was a short reading paragraph taken from the *Saturday sancocho* story to test students' reading comprehension skills. The results showed that they had fairly good reading comprehension skills; however, most of them found it difficult to answer a few simple open questions about the story, which anticipate that this linguistic component requires particular attention and support to guarantee students' success when understanding a text based on a CRL story in the target language.

The third section was an easy listening activity to test their capability to identify specific vocabulary from a list of 10 words for them to circle only the ones they heard. Most students were able to understand the words that were pronounced, thus recognizing them accurately.

Finally, the last section involved a brief speaking activity to test students' capability to build a spoken sentence by using three separate words from the previous sections. Although most of them were able to achieve this task, they found it challenging to complete it, thus indicating a lack of natural syntactic structures in English to communicate basic thoughts orally, an aspect that was clearly identified through the class observation process. Therefore, students' need to be provided with more frequent access and exposure to relevant communicative contexts in English classes facilitated by CRL materials, so that they can slowly and consistently internalize basic natural speech patterns that they can also reproduce on their own.

Upon considering the results, it can be stated that, for their age, most students have a good range of vocabulary, which they can also recognize in written language, yet are unable to

provide complete simple answers to open questions accurately. As a passive skill, their listening is overall good, however, their active speaking skill needs reinforcement.

1.5 Statement of The Problem

Our contemporary world keeps developing a worldview and a way of life that goes along with the social phenomena that are making it into a globalized society that demands the application of a seemingly simple principle; that is, more bridges and fewer walls, a principle that is expected to be applied to all facets of human condition. In this sense, education makes up a fundamental pillar, as it has the tools to make significant changes in people's lives. In fact, literature is one of the multiple tools that has been used to shape people's understanding of the world. However, a good amount of the work done has been limited to a close connection to Classics and traditional Literature, particularly within the educational context. Although this type of literature has played an important role in education, it still appears to have a strong grip on classrooms today.

Consequently, over the past few decades, several scholars and writers have taken a keen interest in propounding Culturally Relevant Literature as a viable option to satisfy the cultural needs that Classics and other expressions of Literature have not been able to supply. As a result, one common denominator found in the interest shared by these scholars has to do with the imperative necessity to expose students to Culturally Relevant textbooks, so that they can see themselves identified in it and become aware of the cultural diversity in the world, while improving their English language skills through an innovative and meaningful EFL learning experience.

Thus, on the one hand, Luis Fernando Gomez Rodríguez, a full-time teacher at Universidad Pedagógica Nacional, in his article on through American multicultural literature in the EFL

classroom, published in 2013, states: “Our contemporary world is becoming a globalized society as people from over the world are becoming aware of the need to establish cross-cultural relationships” (Gomez, 2013, p. 96). At the same time, he quotes Cai (2000) and Banks (2004), who state that new generations need cross-cultural borders to fit into a pluralistic world because the political and economic aspects of globalization are transforming national borders among nations. Although enhancing intercultural competence might not necessarily imply a culturally relevant aspect, this goal intrinsically shares some common ground with incorporating CRL in EFL classrooms because this latter one aims to help students see themselves identified in the texts they read.

In view of this, the role of literature in EFL learning contexts has begun to play a major role not limited to providing information on language structures, historical facts or being used as a tool to help improve students’ reading skills; it has also taken on itself to fostering learners’ critical thinking and equipping them with written, illustrative and representative information about the world on relevant sociocultural matters for students to reflect on. Considering that language is a highly representative component of culture, it must work in conjunction with it to address and satisfy, as wholly as possible, the current needs that EFL learners bring to class, so that it can fulfil a more comprehensive language teaching and learning experience for them. Therefore, given this intricately interwoven relationship between language and culture, students must be provided with an integral EFL learning experience, so that they may become more conscious of this relationship.

Moreover, the importance of incorporating Culturally Relevant Literature into classrooms, in addition to being a necessity backed by renowned scholars, educators, psychologists and sociologists, it is also implicitly contained in some of the general principles and objectives of

education embedded in article 67 of the Colombian Political Constitution of 1991, and the General Law of Education of 1994, which address the following:

Education is a personal right and a public service that has a social function, by which access to knowledge, science, technology and other cultural values are obtained.

Education will train Colombians in respect toward human rights, peace, and democracy, and in their practice of work and recreation for cultural and scientific betterment, as well as for environmental protection''. (*Congreso de Colombia, 1994, art. 5, Ley 115 de 1994 — Ley General de Educación*)

Considering the evidence presented above, it should be remarked that the incorporation of CRL textbooks in classrooms could potentially and significantly contribute to achieving this educational and constitutional principle, resulting in possibly making education fulfill both its cognitive development and its sociocultural function.

Therefore, upon close reflection on these facts related to a substantial absence of culturally relevant materials that do not reflect students' sociocultural backgrounds as noticed during class observations, it was imperative to address this situation by proposing the implementation of diverse literary materials that resonate with learners' lived experiences, thereby fostering more meaningful and culturally responsive EFL language learning.

To address these needs, the contributions proposed by Dr. Rudine Sims Bishop along with those by Dr Heineke will be used as the main theoretical foundations to support this research. In an article published in 1990, "*Windows, Mirrors, and Sliding Glass Doors*, she describes the need for children to see themselves, as well as learn about other lived experiences, through the books they read (Bishop, 1990).

Considering Bishop's (1990) framework, it appears that students often have limited access to literary texts that facilitate both meaningful self-reflection and the exploration of diverse perspectives and worlds beyond their own. This limitation may find its reason in language teachers not being fully conscious of linguistic and cultural diversity. To address this, Dr. Heineke's qualitative study explores how culturally relevant children's literature supports reflective dialogue among teachers regarding English Learners (ELs). (Heineke, A. J. 2014). Considering this, it becomes evident that, in order for EFL students to be provided with CRL textbooks, teachers should first be equipped to properly address EFL learners' needs. To achieve this, Dr. Heineke highlights how texts by culturally diverse authors facilitate rich dialog and reflective learning.

Moreover, Dr Heineke propounds literary mirrors as tools that help students see their identities and experiences reflected in school texts, supporting both self-recognition and cultural affirmation. Building upon the research conducted by Heineke and colleagues, the notion of texts as mirrors underscores the critical role of literature in reflecting students' cultural, linguistic, and personal experiences. Heineke argues that the inclusion of such texts in educational settings can be used to build classroom communities where all students feel validation and a sense of belonging. Therefore, it was the facts mentioned above that served as supporting reasons to incorporate both in the characterization and diagnostic tests a series of elements closely associated with Culturally Relevant Literature aiming to foster a reading culture that can potentially contribute to a significantly comprehensive meaningful foreign language learning that results in enhancing students' linguistic and cultural competence.

Finally, an accurate integration of CRL textbooks in EFL learning contexts can potentially lead to a meaningful language learning experience, thus expanding students' cultural awareness, on the one hand, and strengthening their EFL learning experiences.

1.6 Rationale

After analyzing and reflecting on the evidence and facts just presented, it can be noted how a considerable number of discussions, pedagogical proposals and theoretical approaches on culturally relevant literature have been taking place over the last three decades, starting with renowned American Scholars such as Dr. Rudine Bishop and Ladson Billings, who are pioneers on this important subject matter. As a result of their contributions, justified in the educational, cultural, and social phenomena present in the world today, the number of places in which these subjects are becoming more relevant than ever are increasing significantly, given a growing number of scholars with a keen interest in bringing these matters to light and incorporating them particularly in educational contexts.

Moreover, one of the main reasons to promote the incorporation of CRL textbooks into foreign language classes is closely associated with the sociocultural commitment and the sense of inclusiveness embedded in this literature, thereby satisfying students' needs to see and feel that the books they read depict their own cultural heritage and, at the same time, allow them to learn about other meaningful backgrounds and experiences as Dr. Rudine Bishop holds in her essay referenced above "to explain the way children see themselves in books and how they can also learn about the lives of others through literature" (1990).

Additionally, Dr Bishop's criterion justifies the relevant role of CRL texts by looking at the negative impact experienced by learners when the literary works they read are not in line with their sociocultural backgrounds. According to her, "when children do not see a reflection of themselves in the books they read, they learn a powerful lesson about how they are devalued in society. Besides serving as mirrors, books can also serve as windows that give readers a glimpse into the lives and experiences of others" (Bishop, 1990).

Furthermore, another fundamental reason to foster culturally relevant textbooks is supported by a major lack of these texts both in English classrooms at IPN and in its libraries. In the class observation process carried out, which consisted of four observation sessions done on different dates between October and November back in 2022, and a few others again in September 2024, it was noticed that the kinds of texts accessible to children in the classroom and in the school library at IPN are limited and not connected to culturally relevant topics at all.

Considering this, several questions emerged regarding the reasons behind the absence of this type of literature in the curriculum, the importance of proposing the integration of Culturally Relevant Literature (CRL) into English classrooms, and the need to suggest the inclusion of a collection of culturally relevant texts in the IPN library, accessible to the entire school community. These reflections also highlighted the potential cognitive benefits of such an initiative on students' foreign language learning, while promoting broader cultural awareness in relation to diverse and valuable aspects such as race, ethnicity, language, social context, family structures, religious backgrounds, living conditions, among others.

Given these needs and circumstances, this project aims to propose alternative texts for English language learning that go beyond the traditional textbooks commonly found in English classrooms. This proposal does not intend to disregard the value of conventional materials, but rather to enrich the curriculum by incorporating culturally relevant textbooks. The goal is to promote a more meaningful English learning experience—one that moves beyond the mere memorization of vocabulary, grammar structures, or the development of pronunciation, listening, and speaking skills. Instead, it seeks to foster learning with a positive sociocultural impact on students' lives, inspiring greater interest in language learning through materials that reflect diverse realities. To achieve this, students should have access to

books that feature multicultural characters and settings, address socio-economic challenges, include characters with disabilities or mental health conditions, and explore themes such as environmental issues.

By doing this, students' English level is expected to improve, and hopefully their worldview will be wider and more critical from an early age since a proper integration of books that depict diverse sociocultural backgrounds are more likely to draw students' attention and spark their interest in reading, thus connecting them to what they read and allowing them to access realities akin to theirs and diverse in context, making it a potentially meaningful EFL learning experience through CR literature.

Therefore, this approach is expected to foster better social relationships and lead to more productive and meaningful learning and understanding of their own culture and others.

Additionally, this project is intended to open opportunities for further research in this field by other pre-service and in-service teachers. This is necessary due to the huge amount of work required to consolidate this proposal for an effective approach to this educational and social matter. Thus, the more educators get involved in expanding this project and taking it to higher levels of applicability not considered here due to time limitations, the more schools, educators, and students could potentially experience long-lasting transformative episodes framed within teaching programs, learning curriculums, among others. In other words, this project is open to further investigative and pedagogical intervention, so that it can be a far-reaching project with a positive local impact among IPN elementary students.

In conclusion, these are essentially the fundamental reasons, relevance, and contributions that this project is aimed at. Incorporating culturally relevant literature will potentially make English language learning a more meaningful experience resulting in the three tenets spoken

of by Dr. Billings, that is, academic success, cultural competence, and critical consciousness (Billings. 1994). In addition, the presence of more CRL textbooks in foreign language learning contexts can serve as cultural bridges, thereby promoting a wider awareness of one's own culture and that of others, adding a deeper sense of freedom to students' learning experience. Under this perspective, a deeper sense of freedom is closely related to causing students' meaningful learning experiences to materialize in their cognitive development and in a more conscious, inclusive, and sensitive worldview. To this end, Freire's words shed great light on this as the next quote presents it: "Education is a practice of freedom, as opposed to education as the practice of domination.'" (Freire. 2000. p81).

1.7 Research Question

What contributions does Culturally Relevant Literature make to the development of fourth- and fifth-grade students' English language skills and cultural awareness at IPN?

1.8 Research Objectives

General Objective

To explore the contributions that Culturally Relevant Literature makes to fourth- and fifth-grade students' English language skills and cultural awareness at IPN.

Specific Objectives

1. To examine the impact of incorporating Culturally Relevant Literature (CRL) on the development of cultural awareness among students.
2. To investigate how the incorporation of culturally relevant texts influences meaningful English language learning among students.

3. To analyze the pedagogical outcomes of implementing a mini project with 5th grade students that integrates Culturally Relevant Literature (CRL) textbooks within the context of English as a Foreign Language (EFL) teaching.

2. Theoretical Framework

This chapter contains the theoretical foundations that support this pedagogical proposal.

These theoretical approaches are based on previous research, academic insights and reflections by renowned authors and scholars that have taken a keen interest in doing research about the relevance of incorporating culturally relevant literature into the educational context to face the new social and cultural reality that surrounds students' lives. These authors come from an international academic context and some of their articles and research texts were taken from the Universidad Pedagógica Nacional repository. Furthermore, these theoretical approaches do not just look to make an academic impact, but also a sociocultural one, in other words, it encompasses several dimensions of students' comprehensive development. Finally, this theoretical framework is framed within four main constructs: Culturally relevant literature (CRL), meaningful language learning, cultural awareness and Project Based Learning (PBL). These are the fundamental concepts that will support the development of this project based on the observation process and on personal interests.

2.1 State of The Art

Although culturally relevant literature (CRL) has been widely recognized for its pedagogical value, there is a notable lack of empirical or applied studies, particularly experimental research in school settings, and even more so in the teaching of English as a foreign language. Most existing studies on CRL are either theoretical or difficult to access due to publication restrictions. Given these limitations, the selection of the following articles responds to their

availability and relevance. Despite this, the studies reviewed offer valuable insights that support the present investigation and underscore the potential of literature to foster both language development and cultural awareness in English Learners.

In a recent article published in 2017 in *TESOL Journal*, Koss and Daniel reflect on how diverse populations are represented in children's picture books and what they entail for English learners (ELs). Their state-of-the-art research work focuses on literature analysis and theoretical interpretation through a qualitative approach. Helping teachers in choosing textbooks that affirm the cultural identities of English learners is a goal that have three perspectives as their foundation: multicultural, multilingual, and strategic, thereby introducing their own pedagogical approach. In addition, these authors advise incorporating activities before, during, and after reading as specific teaching strategies to implement this type of literature in classrooms. In addition, these authors advise incorporating activities before, during, and after reading as specific teaching strategies to implement this type of literature in classrooms. Nonetheless, this study also considers some limitations associated with the diversity in classroom environments, an aspect that might prevent all students' cultural differences from being properly satisfied. Additionally, the study identified limited teacher access to diverse literary resources as a significant constraint, highlighting the challenges involved in selecting appropriate materials to meet the diverse learning needs of all students.

Koss and Daniel (2017) highlighted that culturally relevant children's literature plays an essential supporting role for English learners. Moreover, the authors stand for a purposeful implementation of diverse and authentic narratives that reflect the experiences lived by English learners looking to recognize their identities and promote a sense of belonging atmosphere for them.

Their work presents three pedagogical perspectives: multicultural, multilingual, and strategic so that educators can receive guidance and support when selecting literature that aligns with English Learners' linguistic and cognitive development as opposed to solely limited to representing diverse cultures. This approach stresses the relevance of pre, during, and post-reading strategies to engage students actively and meaningfully through texts. Moreover, the authors underscore the considerations for teachers to critically look at the backgrounds contained in literary sources, ensuring that these resources foster inclusiveness and equity in educational environments. By integrating such literature, educators can create learning settings that affirm English Learners' cultural capital and contribute to their academic performance.

In a separate study entitled: *Literature-Based Language Learning: Challenges and Opportunities for English Learners*, published in 2024, Kazi Imran Hossain analyzes how literature can be effectively utilized to assist English language learners in developing linguistic, cultural, and critical thinking skills. The main objective of this research was to identify both the pedagogical benefits and the challenges involved in incorporating literature-based approaches in language learning scenarios. This study used a qualitative approach, relying on an integral review of existing literature and theoretical analysis rather than empirical data collection. Hossain integrates an analytical research approach to explore distinct models of literature-based teaching and their implications for English language learners. The findings suggest that, on the one hand, literature offers useful opportunities for significant language engagement and cultural exposure. On the other hand, however, educators often face limitations such as the difficulty of selecting level-appropriate texts, causing learner motivation to fluctuate, and the need for effective scaffolding. The article

concludes by recommending teaching strategies, such as the use of adapted texts and collaborative reading practices to address these barriers.

Additionally, the integration of literature into language learning has gained prominence for its potential to enhance linguistic proficiency, cultural awareness, and critical thinking among English learners (ELs). Hossain (2024) provides a comprehensive review of literature-based language learning (LBL), highlighting its capacity to engage students with authentic texts that reflect diverse cultural contexts. The study emphasizes the importance of multimodal approaches and culturally relevant materials in fostering more significant connections to language content. However, challenges such as selecting appropriate texts to handle fluctuating levels of student motivation and managing linguistic complexity are noted. To mitigate these issues, the author advises strategies including the use of graded readers, scaffolding techniques, and collaborative learning activities. This review contributes to the developing discourse on the role of literature in language education, offering practical perspectives for educators aiming to implement literature-based language learning (LBL) effectively.

In sum, these two studies analyze how literature is a significant pedagogical tool that contributes to developing and enhancing linguistic, cultural, and cognitive competence among English learners (ELs). Koss and Daniel (2017) concentrate on picture books for children and propose a pedagogical methodology rooted in multicultural, multilingual, and strategic views, thus stressing the importance of pre, during, and post-reading exercises. Similarly, Hossain (2024) looks at literature-based language learning more widely, identifying its benefits, which, according to his perspective, result in cultural awareness, higher engagement levels, text selection and motivation among language learners. Furthermore, while Koss and Daniel highlight the consolidation of identities through

culturally relevant texts among English learners, Hossain underscores the necessity to integrate adaptable strategies. Finally, both studies stand for purposeful and inclusive literature incorporation within the context of English language teaching.

In conclusion, there is a considerable proximity between these two studies and this pedagogical proposal grounded in Culturally Relevant Literature, whose two main objectives aim to foster both an integral linguistic competence in English and develop a broader cultural awareness among 5th class students, thereby these two studies shed great light on how these literary resources can help achieve these two teaching aims within the context of a comprehensive English learning and teaching environment. Having considered these studies, it is now imperative to lay clear definitions proposed by renowned scholars about the core concepts that support this research, which will be outlined below.

2.2 Culturally Relevant Literature

Before addressing the theoretical aspect around Culturally Relevant Literature, it is imperative to look at the implications of this type of literature in the Colombian context in conjunction with teaching English as a foreign language (EFL).

Culturally Relevant Literature (CRL) refers to implementing literary works that reflect students' most immediate sociocultural features associated with their ethnic roots, their cultural heritage, their own historic backgrounds and social realities. Therefore, implementing CRL textbooks would involve challenging the predominance of Eurocentric approaches embedded in many English Language curricula until today, by which autochthonous, rural and Afro-Colombian perspectives are usually marginalized.

In political terms, Culturally Relevant Literature (CRL) challenges the strong influence of systemic power structures rooted in colonialism, which continue to shape education and

standardized frameworks such as the Common European Framework of Reference for Languages (CEFR), a system that does not fully reflect or respond to Colombia's rich sociocultural diversity.

In educational contexts, CRL fosters pedagogical practices that highlight critical thinking, giving students the opportunity to use their own experiences as bridges to connect with global issues. Culturally speaking, CRL underscores students' diverse backgrounds and equips them to become active participants in both local and global narratives. By implementing CRL, English Foreign Language teaching moves beyond limited perspectives of Western-centric paradigms, embracing a more inclusive and relevant approach to language education. To deepen this understanding and provide a strong conceptual foundation for the pedagogical implications of CRL, it is essential to turn to key theoretical contributions in the field.

Before making any assumptions in reference to the topic in question, it is quite imperative to have this research supported by theoretical definitions introduced by Dr Rudine Bishop and Dr Heineke, two of the most renowned scholars and pioneers on this subject mainly over the last four decades. Yet, before getting into their insightful words, an introductory important thought worth bringing up states: "Children, especially in the early years, are like little sponges, absorbing all the information around them and then actively making sense of it." (Hunter, 2018). This latter insight serves as an appropriate link to make greater sense of Rudine's perspective embedded in her metaphor of *Mirrors*, *Windows*, and *Sliding Glass doors*, which, in her article, states:

Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a

window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers can often seek their mirrors in books. (Bishop, 1990. p1).

On the one hand, Dr. Bishop's quote holds, *window* books offer glances into realities and perspectives different from one's own, thus fostering a sense of connection with outer worlds and understanding. On the other hand, books as *sliding glass doors* encourage readers to enter these other worlds for a deeper connection with them. Furthermore, and more importantly, *mirror* books reflect readers' experiences promoting self-affirmation. This latter type of books is particularly crucial to the meaningful development of this project because this category of textbooks may not proliferate yet, making its incorporation a real challenge that must become of great interest for educators in general and for foreign language teachers in particular.

Moreover, Delgado, in her article entitled "*Windows and Mirrors in Latino Children's Literature: A History and Analysis of the Latino Cultural Experience*," *The Reading Professor*, based on her own application of Bishop's mirror-window framework and her synthesis of Latino children's literature themes, a clear definition can be inferred to refer to any literary features rooted in ethnic identity and linguistic authenticity functioning as *mirrors* for Latino children to affirm their own cultural identities, and as *windows* for all readers to observe, understand, and empathize with Latino cultural experiences. (Delgado, 2020)

Also, culturally relevant texts, as some other authors position them, are those that authentically reflect students' own cultural, linguistic, and identity-based experiences,

allowing them to see themselves in literature and feel validated in their identities. (Heineke, Papola-Ellis & Elliott, 2022)

Culturally relevant literature (CRL) is essentially a potentially significant resource that allows students to see themselves reflected in it. In other words, as students go over the text, they become familiar with the social context, the language, and the culture attributed to the characters in it. In this respect, the text is not perceived by the students as something distant or foreign to them, but rather as a familiar source of graphic and written narrations, stories, anecdotes, and descriptions happening in the story being read, but not disconnected from the reader's reality, and this is what makes these texts relevant.

In short, giving students the opportunity to read culturally relevant texts written about people of their culture can hook their curiosity and encourage them to find literature that they like. This project will hold Dr. Bishop's position on CRL as the main definition for this concept because that is exactly what this pedagogic proposal is looking to achieve, that is, to transform both English learning and human experience through CRL, and more specifically, to promote a broader cultural awareness among students by providing them with real opportunities so that they can be capable of recognizing, understanding and respecting the differences and similarities between cultures. Thus, becoming more sensitive and empathetic to the way people live and interact based on the diverse religions, languages, customs, and traditions that they hold. This awareness, which will be further analyzed below, helps individuals interact more effectively in a multicultural world, promoting inclusiveness in various socio-cultural settings.

2.3 Cultural Awareness

Culture and language teaching are two pivotal inseparable sociocultural components within the realm of pedagogy and lots of groundbreaking research has been carried out by authors

and scholars of diverse cultural backgrounds with great contributions in the fields of literature and language teaching. On the one hand, according to Jerrold Frank, in his article *Raising Cultural Awareness in the English Language Classroom* he states that “the culture we belong to affects how we think, interact and communicate” (Frank 2013). In other words, people’s thought processes, social interactions, and communication are narrowly associated with their cultural contexts.

Furthermore, the ability to ask and answer questions based on our own culture facilitates the process of making connections across cultures. In this same article, quoting Byram’s words, he adds the following: “English teachers can help students activate their ‘cultural antennas’ by making them aware of important elements of their own culture and helping them understand how their culture has shaped them” (Byram, 1997, as cited in Frank, 2013).

Thus, cultural awareness refers to the conscious understanding of how one's own cultural background shapes thoughts, behaviors, and communication styles, and how this awareness enables individuals to recognize, respect, and connect with cultures different from their own. In the context of language teaching, cultural awareness involves not only acknowledging the cultural frameworks learners bring to the classroom but also fostering their ability to critically engage with other cultural perspectives. This capacity is essential for developing intercultural competence and is best cultivated through pedagogical strategies, such as the use of CRL, that validate students’ identities while exposing them to diverse sociocultural realities. As Jerrold Frank (2013) and Michael Byram (1997) argue, activating students’ “cultural antennas” helps them make meaningful connections across cultures. Similarly, Rudine Sims Bishop (1992 b) emphasizes that multicultural literature is a key tool for promoting equity and critical reflection in educational contexts, making it fundamental to the development of cultural awareness in the language classroom.

Therefore, it is in view of these theoretical foundations on cultural awareness that CRL textbooks find their relevance given that, when they are utilized as significant pedagogical tools in class to foster cultural awareness, then they become powerful agents of meaningful learning. Moreover, Rudine Bishop advocates for multicultural education curriculum with multicultural literature as one of its most powerful components:

(...) multicultural literature is one of the most powerful components of a multicultural education curriculum, the underlying purpose of which is to help make society a more equitable one. Considering that purpose, the choice of books to be read and discussed in the nation's schools is of paramount importance (Bishop, 1992b, as cited in Moller, 2016).

These compelling reasons highlight the importance of integrating culturally relevant texts into foreign language teaching classrooms. This method fosters substantial sociocultural impacts, enhancing cultural awareness among students both internally and externally.

2.4 Meaningful Learning

Among the most recognized theoretical stances related to the concept of Meaningful Learning, that of David Ausubel is predominantly important and crucial to support this pedagogical proposal. Ausubel was an American psychologist whose most significant contribution was linked to the fields of educational psychology and cognitive science back in 1960 with a renowned name as one of the great references for constructivist psychology. It should also be noted that Ausubel developed his theory on *Meaningful Learning* back in 1960, in a context in which behaviorism proposed predominant learning alternatives based on human behavior and in the passive reception of school contents.

Furthermore, from Ausubel's perspective, *Meaningful Learning* refers to learning new knowledge which relies on what is already known. That is, construction of knowledge begins with observation and recognition of events and objects through concepts people already have. Learning takes place when a network of concepts is constructed, and more knowledge is added to it. Ausubel also stresses the importance of reception rather than discovery learning, and meaningful rather than rote learning. He declares that his theory applies only to reception learning in school settings. He did not say, however, that discovery learning does not work; but rather that it was not efficient, in other words, Ausubel believed that understanding concepts, principles, and ideas are achieved through deductive reasoning.

Therefore, in this research, David Ausubel's perspective on *Meaningful Learning* will serve as the foundational theoretical lens to support the pedagogical proposal. His emphasis on the integration of new knowledge with students' prior cognitive structures aligns with the core objective of this study: to design learning experiences that are not only relevant and accessible, but also intellectually enriching. By grounding this work in Ausubel's theory, the aim is to ensure that English language learning moves beyond rote memorization toward deeper comprehension, engagement, and personal significance. In this way, the classroom becomes a space where learners actively connect what they know with what they are learning, making the process both meaningful and transformative.

In sum, when students engage with texts that reflect their own sociocultural backgrounds and realities, they are more likely to connect new linguistic knowledge with their existing cognitive structures, as proposed by Ausubel. In this way, Culturally Relevant Literature (CRL), besides promoting linguistic development, it also enhances students' capability to critically reflect on their identity and the world around them, making the learning experience more relevant, personal, and lasting. Additionally, another relevant perspective on

meaningful learning is the one proposed by Jonassen, Howland, Moore, and Marra (2004), who argue that meaningful learning occurs when learners are active, constructive, intentional, cooperative, and working on authentic tasks. In their view, human learning is inherently a social and mentally active process, which reinforces the value of integrating real world, collaborative challenges into language education. When combined with project-based learning, this approach allows students to apply their language skills in authentic and collaborative tasks that arise from their cultural contexts, thereby deepening their engagement and promoting the construction of significant and socially connected knowledge, as it is detailed below.

2.5 Project Based Learning (PBL)

Within educational contexts, like any other field of knowledge, learning and teaching methods, materials, sources of information, learners and teachers' roles, among other things, play a crucial role in the way education functions as a societal organism. Moreover, as times change, and new sociocultural and political dynamics begin to rise, it is quite reasonable to state that those changing factors have a huge influence on education, and that influence brings about new paradigms that lead to distinct ways of viewing learning and teaching as fundamental educational components.

As indicated by the name, Project-Based Learning involves students refining and honing their language skills through the completion of projects both in and outside the classroom. It requires teachers to create a classroom culture of creativity and engagement in which students share their work and reflect on the processes they use to create and complete their projects (Cooper & Murphy, 2016, as cited in Project Based Learning. n.d). It moves away from a teacher-centered style of teaching where students sit passively in a class and are rarely given the opportunity to put their ideas into action or practice their language skills in authentic

environments. Instead, PBL engages students through the act of inquiry and promotes the development of critical thinking skills (Project Based Learning. n.d).

Regarding how PBL was introduced into the educational context, John Dewey, with his works focusing on learning by doing, is regarded by some researchers as the founder of project-based learning. Dewey's theories on learning advocated a life-long learning approach where learning happens when students interact during real-life tasks (Daher, W. 2021).

However, other researchers argue that the American philosopher Kilpatrick, a Dewey's successor, is the actual founder of Project-Based Learning. Kilpatrick defines PBL as a set of meaningful activities in a social environment that focuses on a specific content or theme. As such, PBL focuses on learning by doing, experimenting, problem-solving, teamwork, social skills, understanding, collaboration, partnership, and autonomy. The previous argument confirms that both Dewey and Kilpatrick played a major role in revolutionizing education. However, this does not deny the role of Vygotsky, the pioneer of social constructivist theory, in advancing Project-Based Learning in schools. Social constructivist theory suggests that when taking part in educational projects, learners are given the opportunity to interact with their peers, exchange ideas, and ask questions, which helps them to develop their skills and gain new knowledge. (Daher, W. 2021).

Moreover, this approach motivates children to learn by allowing them to select topics that are interesting and relevant to their lives as well as explore through their own ways of learning. (Katz & Char, 1989, as cited in Railsback, 2002). Katz & Chard (1989), speaking of the relevance that project-based instruction has in classrooms state the following:

Teachers are increasingly working with children who have a wide range of abilities, come from various cultural and ethnic backgrounds, and are English language

learners. Schools are seeking ways to respond to the needs of these students. Project-based instruction provides one way to introduce a wider range of learning opportunities into the classroom. It can engage children from diverse cultural backgrounds because children can choose topics that are related to their own experiences, as well as allow them to use cultural or individual learning styles (Katz & Chard, 1989, as cited in Railsback, 2002).

In addition, Morgan K. Williams, from the University of West Florida, in his article “*John Dewey in the 21st Century*”, he brings up some of Dewey’s teaching on PBL, one of those being that “schools and classrooms should be representative of real-life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings” (Dewey, 1938, as cited in Morgan, 2017). Dewey also supported the idea that abruptly introducing too much academic content, out of context with children’s social lives, bordered on unethical teaching behavior. Besides this, Morgan (2017) also brings Taylor’s idea shared with Dewey’s vision that it is the responsibility of educators to create cultural changes within the classroom that are accepted, internalized, and acted on by students (Taylor, 2005, as cited in Morgan, 2017).

Regarding how a PBL method is structured, five indispensable constituents are brought up by Condliffe: The project development process begins with the *opening phase*, where a compelling driving question is introduced to lay the foundation upon which the entire project will be built. At this point, students are introduced to the topic and begin constructing knowledge through inquiry. In the *creating phase*, they are encouraged to develop a project that demonstrates their understanding of the driving question and their individual or collaborative approach to addressing it. This is followed by the *presentation phase*, in which students share their final product with an audience and receive constructive feedback, which can serve as a motivator for further exploration and research. Finally, in the *reflection and*

evaluation phase, students engage in self-assessment and reflect on both their learning process and their grasp of the project's objectives up to that point.

In conclusion, considering the different sources on PBL cited, this project will have Dewey's teachings on PBL and Condcliffe's pedagogical contributions as the main references for the theoretical support and launch of this project mediated by Culturally Relevant Literature, and the main reason for this is that his ideas are found to be critically relevant in 21st centuryst century education.

Project-Based Learning (PBL) has emerged as a powerful pedagogical strategy for promoting meaningful learning experiences, particularly when integrated with culturally relevant literature (CRL). This approach allows students to delve into topics connected to their own cultural backgrounds and real-life experiences, thereby fostering academic engagement and enhancing cultural awareness. Through collaborative and purposeful tasks centered on culturally significant content, students can develop better language skills within authentic contexts, create new knowledge based on prior understanding, and gain a deeper appreciation of their own identities as well as the identities of others. Consequently, the integration of CRL into the PBL framework transforms English language learning into a cognitively enriching, socially responsive, and personally relevant process.

Chapter 3. Research Methodology

This chapter presents the different stages undertaken to carry out this research, the data collection instruments used during these phases, as well as the methodology and type of research that was carried out. It is important to mention that this research arises from four observation sessions done at Instituto Pedagógico Nacional in a second grade English

classroom back in 2022 and articulated with the development of the implementation stage during the second quarter in 2024 and the first quarter in 2025.

3.1 Qualitative action research

This study is framed within a qualitative action research methodology, which combines two complementary approaches. On the one hand, the qualitative paradigm focuses on understanding educational phenomena from the participants' perspectives, prioritizing the interpretation of experiences, meanings, and social contexts over numerical data (Efron & Ravid, 2013). On the other hand, action research is a cyclical, participatory, and reflective process that seeks to transform educational practices through the implementation of concrete actions and systematic inquiry. It involves planning, acting, observing, and reflecting with the active involvement of those affected by the process (Rodríguez, D., & Valldeoriola, J. 2009).

In this context, the current research aims not only to explore, but also to propose and implement Culturally Relevant Literature (CRL) textbooks within the teaching of English as a foreign language. The objective is to promote a meaningful, reflective, and transformative learning experience that enhances both language acquisition and students' sociocultural awareness. By engaging learners with culturally relevant content that resonates with their realities, this study seeks to bridge the gap between language education and critical cultural understanding in a way that is context-sensitive and pedagogically sound.

3.2 Data collection instruments

To guarantee the reliability of the information obtained, different data collection instruments were used. Moreover, in order to offer multiple perspectives on the same research phenomenon and enrich the analysis and findings, triangulation of the results from these

instruments was carried out. All the instruments used during the research are described below.

3.3 Observation and Field Diary

For their part, Gorman and Clayton define observation as “the systematic recording of observable phenomena or behavior in a natural setting”. Gorman and Clayton (2005, p. 40, as cited in Baker, 2006, p. 3). On the other hand, Becker and Geer defined participant observation as either a covert or overt activity “in which the observer participates in the daily life of the people under study, observing things that happen, listening to what is said, and questioning people, over some length of time” (1970, p.133, as cited in Baker, 2006, p.3).

Moreover, it is important to distinguish between the two stages related to the observation process. The first stage was characterized by a non-participatory role, in which the observer focused exclusively on gathering information about the identified issue without intervening in classroom dynamics. In contrast, the second stage involved active participation throughout the implementation of the pedagogical proposal, aligning with the principles of action research. In this regard, the observations conducted at IPN incorporated several of the key elements outlined by action research theorists, such as contextual inquiry, reflection, and informed action, thus reinforcing the study's methodological foundation as a qualitative action research project.

As far as field diaries are concerned, they are a useful tool for researchers to collect observed data and keep detailed records of their experiences, observations, and reflections (Burns, 2010). In the current research, this data collection tool was utilized in two different pedagogical development stages, the first one was prior to the implementation stage and the second one took place throughout the implementation of the pedagogical proposal (annex 9).

3.4 Survey

As defined by Leedy & Ormrod, surveys are used to gather information about population groups to learn about their characteristics, opinions, attitudes, or previous experiences.

(Leedy & Ormrod, 2005, p. 183, as cited in C.X. Wang, 2009). A characterization survey was designed (annex 2) and intended to be completed by fourth graders along with their parents to find out about students' general socioeconomic context, some information to identify whether they had a library in their homes or some collection of books or not, the types of books that they might have, how much they like reading, and the topics or kinds of stories that they would like to read, as well as any conceptual insights they might have had on CRL.

Moreover, at the end of the implementation, a final survey (annex 3) was conducted to better understand students' own reflections in terms of new learnings, self-evaluation and areas for improvement about their project development.

3.5 Diagnosis Tests

According to scholars Adom, Dake, Adu-Mensah (2020), in educational practice, tests are methods used to determine the students' ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. In this research, a short preliminary diagnostic test was designed and applied to establish one first approach with the students (annex 4). This first approach was intended to pre-introduce students to the pedagogical implementation stage and give them a first glimpse into CRL as the core concept of the project to be developed as well as to assess students general English skills.

Following this, one more detailed diagnostic test was implemented (annex 5). This diagnostic test could also be considered an experimental type of test designed to find out about students' recognition of some well-known traditional books for children; the interest that they might

take in reading some culturally relevant texts introduced in the diagnostic test itself; their overall vocabulary range specifically limited to the exercises outlined, their English level in all four macro skills, and finally their possible right notions on the CRL texts they chose to read.

The purpose to find how much students knew or to what extent they had been exposed to either traditional or classical Literature, and the interest that they were asked to show in reading any of the culturally relevant texts chosen was to determine the relevance of incorporating this model of texts into their English classes not only to improve their overall English level, but also to propose culturally relevant texts particularly meaningful to fourth grade students. Finally, a closing test (annex 6) was applied to analyze students' progress and apprehension of the same core concept about CRL as in the initial test, while integrated with specific cognitive development on all four linguistic skills.

3.6 Students' Artifacts

These instruments refer to the different tangible products that students were able to complete and design, such as worksheets, class workshops, online games, book covers and synopsis writing exercises, all of those based on their knowledge and understanding of each core concept and topics associated with the developing research (Schwartz & Jacobs, 1979, as cited in Burns, 2010, p. 25).

3.7 Ethical Considerations

Given the paramount importance of legal proceedings that regulate processing of personal data, it was imperative to obtain prior authorization from students' parents by means of a written consent form (annex 1) giving permission for their children's personal information to be freely and openly used only for research pedagogical purposes in accordance with the law.

4. Pedagogical Intervention

This chapter illustrates the pedagogical proposal that was used for the intervention stage. This proposal is based on a combination of two lesson plan models and PBL approach: the first model being proposed by Jeremy Harmer (2010) and the other one by Gloria J. Edwards (2002).

Regarding planning a sequence of lessons contained in his book on “how to teach English” Harmer states:

The need for variety in classroom activities and teacher behavior as an antidote to student (and teacher) boredom. This means, as we have seen, that when teachers plan a lesson, they build changes in pace and a variety of different activities. The same principles also apply to a sequence of lessons stretching, for example, over two weeks or a month. Once again, students will want to see a coherent pattern of progress and topic-linking so that there may be a transparent connection between lessons, and so that they can perceive some overall aims and objectives to their study program. Most find this preferable to a series of one-off lessons. (Harmer, 2010. P.162)

In the same vein, according to Tessa Woodward in her book on planning (Woodward, 2001) brings up an ideal multi-lesson sequence with threads running through it. These might be topic threads, language threads (grammar, vocabulary, etc.) or skill threads (reading, listening, etc). Over a period of lessons students should be able to see some interconnectivity rather than a random collection of activities (Woodward, 2001, as cited in Harmer, 2010).

Moreover, Gloria J. Edwards, in an article titled “*Make your own Project-Based Lesson Plan, Develop and educational project that includes a specific outcome while teaching academic skills*” (2002) brings an activity checklist with a list of 11 steps to carry out an organized

lesson plan (see annex 10) which were considered during the lesson plan design of this research.

Furthermore, the application of this proposal will be mediated by the Project Based Learning approach, which, as aforementioned, is a learning approach that provides students with different learning opportunities and scenarios related to their own experiences regardless of how culturally or ethnically diverse the classroom might be. Considering the observation process, and the aspects that a Project-Based Learning approach is characterized by, this learning model was found to be properly suitable to reach the objectives proposed.

This project will follow the seven learning steps designed and developed by Nizwardi (see annex 11). The seven steps of the PjBL model are organized into three primary stages, which are then broken down into seven more specific (secondary) phases. The primary stages include: First, *skill competence debriefing*, which aims to help students understand the expected learning outcomes, increase their motivation by engaging them in real-world project tasks, grasp the key teaching concepts, and develop essential academic skills; second, *Project work*, in which students carry out tasks based on real-life problems, structured to reflect realistic workplace processes and aligned with the intended learning outcomes; third, *Evaluation*, which seeks to assess the learning process and students' competencies, thereby informing both assessment and future instructional decisions (Jalinus, Rahmat, & Aznil, 2017).

For the aforementioned reasons, the pedagogical proposal presented in this chapter (see annex 12: Table 1- Timeline of activities, annexes 7: lesson plan format and annex 8: lesson plan design) draws upon the strengths of both Harmer's and Edwards' lesson planning models to design coherent, engaging, and goal-oriented intervention. By combining Harmer's emphasis on variety, continuity, and interconnection across lesson sequences with Edwards'

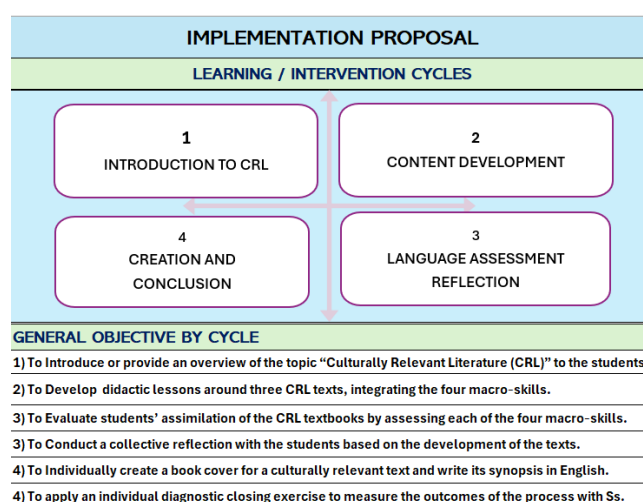
structured, outcome-driven project-based approach, this proposal seeks to foster an organized and motivating learning environment. The integration of these two models ensures that the intervention not only supports academic skill development but also maintains a clear sense of purpose, coherence, and progression throughout the learning process.

Furthermore, the implementation of this proposal is mediated by the Project-Based Learning (PBL) approach, which emphasizes learning as a process centered on real-world tasks, collaboration, and reflection. This approach not only aligns with the cultural and experiential diversity of the classroom but also reinforces meaningful learning by connecting language development with students lived experiences. The PBL model adopted ensures that learners engage deeply with content while building relevant competencies. As a result of this combination, the lesson plan format (annex 7) and the timeline of activities (annex 12) were designed (to see full lesson plan design go to annex 8).

It is important to remember that this research began in 2022 with the observation phase, which took place at Instituto Pedagógico Nacional in a second-grade English class. Later, in 2024, the observation phase was completed with the same group now in fourth grade and with almost the same participants. Subsequently, the implementation stage was carried out during the second quarter in 2024 with fourth graders and the first school trimester of 2025 with two groups of fifth graders as the original group was divided into four groups of 5th graders each. It is important to note that this division posed a significant pedagogical challenge, as it prevented the continuation of work with the original group of 26 students. Instead, the implementation had to be carried out across two separate fifth-grade classes, with efforts focused on regrouping as many of the original 2024 students as possible, ultimately resulting in only 7 of the initial 26 being included.

As can be seen in the timeline (annex 12), it was designed to break down the road map and list of activities to be completed from the beginning of the implementation stage all the way up to the synopsis writing activity along with its corresponding book cover. The timeline was split into five different stages, in line with the five stations that make up the progressive development of PBL. The introductory stage (sessions 1 through 3) was intended to provide students with a glimpse of the CRL topic. The second stage (sessions 4 through 14) focused on content development, laying down the theoretical foundations about CRL, and on completing the supporting written and oral language classwork. In sessions 15 through 18 (stage 3), the creation stage was carried out to complete the final project. Finally, the last two sessions (stages 4 and 5) focused on students' assessment and peer review of their projects along with a self-evaluation task arranged in an online survey (annex 3).

Next, a detailed and summarized table to illustrate the different intervention cycles embedded in the timeline broken down above.



As shown above, the proposal was broken down in four learning intervention cycles: The first of them seeking to introduce CRL to students as the foundational theoretical concept. The second, sought to have students develop theoretical definitions and visual representations of their understanding of CRL. Following this, the third cycle involved students' language

assessment, as well as an individual and collective reflection about the work done. Finally, the last cycle was meant to close the whole pedagogical intervention by having students create and present their own final project according to all the detailed guidelines provided to that end, followed by peer-review feedback and self-evaluation about the completion of the project.

In conjunction with PBL, the concepts in reference to language, learning, curriculum, and classroom are of fundamental importance in the field of education. Language serves as a tool for communication and as a medium for knowledge construction, shaping identities, and expressing cultural practices. Learning is understood as a socially and culturally mediated process, where individuals construct meaning through interaction, experience, and reflection.

As far as curriculum, it refers to the organized framework of knowledge, skills, values, and assessments that guide learning often as a reflection of wider sociopolitical and cultural priorities. The classroom stands as a physical and social setting where these elements come together, shaping the experiences of both teachers and learners through its pedagogical practices and interactions.

Lastly, this pedagogical implementation of Culturally Relevant Literature, framed within a Project-Based Learning approach, was expected to bring about meaningful improvements not only in students' linguistic skills but also in their cultural awareness. These anticipated outcomes, along with the impact of the pedagogical intervention, are examined in depth through the analysis of data gathered throughout the process, as presented in the following chapter.

5. Data Analysis and Findings

This chapter defines the approach used to analyze the data collected during the implementation stage of this research. It then presents the analysis process, including the categorization of data, and concludes with the main insights and conclusions drawn from the findings.

The Grounded Theory approach works in conjunction with qualitative research in which, according to Strauss (2008), data lead to theory development when they are systematically gathered, synthesized and analyzed looking to explain a certain phenomenon through the research process. Moreover, Charmaz (2006) states that the grounded theory method begins with inductive strategies for collecting and analyzing qualitative data for the purpose of developing middle-range theories. Based on the work of Corbin and Strauss (2008), the Grounded Theory approach is ruled by some key principles and characteristics.

Regarding the principles, first, the principle of induction emphasizes that concepts, their properties, and dimensions must emerge from the data itself rather than being predetermined.

This means that theory is developed because of the analysis, not imposed beforehand.

Second, the focus on quality highlights that the aim of the research is to achieve a deep understanding of the phenomenon under study, rather than to measure it in numerical terms.

Finally, flexibility is a key component of the process; since data collection is ongoing, the approach must remain adaptable. In this regard, Corbin and Strauss argue for a certain degree of flexibility, allowing researchers to respond to unexpected findings or events that may arise in the field.

The most distinctive characteristic of grounded theory is the simultaneous process of data collection and analysis. As noted by Corbin and Strauss (1998), coding occurs alongside data

gathering, allowing for the identification of properties, dimensions, and relationships among concepts in real time. This dynamic interplay ensures constant feedback and refinement throughout the research process.

Central to this approach is the coding procedure, which begins with *open coding*, where phenomena are identified, named, and categorized according to their properties and dimensions, enabling the emergence of new insights. This is followed by *axial coding*, in which categories are linked to their subcategories, establishing connections based on their characteristics. Finally, *selective coding* is used to integrate and refine theory by focusing on the most significant concepts that offer substantial contributions to the research.

As far as data collection is concerned, as listed earlier in this paper, several instruments were implemented for the purpose of carrying out a thorough analysis around the research in question as summarized next: A characterization survey (annex 2), a preliminary test (annex 4), diagnosis test (annex 5), field diaries (annex 7), artifacts, a post-assessment test (annex 6), and finally an online feedback survey (annex 3).

5.1 Categories and Subcategories of Analysis

Considering the research question of this study: *What contributions does Culturally Relevant Literature make to the development of fourth- and fifth-grade students' English language skills and cultural awareness at IPN?*, and the objectives established to tackle it, this chapter will display the research results collected by the researcher, which will be classified into three distinct categories along with their respective subcategories. Subsequently, these classifications will be analyzed in accordance with the general and specific objectives outlined to ultimately address the research question.

The following table displays the hierarchical order of the categories and subcategories of analysis along with the relationship between them. It is also important to remark that this order is in line with the progression in which the activities were implemented throughout the entire research. Additionally, these data are closely related to the building blocks outlined in the theoretical framework.

Table 2: Categories and subcategories of analysis emerged from data collection

<i>General objective</i>	<i>Specific objectives</i>	<i>Categories</i>	<i>Subcategories</i>
To explore the contributions that Culturally Relevant Literature makes to fourth- and fifth-grade students' English language skills and cultural awareness at IPN.	To broaden cultural awareness among students through CRL.	Understanding CRL	Books as windows, mirrors and doors
			Raising cultural awareness through CRL texts
	To foster meaningful English language learning among students through the incorporation of culturally relevant texts.	Vocabulary acquisition and articulation of written and spoken structures based on CRL textbooks	Vocabulary enhancement and simple present to write a synopsis of CRL story.
			Strengthening listening and oral skills through presentations
	To carry out a mini project with 5th graders to assess other results from the pedagogical intervention.	Illustrating a CRL story in a book cover	Mirrors CRL stories
			Windows CRL stories
			Sliding door CRL stories

5.2 Category 1: Understanding CRL

This category of analysis responds to the broadening of cultural awareness of students through CRL textbooks, which, according to Bishop, it is one of the most powerful components of multicultural education curriculum whose underlying purpose is to help make society a more equitable one'' (Bishop 1992b, as cited in Moller, 2016). Considering the fundamental role that CRL textbooks play in helping students to expand their cultural awareness, it is essentially imperative that students be acquainted with this concept, its

definition and the objective implications of it. It was expected that, once students had a sufficiently clear understanding of CRL, their notion of cultural awareness would expand significantly.

To explore in greater depth how cultural awareness was broadened among students through the implementation of CRL textbooks, two interconnected subcategories emerged during the analysis. The first subcategory focuses on how students engaged with the metaphor of books as windows, mirrors, and doors, a foundational concept developed by Dr. Bishop that encapsulates the transformative potential of literature in multicultural education. The second subcategory addresses the tangible outcomes of using CRL textbooks in the classroom, specifically how these materials served as a catalyst for raising students' cultural awareness throughout the research process. Together, these subcategories offer a comprehensive view of how CRL textbooks not only introduced key theoretical concepts but also encouraged students to internalize and reflect upon diverse cultural perspectives.

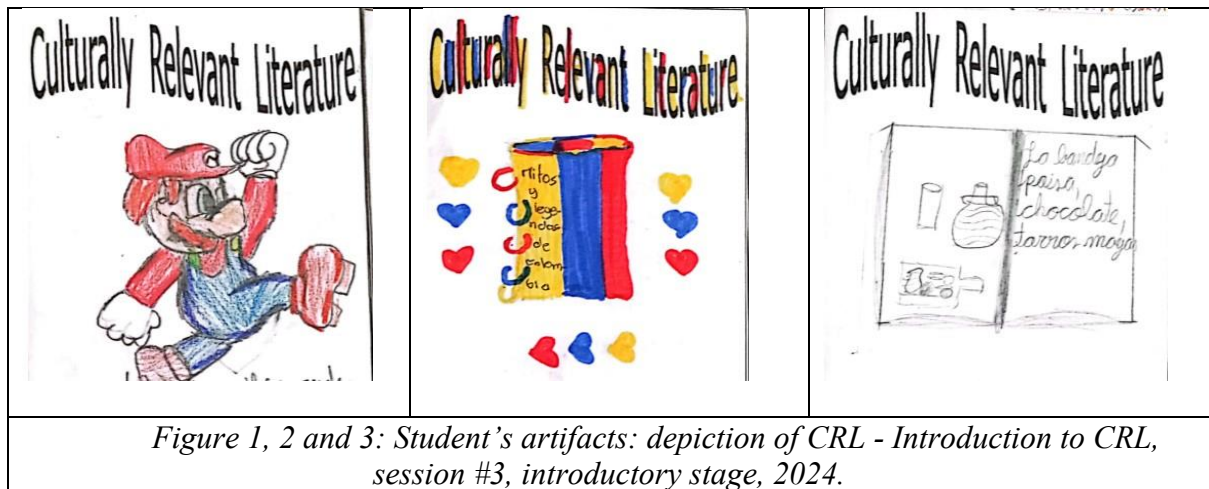
5.3 Subcategory 1: Books as Windows, Mirrors and Doors

A fundamentally important concept to bear in mind to understanding of CRL is closely related to the notion of books as windows, mirrors and doors, one of the key concepts developed by Dr. Bishop, the foremost theoretical pillar upon which this research is based: books are like windows that show real or fictional worlds. They also function as glass doors that readers cross in their imagination, and as mirrors, allowing us to see our lives reflected (Bishop, 1990). Considering the deep relevance of this concept, this section will delve into the extent to which students were able to internalize it through the different stages of the implementation.

Considering the importance of laying a solid theoretical foundation for students around the CRL concept, the characterization survey (annex 2) revealed a limited and blurry

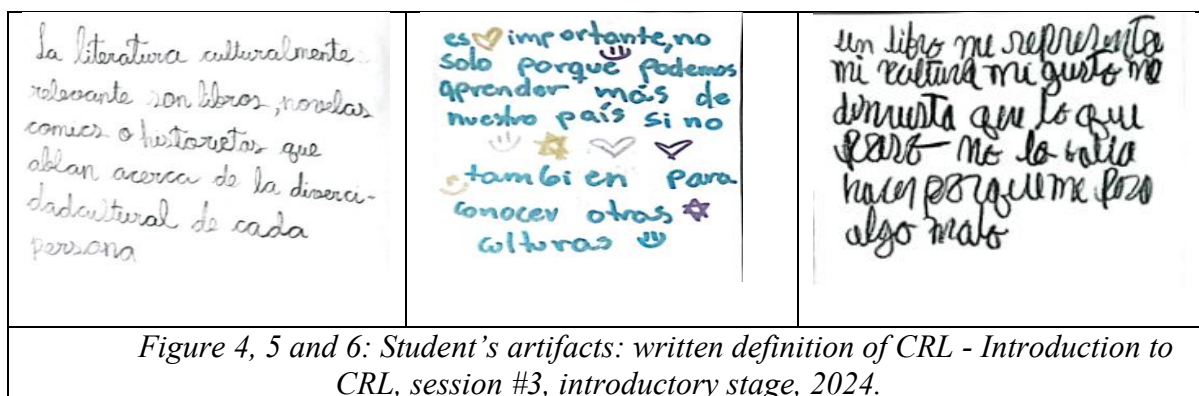
understanding of CRL. Subsequently, the introductory session on September 26th of 2024 (session # 3 in timeline) was designed focused solely on introducing the CRL concept to the students as a way of “activating their cultural antennas” in order students to understand the characteristics and importance of CRL as way to fostering cultural awareness through the recognition of “important elements of their own culture and helping them understand how their culture has shaped them” (Byram, 1997, as cited in Frank, 2013). As a result of this first implementation session, most students grasped an accurate understanding of the CRL concept through a visual representation and a written description (Figures from 1 to 6).

Upon examining the students’ illustrations (Figures 1, 2 and 3), it becomes evident that they began to internalize the metaphor of books as mirrors, windows, and doors. Each drawing captures a different facet of this concept. The first image, featuring a popular fictional character, can be interpreted as a window, offering a view into imaginative or external cultural worlds beyond the students’ own. The second illustration, which integrates the Colombian flag and references to national traditions, functions as a glass sliding door, inviting the viewer to symbolically step into the richness of Colombian culture. Finally, the third image, which portrays everyday items such as traditional foods and drinks specific to the students’ context, serves as a mirror, reflecting their lived experiences and cultural identity. These visual choices suggest that students were not only engaging with the CRL materials at a linguistic level but also beginning to perceive literature as a space where their realities are represented and validated.



As far as the students' written definitions (figures 4, 5 and 6), although they were not fully accurate, some clearer notions could be identified. They reflected meaningful attempts to engage with the concept, revealing early signs of internalizing its core elements. In Figure 4, the student identifies CRL as books, novels, comics, or graphic stories that address the cultural diversity of individuals, an interpretation that aligns with the foundational idea of CRL as a mirror of personal and collective identity.

Moreover, Figure 5 emphasizes the value of CRL in fostering knowledge not only about one's own country but also about other cultures, echoing the metaphor of literature as both a mirror and a window. Lastly, in Figure 6, the student focuses on the emotional and representational role of literature, stating that a book reflects their culture, preferences, and even their fears, which could be considered as an intimate interpretation that reinforces the idea of literature as a space for self-recognition and emotional resonance. Together, these responses reveal a gradual yet meaningful appropriation of Bishop's framework, suggesting that students were beginning to understand literature as a tool to reflect on themselves and connect with the world around them.

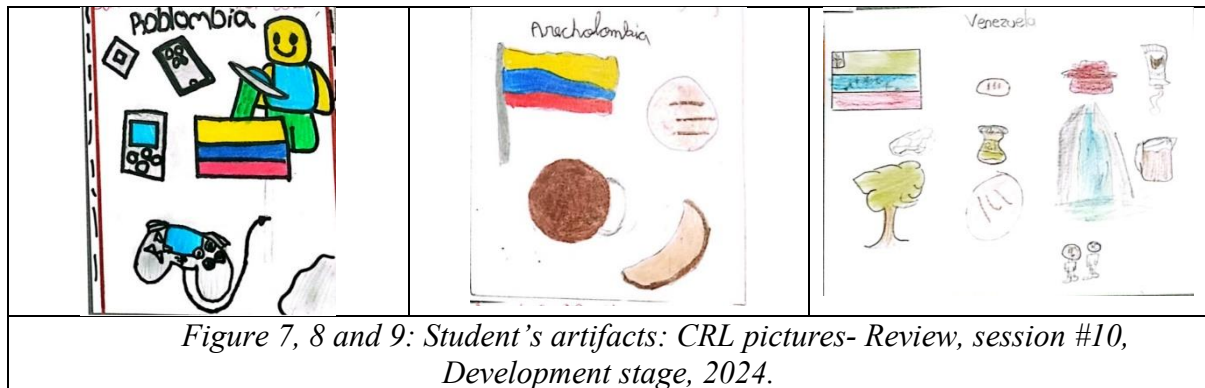


It should be remarked that these concepts had to be reinforced at the beginning of the school year in 2025 (figures 7, 8 and 9) with two different grades (502 and 504) because fourth grade students were divided into all four of 5th grades. Despite this fact, the activities that were carried out with those two other grades throughout the pedagogic implementation in 2025 led to quite fulfilling results identified in the last two activities carried out in this implementation.

Figures 7, 8 and 9 offer concrete evidence of how the concept of books as windows, mirrors, and doors was internalized during the implementation of the pedagogical intervention. In figure 7, the student represents a person with school supplies, a game controller, and the Colombian flag. This drawing acts as a mirror, reflecting personal interests and cultural identity. It also serves as a window, offering peers a glimpse into the student's everyday world. Similarly, figure 8 displays the Colombian flag alongside typical food items such as an arepa and empanada. This visual functions as a mirror of national culture and as a door, inviting others to symbolically enter and experience aspects of Colombian traditions.

Moreover, figure 9 includes a Venezuelan flag, which might seem traditional dishes, landscapes, and possibly human figures. This illustration clearly works as a window, allowing others to observe the student's cultural heritage, as he is from Venezuela, while also

acting as a door into a different sociocultural reality. These visual artifacts demonstrate how students were able to connect with their identities and recognize others' backgrounds, fulfilling key objectives of the implementation.



Despite the need to reinforce concepts due to group restructuring at the beginning of the 2025 school year, the final outcomes reflect meaningful engagement with CRL and strong appropriation of the theoretical foundations guiding this research. During the evaluation stage, a peer assessment was conducted, where students were asked to analyze a book cover and a synopsis from a classmate. Figures 10 to 13 revealed students' meaningful engagement with the core ideas of Culturally Relevant Literature. Their responses demonstrate an understanding of books as windows, mirrors, and doors by thoughtfully identifying how their classmates' stories reflected personal or broader cultural realities. Some students selected "mirror" to indicate that they saw their own lives or familiar experiences in their peers' work, while others chose "window" to express how the stories offered insight into unfamiliar settings or perspectives. These interpretations show not only the students' ability to apply abstract concepts to concrete artifacts but also their growing awareness of how literature can connect diverse experiences, reinforcing the successful appropriation of CRL principles throughout the project.

2) ¿Cuál de los tres elementos crees que representa la historia de tu compañero o compañera? a) A window b) A mirror c) A door ¿Por qué? Por que la veo muy seguida por eso es mi opinion es un mirror.	2) ¿Cuál de los tres elementos crees que representa la historia de tu compañero o compañera? a) A window b) A mirror c) A door ¿Por qué? porque hay personas de otros paises que les interesan el tema y se verian reflejados
2) ¿Cuál de los tres elementos crees que representa la historia de tu compañero o compañera? a) A window b) A mirror c) A door ¿Por qué? Because when in the synopsis said the project of science we do this projects and refers our life	2) ¿Cuál de los tres elementos crees que representa la historia de tu compañero o compañera? a) A window b) A mirror c) A door ¿Por qué? para mi es window porque fue a mi no me paso pero si lo veo en la ciudad y en diferentes partes
Figures: 10, 11, 12, and 13. Student's artifacts sample: Feedback sheet, session # 19, final stage (3) Grades 502-504, 2025	

At the end, students showed quite positive progress in understanding books as mirrors, windows or doors (Figures 14 to 16) in the self-evaluation survey. However, there was a considerable number of about 12 among the 56 students that did not show a solid understanding of it, as noticed in the example of Figure 16, which leaves the door open for further necessary work to finish consolidating it.

	CRL significa cultura relevante literature, lo cual es un espejo puerta o ventana, que significa tu reflejo, ir a otro lado y ver lo que pasa afuera
	Para mí CRL es el conjunto de literatura que es: Ventanas, que son para ver lo que pasa en el exterior. Espejos, que es algo en el libro que te representa. Y puertas, que te llevan a un mundo fantástico.
	Lo que más me gusto es que hay diferentes tipos de literaturas. Lo que aprendí fue que un libro puede ser una puerta, ventana o espejo. Puede haber hecho mejor en saber si era una puerta, ventana o espejo.
Figures 14,15,16: Self-evaluation survey, final session, stage 3 Grades 502-504, 2025	

To sum up, the more CRL textbooks are implemented in the English language teaching classroom, the more mirrors, windows and sliding doors they will see as a reflection of their own sociocultural contexts as well as other possibilities of worlds eagerly waiting to be accessed and explored. This progressive internalization not only enhances students' critical

cultural awareness but also fosters empathy and intercultural competence by validating their lived experiences and exposing them to diverse perspectives. Furthermore, this metaphorical framework becomes a powerful pedagogical tool that encourages students to read both themselves and others through literature, thus promoting a more inclusive and reflective learning environment where identity, imagination, and understanding can converge through language.

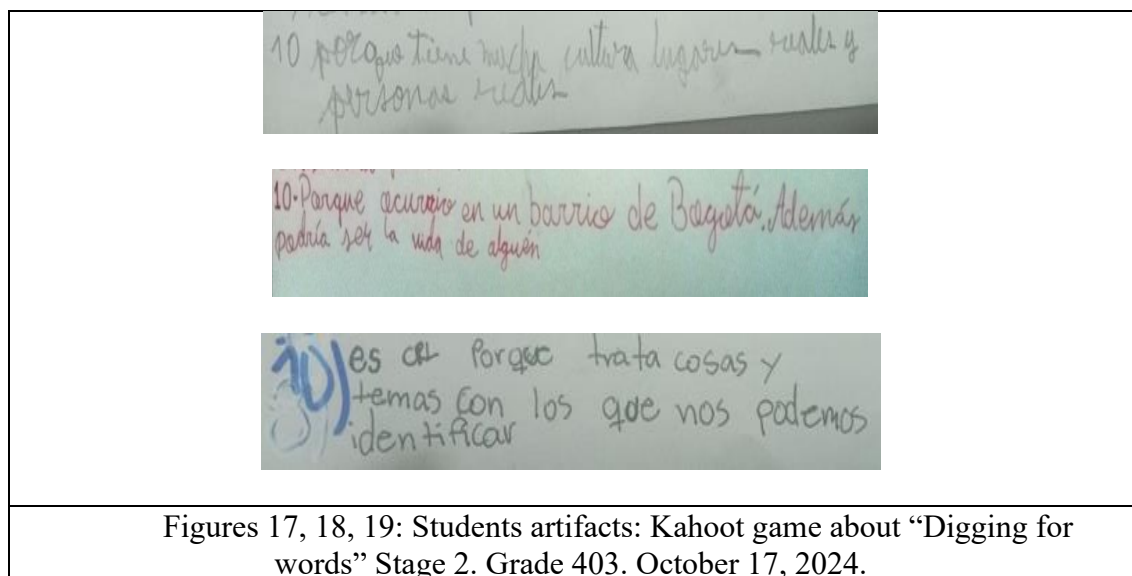
5.4 Subcategory 2: Raising Cultural Awareness Through CRL Texts.

Raising cultural awareness can certainly be achieved in different ways. Implementing CRL textbooks in the English language classroom not only leads to meaningful learning and enhances learners' language skills (an aspect that will be examined in the subsequent category of analysis), but also significantly contributes to fostering a broader cultural awareness, a crucial inseparable element to keep in mind when teaching languages in any given context. Having this in mind, an analysis will be broken down to find out how much students' broadening of their cultural awareness took place as a result of implementing two CRL textbooks during the development of this project.

Two CRL stories were read during the implementation. These CRL textbooks were carefully and intentionally selected, following three main criteria: Their geographical proximity to that of the students, their sociocultural relevance and their language appropriateness. The first textbook is entitled: *'Digging for words. José Alberto Gutierrez and the library he built'* by Angela Burke Kunkel, which tells the inspiring story of José Alberto Gutiérrez, a former garbage collector in the barrio of La Nueva Gloria in Bogotá, Colombia. Every night, during his trash route, he scavenges discarded books, his greatest treasure being a copy of Anna Karenina. That chance discovery ignites a lifelong love of reading and imagination and

inspires him to start collecting books he finds in the trash to share them with children from his local community.

Upon reading the story and completing a workshop with 403 students based on it, a final Kahoot activity was played to assess students' understanding of how culturally relevant it was to them. The last question was an open-ended one for students to explain in their own words why the story they had just read was a CRL story. Figures 17, 18 and 19 are some interesting ideas shared by some of them.



In their answers, a broader understanding of cultural awareness can be outlined, especially because the development of the story takes place in the same city where the students live. This geographical and social proximity created a meaningful connection with the text, making students more critically aware of the complexities and richness of their own sociocultural context. Additionally, several students reported personal associations with elements of the story. Some mentioned having relatives named José or José Gutierrez. Even, one of them shared having an uncle working as truck driver in Bogotá, details that closely mirrored the lived experiences presented in the narrative. These spontaneous identifications

reveal the potential of culturally relevant literature to resonate with students' realities and promote reflective engagement with their own cultural environments. Evidently, these insights reinforce the idea that CRL textbooks serve as useful pedagogical alternatives with considerable added value to help foster a significant cultural awareness among language learners by validating their experiences and encouraging the exploration of social issues embedded in the sociocultural context.

Furthermore, a second text discussed in several sessions throughout the development of the current project was '*Saturday sancocho*'. This book by Leyla Torres is a heartwarming children's story about a young girl named Maria Lili and her parents, who are facing financial difficulties. Maria Lili and her mother go to the market to barter goods instead of buying them with money. Their goal is to trade a dozen eggs for all the ingredients needed to make *sancocho*, a traditional stew, for the family's Saturday meal.

Although many students did not participate from the very beginning of the project, they still reported important insights related to cultural awareness. A common reason many students gave for enjoying *Saturday Sancocho* was the story's strong connection to their cultural reality, particularly the familiarity of *Sancocho* as a traditional dish as well as the diverse versions of the same cultural element known to them, which enriched class discussions and broadened collective cultural understanding. These observations strongly support Ladson-Billings (1994) assertion that "culturally relevant literature that is implemented within the classroom promotes educational equity, a wider sense of cultural awareness and critical consciousness".

Aprendí que cada persona tiene una forma de expresión particular que es solo suya Lo que mas me llamo la atención es que todos pudimos socializar y compartir nuestro book cover y saber la forma de pensar de nuestros compañeros. Aprendí nuevas palabras y su pronunciación en ingles, también A mí me llamo la atención y me interesó que eso provenia de colombia porque yo pensé que provenia de mexico ¿ Que cosas nuevas aprendí ? Yo aprendí nuevas palabras	
Figures 20, 21, 22. Student's self-evaluation survey, final session, stage 3. Grades 502-504, April 2025	

The students' engagement with the texts (Figures 20, 21 and 22) illustrates how culturally familiar narratives can serve as powerful tools for fostering critical reflection and validating diverse cultural background within the language classroom.

To sum up, the analysis of this subcategory highlights how students' understanding and apprehension of their own cultural heritage, and that of others, was significantly deepened through engagement with Culturally Relevant Literature. The use of CRL textbooks, which many students had never encountered before, enabled them to recognize and critically reflect on familiar social practices, regional traditions and shared cultural symbols. This process not only fostered a stronger sense of identity and belonging but also encouraged meaningful intercultural dialogue within the classroom. Furthermore, the strong personal connections that students established with both stories demonstrate the transformative potential of culturally relevant texts in the language classroom. These texts proved to be powerful tools for raising cultural awareness and promoting critical understanding.

In addition to their cultural value, this CRL materials also supported English language development, as students were prompted to articulate their reflections in English both orally and in writing. This lays the groundwork for the next category of analysis, that is, vocabulary acquisition and articulation of written and spoken structures based on CRL texts.

5.5 Category 2: Vocabulary Acquisition and Articulation of Written and Spoken

Structures Based on CRL Texts.

This category will closely look over the effects that incorporating CRL texts has on English language learning as a second added value linked to the second specific objective embedded in this research, which lies in enabling students to improve their overall English language skills in a meaningful manner. In other words, not solely limited to a plain understanding of grammatical rules, structures and vocabulary acquisition in English from regularly used English textbooks; rather allow for students to immerse themselves in interesting English textbooks that are culturally relevant to them, thus making language learning a more meaningful and comprehensively transformative experience, which is how meaningful learning is understood through the lens of this category in the current research. Furthermore, data collection will display a substantial progressive improvement in the students' acquisition of the English language, spanning from the initial stage to the final phase.

5.6 Subcategory 1: Vocabulary Enhancement and Simple Present to Write a Synopsis of a CRL story

After reviewing students' comprehension of CRL and its impact on their cultural awareness, this subcategory will now focus on their outstanding acquisition of new vocabulary.

Additionally, it will address their competence to recognize and apply simple present structures derived from the CRL textbooks utilized during the project development phase.

The goal is for students to integrate all these elements effectively, enabling them to compose a synopsis for their own CRL story. In addition, as stated earlier in this research, it is worth remembering Brown's academic stance on the narrow relationship between language and culture as he states: "A language is a part of a culture, and a culture is a part of a language:

A), who were supposed to observe the pictures and write as many words as they knew below them, including the characters' expressed emotions or feelings, even if they were not sure about how a word was spelled.

On the other hand, a similar activity was embedded into the Closing Diagnostic Test, (CDT) but this time the pictures were divided into two categories: Two CRL book covers and two non-CRL book covers as shown in figure 24. Although all six students were able to list several words in the first exercise, most of them added several new words in the CDT, which they mostly learned from the CRL stories and their own synopses, activities that were carried out throughout the entire second part of the project between March and May of 2025.

For example, figure 23 has 15 words listed by the student in the ODT and 15 words in the CDT. (figure 24). An important detail to point out is that in the CDT the student listed the words *boots, flowers, dress and people* as seen in figure 24. Another similar example can be observed in figure 29, which shows *six* words listed by the student in the initial vocabulary activity, whereas in the closing one, she listed **15** words (figure 30), that is more than twice as many as she did in the first activity.

These two vocabulary list comparisons must be highlighted for two main reasons: First, those words are not common among 5th graders, and secondly, they could have certainly listed them in the ODT too if they had been known to them because the pictures in the ODT also had those same words represented in them. (Figures 23 and 24).

As for the other examples, two other interesting facts must be remarked: On the one hand, although the pictures show almost the same number of words, they also have lots of new vocabulary listed by the students in the CDT as seen in figures 23 and 24, where the student named Alejandro García (figure 23) listed the following words in his CDT: *Boots, she,*

family, flowers, window, t-shirt. people, letters (misspelled as 'leters', with a missing T) and chicken. (misspelled as 'chiken'). Words such as *she, window, letters and people* could have also been listed by the student in the ODT since there was also evidence of them illustrated in the pictures; this fact may suggest the idea that the student might not have fully known those words, yet incorporated them as the project developed with a frequent use of a variety of vocabulary that the students were able to acquire.

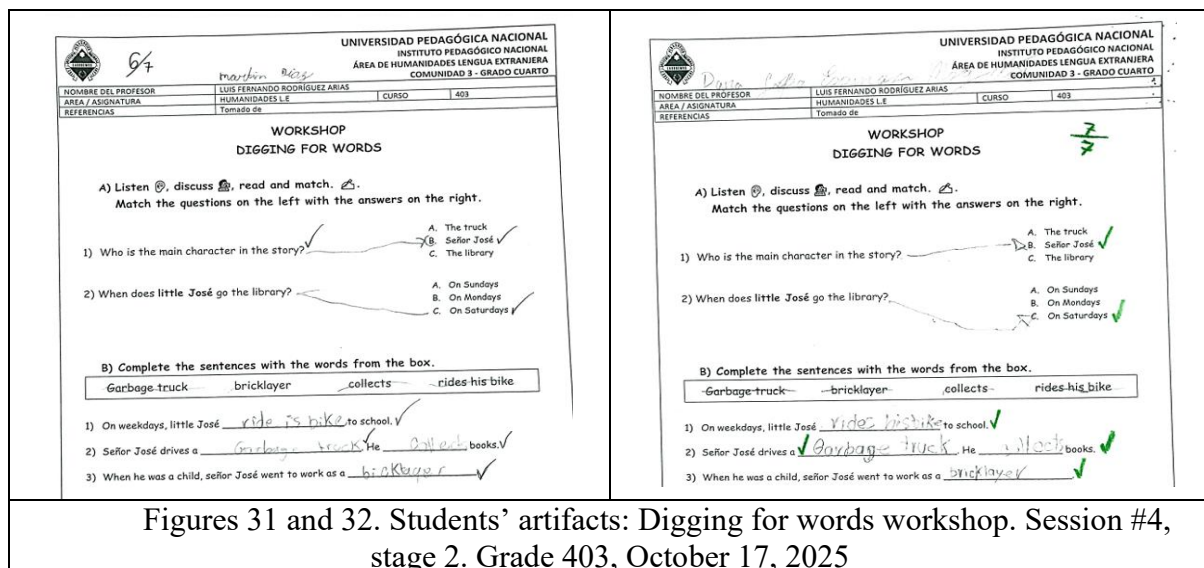
In sum, these interesting facts show how students' vocabulary range can certainly be enhanced by implementing CRL texts, fragments, paragraphs, and any literary work pertaining to CRL in foreign language teaching.

With regards to more complex vocabulary structures, students were encouraged to think about a driving question throughout the 2nd and 3rd stage of the project as a way of anticipating the writing of their synopsis for a CRL story: *How could I design a book cover for a CRL story that will make my English learning a more enriching experience at IPN?*

First, it was important to ensure that students had a solid understanding of simple present tense so they could achieve that goal. To that end, it was imperative to use the CRL textbooks as a bridge to teach this topic to consolidate students' learning through some follow-up exercises starting with an easy workshop based on the reading activity with the first CRL story entitled: *Digging for words. José Alberto Gutierrez and the library he built*.

The activities in the workshop were designed to teach the simple present tense by combining shared reading aloud with audiovisual content displayed on a TV screen. Students were taught how to use the simple present tense to speak about current realities. Most students quickly grasped the topic while enjoying a story set in Bogotá, their own city, which enhanced their engagement. The exercises were deliberately structured to make the target

grammar accessible and meaningful to learners, so that they could express in their own words some key ideas from the story in simple present.



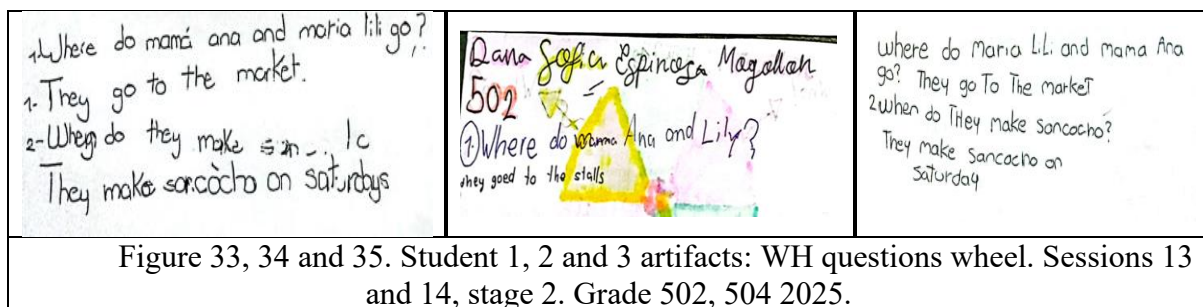
The students' responses in the workshop demonstrate a solid understanding of vocabulary acquisition and the use of the simple present tense, aligning with the objectives of the subcategory. Both worksheets show successful completion of matching and fill-in-the-blank activities, using context-relevant words such as "garbage truck," "bricklayer," "collects," and "rides his bike." These words are directly tied to the CRL (Culturally Relevant Literature) story they read, which takes place in Bogotá, enhancing the cultural resonance and authenticity of the task. This exercise reflects their ability to internalize both vocabulary and grammatical structures to communicate clear ideas in simple present tense based on the reading activities that were covered in class using CRL materials, thus preparing them to later articulate their own culturally grounded stories. As Brown (2006) emphasizes, the inseparable relationship between language and culture becomes evident here: students engage with local narratives while actively constructing language, making cultural learning implicit in the linguistic process.

In a subsequent stage, shortly before writing the synopsis, a few additional exercises were incorporated to ensure all students could fully grasp the structure of the simple present tense and the meaning of WH-questions, two key components required for the writing task. This decision was primarily due to a change in the student group, as it was not possible to continue with the same cohort from the previous year, as they had been reassigned to different classrooms. As a result, it was necessary to work with two 5th-grade groups to recover at least half of the original students. This circumstance required a return to the initial instructional phase, though the characterization and diagnostic steps were omitted. Despite the challenges involved, the outcome proved to be pedagogically meaningful. The following section presents some of the results of this activity.

The students' responses show a good grasp of simple present structures and vocabulary from the CRL story, such as market, sancocho, and WH-questions. Despite minor mistakes, most answers are accurate and culturally meaningful, such as *"They go to the market"* or *"They make sancocho on Saturdays"*. These activities helped reinforce key grammar points while connecting language to real-life cultural references. This review stage was essential, especially after the change in student groups, ensuring all learners could later write their own CRL story synopses.

Several students from both grades were faced with some challenges to answer the two questions correctly, which means that more time had to be spent on practicing this topic to consolidate students' understanding of it. Figure 33 was included in this section to show how some new students were able to understand the topic quite well, even though they were not part of the initial pedagogical phase. This fact may lead to distinct possible deductions; either the student might have had some good previous notions about this topic, or he did not find it hard to assimilate it. Figure 34 shows a small gap since the student was only able to answer

one question using ‘*goed*’ as meaning ‘*went*’, clearly showing a lack of clarity between regular and irregular verbs, yet keeping a clearly transmitted thought. In addition, several other students showed some conjugation related errors or incomplete answers. This detail shows that additional review and practice are essential to ensure a students’ clearer understanding of this grammatical component. However, despite these minor mistakes, it did not keep students from conveying a clear idea in the appointed tense. As seen in figure 35, student 3, a former 4th grader who participated in the initial implementation phase, provided fully correct answers to both questions, thus showing a well-grounded apprehension of the language structure being taught.



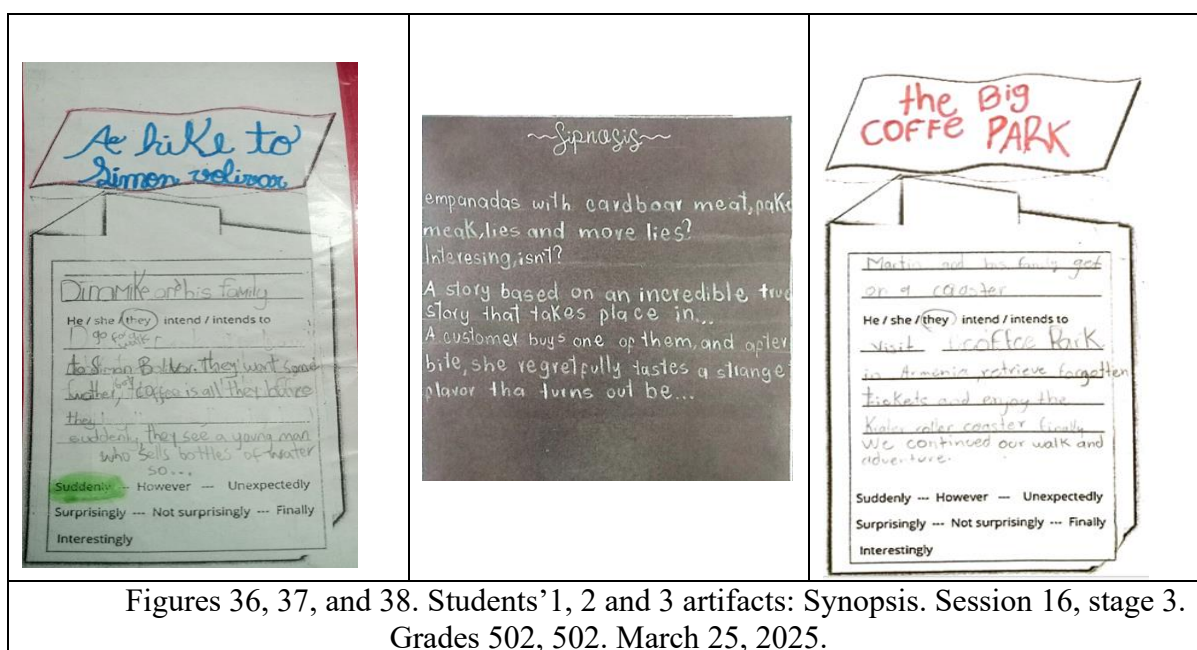
Lastly, the previous exercises were solely steppingstones to the writing of the synopsis along with its corresponding book cover. To this end, a template (annex 11) was designed containing four specific steps to facilitate the accomplishment of a written exercise limited to the use of language structures in simple present tense with third-person singular pronouns, so that those preceding exercises could be properly linked and interwoven to keep the activities in a cohesive progression. The following figures show the work of the same three previous students to establish a reasonable comparison between their progress and the areas for improvement.

Figure 36 shows the written work of Student 1, the one that did not take part in the initial implementation stage with 403 students in 2024. His synopsis clearly shows much trial and

effort put into the activity in an attempt to get the best written exercise at the end.

Nonetheless, his writing shows good vocabulary use combined with a fairly good grammar construction in present tense, thus following the four steps orderly and transmitting a clear idea in reference to the events occurred throughout “The hike to Simon Bolivar” story.

In addition to the linguistic component, the title, the location where the story takes place, and the student’s local context definitely make it a CRL story by which the student transmits thoughts, ideas, events and reflections of his own sociocultural setting. In view of these results, the appropriateness of proposing projects of this nature aiming to strengthen sociocultural values along with linguistic enhancement must be highlighted.



The second synopsis, (figure 37), which belongs to Student 2, shows a considerably wide range of vocabulary combined with the required steps and grammatical tense. However, some minor vocabulary inconsistencies can also be noticeable: For example, towards the end of the description, it reads as follows: ‘A customer buys one of them, and after bite, she regretfully tastes a strange flavor that turns out to be...’ Even though the “after bite” construction is not

grammatically accurate, the main idea can still be understood from the context. It must be remarked that students were asked to look unknown words up in a dictionary to avoid using any online translators.

For this reason, it was pivotal to develop this task in class time to the best of students' ability, leaving solely minor details to be completed at home if needed upon the teacher's approval. It was an appropriate group dynamic to guarantee students' conscious completion of the task, facilitated by group and teacher's support. The student set her narrative in Bogotá, drawing from a real-life event to raise awareness of a lesser-known social issue. By embedding this into her synopsis and book cover, she effectively transformed the task into a CRL-based story that reflects social realities.

Similarly, Student 3 crafted a synopsis titled "*The Big Coffee Park*", recounting a personal experience in Armenia, Colombia. While the student adhered to basic grammatical guidelines, using correctly conjugated present tense forms, some deviations suggested either familiarity with more advanced structures or confusion between tenses. This observation aligns with Kilpatrick's theory on the influence of prior knowledge on learning, while also indicating areas requiring further instructional support.

In conclusion, increased engagement with CRL texts enhances the language learning experience by fostering deeper comprehension and language use. However, this approach demands continuous reinforcement. Greater access to CRL materials can significantly benefit students' overall English proficiency. As language skills (reading, writing, speaking, and listening) are closely interconnected, the following section shifts focus to students' receptive and productive competencies, particularly in relation to listening and speaking, within the CRL framework.

5.7 Subcategory 2: Strengthening Listening and Oral Skills Through Presentations

This section undertakes an analysis of the listening and speaking competencies of students through their oral presentations, in which they introduce and discuss their book covers and synopsis. For the final oral activity, students were required to follow the same order from the template, preceded by some specific questions, to keep the presentations as orderly organized as possible and to elicit key information about their stories while practicing targeted grammatical structures and vocabulary. The questions were carefully selected to align them with the structure of the template, thus facilitating students' understanding and helping them accomplish their presentations with ease and confidence. The goal was to walk students through the questions for which a short answer in the simple present tense was expected. The expected language challenges that students might also face were anticipated to support them where needed.

The sequence began with personal identification ("*What is your name?*") and proceeded with content-related inquiries such as the title of the narrative ("*What is the title of your story?*") and the identification of main characters ("*Who is, or are the characters in your story?*"). To assess understanding of intention and action, students were asked questions like "*What do/does he/she/it/they intend to do?*". Further prompts focused on narrative development and comprehension, including "*What happens?*", "*What is the problem?*", and "*How does the story end?*". Finally, to encourage reflection on language acquisition, students were asked "*What new vocabulary do you now know?*", allowing them to articulate linguistic gains made throughout the activity.

The oral presentations initiated with each student's personal introduction followed by their answers to the teacher's questions. These questions were occasionally expressed differently, yet keeping the same meaning, thus facilitating students' listening to avoid mechanical

repetitions to obtain appropriate responses with accurate grammar constructions in simple present tense. For example, the prompt “*Please mention the title of your story*” was used as an alternative to “*What is the title of your story?*”, with the word “*title*” intentionally preserved to facilitate comprehension. Furthermore, in question four, the term “*plan*” was purposefully used to replace “*intend*”, exposing students to synonymous contextual language. The following is a transcription of the first of the two selected presentations.

Student: Hi, my name is Daniel (...), and my story is ‘Colores de mi escuela’. (0:15) The characters are the students of the IPN school. (0:24) What they plan is a cultural fair for the teachers. The problem is... esta parte no sé decirla muy bien en inglés...

(Synopsis oral presentation, sessions 17 and 18. April 1 and 2, 2025)

The example clearly demonstrates how listening comprehension was supported through purposeful teacher input. The student’s response, “my story is Colores de mi escuela” indicates that he understood the rephrased question thanks to the preservation of the key word “title”. This suggests that varying the structure of questions without altering their meaning helped students focus on essential vocabulary and avoid mechanical repetition. Additionally, the student’s correct use of the verb “plan” shows that he was able to comprehend and apply the synonymous term introduced earlier, reflecting a growing lexical awareness. His brief switch to Spanish reveals a moment of difficulty but also highlights the presence of a supportive environment that encouraged participation despite language limitations. Overall, the exchange illustrates how carefully structured teacher prompts contributed to students’ ability to understand and respond meaningfully during the activity.

Moreover, the student successfully delivered most of his oral presentation in English, demonstrating confidence and control over the targeted language structures. His use of the simple present tense and third-person pronouns was accurate and consistent, allowing him to convey key elements of his story through brief yet clear statements. The vocabulary

employed was appropriate for the task, indicating that he had internalized the lexical items practiced throughout the sessions. The main difficulty arose when attempting to describe the central problem of the story, which he could not express in English. This limitation appeared to stem from the complexity and length of the idea he wanted to communicate, which exceeded his ability to reformulate it using simple present tense and accessible language. Nonetheless, the student's overall performance reflected meaningful progress in oral production and a growing ability to express ideas with grammatical accuracy and communicative intent.

Considering this, further instruction is needed on the syntactic differences between English and Spanish. On the one hand, language teaching should not be limited to mere translation or fill-in-the-blank activities; it must also tackle the structural distinctions between these two languages. Therefore, an integral foreign language teaching environment should not overlook these core aspects; failing to do so might contribute to not helping students become familiar with natural English structures, thus making them reproduce the same errors in the future influenced by their Spanish mother language.

On the other hand, although the student's oral presentation was not fully completed in English, he was still able to express himself and share the outcome of his work with his classmates. The use of CRL textbooks to foster students' artistic expression in English appears to make significant contributions to the enhancement of both their listening skills and speaking competence in the target language. The following is another transcribed portion of the second oral presentation selected.

Student: My name is Marcos, and the title of my story is Camilo and the World Cup.

Teacher: Camilo and?

Student: And the World Cup. The characters are Camilo and his dad. (0:36). They plan to go to the world cup (0:41). The problem **are**, eh, they don't have enough money, (0:50). and then... ¿Cómo se decía conseguir? (0:58).

Teacher: Get

Student: They get the money and go to the world cup. (1:04)

(Synopsis oral presentation, sessions 17 and 18. April 1 and 2, 2025)

As can be seen in this example, this student could deliver the information concisely by systematically sticking to the four steps outlined in the synopsis template. Moreover, he consistently utilized the simple present tense and third-person pronouns, as prescribed for the writing and oral activities, thereby ensuring appropriate cohesion and coherence. A minor grammatical error ("the problem are") was identified during his presentation. This error, however, was timely addressed by the teacher, providing the student with an opportunity for correction and reinforcing the importance of accurate language use. Another important aspect to highlight is that students were given the opportunity to read that was written in the template in case they forgot important details, however, this student and several others, were able to do it spontaneously, at times even resorting to alternative ways of expressing ideas.

Additionally, brief teacher-student interactions, such as the clarification of the title or vocabulary support ("get"), reveal how listening comprehension played a key role in sustaining the communication flow. The student was able to recognize prompts, process them in real time, and incorporate the support provided into his production, which speaks to the integrated nature of listening and speaking in this final task.

The findings indicate that CRL textbooks significantly improve students' communicative competencies. This improvement is particularly noticeable when students engage in spontaneous listening and speaking activities that involve recreating stories. The integration of structured prompts, aligned with the synopsis template, supported both comprehension and production, allowing students to respond confidently and accurately using the target structures. Moreover, encouraging students to develop their own original or imaginative CRL

narratives further expands these positive outcomes. Brief teacher-student interactions, such as clarification requests and vocabulary support, also played a key role in sustaining the communication flow, evidencing the interdependence between listening and speaking in real-time exchanges.

Nonetheless, additional research and development are necessary to refine this pedagogical proposal, thereby enhancing its effectiveness in fostering successful instructional practices and meaningful learning experiences in foreign language teaching. In particular, explicit attention to the syntactic contrasts between English and Spanish may be necessary to prevent persistent grammatical errors and promote more natural use of the target language.

Upon completion of the synopsis, students proceeded to design the book cover, which was an essential component of the final project. Prior to doing the cover design, students were instructed to complete and review their narratives. This preparatory step ensured that their visual representations accurately reflected the content and themes of their stories.

Subsequently, students developed their CRL book covers to align with their written work. An in-depth analysis of this phase is presented in the section to come.

5.8 Category 3: Illustrating a Creative CRL story in a book cover

This section looks into some of the students' synopses and book covers within the framework of Culturally Relevant Literature (CRL). It identifies and analyzes key culturally relevant elements depicted in these book covers, including the title and the connection between the narrative and its visual design. Although CRL stories can often function as mirrors, windows, or sliding doors depending on who writes them and who reads them, this analysis emphasizes the perspective of the students-authors. Therefore, the classification of each artifact is based primarily on the writer's intent and the cultural position reflected in their creative choices, rather than on the reader's interpretation alone.

5.9 Subcategory 1: Mirrors for CRL stories

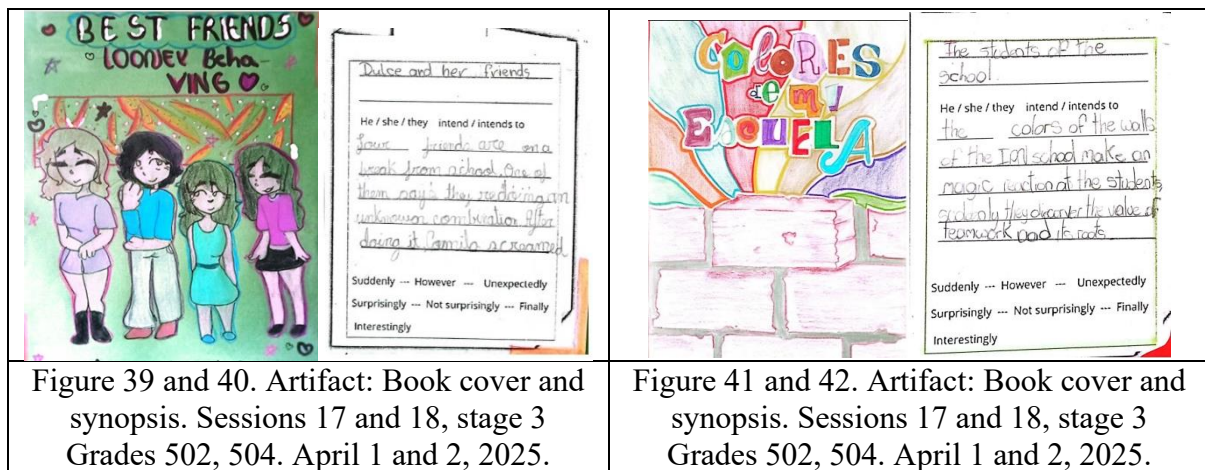
This subcategory focuses on students' book covers that reflect their own identities, cultures, and lived experiences, what Dr. Rudine Sims Bishop defines as *mirrors*. These visual narratives serve as a medium through which students recognize themselves, their communities, and the social realities they inhabit. In the context of CRL, these “mirror” stories are especially meaningful, as they validate students' backgrounds and promote a sense of belonging and cultural affirmation. The following examples illustrate how learners were able to translate personal or collective experiences into symbolic and representative imagery, reinforcing the value of culturally grounded storytelling in the EFL classroom.

In figures 39 and 40, a fifth-grade student from class 502 depicted three other classmates in her final project. The title chosen for their book cover, *Best Friends' Looney Behaving*, introduces a narrative centered on a group of close friends from IPN school who, during recess, experiment with an unknown combination of substances. This leads to an unexpected explosion and a visibly shocked reaction from one of the characters. While the plot incorporates humorous exaggeration, it is rooted in everyday school dynamics and playful mischief, offering a stylized reflection of the student's social world.

The student demonstrated a strong sense of authorship and creative agency through her title choice, which is both engaging and thematically coherent with the story's events. Although the illustration does not explicitly illustrate the substances or the explosion, it effectively conveys the mischievous tone of the story through the facial expressions and body language of the characters, which suggest naughtiness and disorder, elements implicit in the term “looney” in the title. Additionally, the written synopsis shows the student's effort to narrate the sequence of events clearly and creatively, incorporating a cause-and-effect structure with

a surprising twist (“Camila screamed”), which contributes to the coherence and humor of the story.

Moreover, when the student was asked to classify her book cover using Dr. Rudine Sims Bishop’s metaphor of “mirrors, windows, and sliding doors,” she confidently identified it as a “mirror.” She explained that it reflects her own experiences or those of classmates of hers who may have encountered similar playful and chaotic moments at school. This response highlights how the student used storytelling to represent and validate shared cultural and social experiences within her immediate school environment.



Similarly, figures 41 and 42 depicted a story deeply rooted in a student's everyday school experience. The book cover, filled with vibrant, multicolored lettering and dynamic background lines emerging from the title, evokes both creativity and emotional connection to his educational environment. The use of bricks at the bottom reinforces a sense of place, likely inspired by the actual school walls, while the flowing colors might symbolize diversity, imagination, and transformation. This visual representation sets the tone for a narrative that blends fantasy with meaningful values, all anchored in a familiar setting.

In the synopsis, the student describes a magical event triggered by the colors of the school walls, which causes the characters, who are students from the IPN school, to discover the value of teamwork and its roots. Despite occasional grammatical inaccuracies, the text demonstrates a strong effort to use simple present tense and narrative connectors meaningfully, addressed during the implementation. This story functions as a clear mirror, reflecting the student's cultural and communal experiences. By elevating an everyday environment into a site of collective growth and positive transformation, the student showcases how CRL storytelling can support identity affirmation, linguistic development, and social awareness in the EFL classroom.

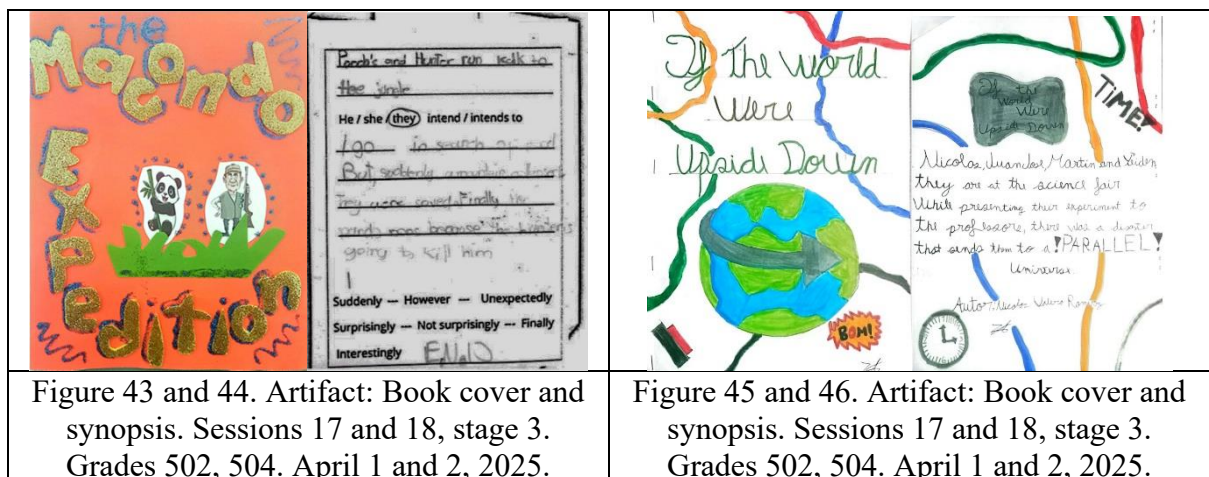
In conclusion, the mirror stories presented in this subcategory go beyond simply reflecting students' identities; they serve as a multidimensional pedagogical tool that intertwines language learning, emotional expression, and cognitive development. Not only did students validate their lived experiences but also engaged in meaningful language use by crafting narratives rooted in their social contexts, developing narrative structure, sequencing, and vocabulary in authentic ways. The process of illustrating and writing their stories activated higher-order thinking skills such as synthesis, symbolism, and perspective-taking, while also nurturing confidence and agency in the EFL classroom. These projects highlight how culturally grounded storytelling fosters a holistic learning experience where language is not only learned but lived, felt, and reimagined.

6. Subcategory 2: Windows CRL stories

This subcategory explores students' book covers that represent perspectives beyond their immediate realities: *windows*. These stories allow learners to step into experiences, cultures, and contexts different from their own, fostering empathy, critical thinking, and intercultural awareness. Within the CRL framework, such narratives are essential for expanding students'

worldview and promoting engagement with diverse social issues. The following examples illustrate how students approached unfamiliar topics through imaginative storytelling, thereby opening spaces for reflection and dialogue on realities they may not directly inhabit but can begin to understand through language and art.

Figures 43 and 44 illustrate a book cover titled *The Macondo Expedition*. In this book cover, the student incorporates four key visual elements that are conceptually interrelated: the jungle, a man, a panda bear, and the title. These components reflect the core elements of the narrative, which recounts the story of a hunter walking through the jungle searching for food. The plot takes a pivotal turn when a mountain collapses, revealing a hidden panda bear. Taking the hunter's presence as a threat, the bear escapes to preserve its life.



The student's choice of title, seemingly inspired by Gabriel García Márquez's *One Hundred Years of Solitude*, suggests an attempt at intertextual connection. While this reflects creative engagement and some awareness of literary references, the link to Márquez's themes appears superficial. As such, the book cover represents a hybrid: it partially aligns with CRL principles but deviates from the project's main goal of grounding narratives in students' own cultural identities. This may indicate either limited familiarity with the novel's themes or a need for further instructional scaffolding to deepen understanding of CRL.

If the former is the case, one might hypothesize that, with a more integral understanding of *One Hundred Years of Solitude*, the student might have looked at exploring themes such as social violence or cultural marginalization more directly in the visual design. If the latter interpretation stands out, the integration of additional CRL-connected texts, suitably adapted for fifth grade reading levels, could enhance students' engagement with culturally responsive storytelling. This approach may also support the development of more meaningful visual-literary connections in future creative reproductions and adaptations of the project.

Moreover, figures 45 and 46 provide a clear representation of the “window” concept within the Culturally Relevant Literature (CRL) framework. Through a science fiction narrative, the student imagines an extraordinary scenario in which a group of children are transported to a parallel universe after an accident at a science fair. This premise allows readers to step into an alternative reality far removed from the author's own, effectively fulfilling the function of a “window” into unfamiliar contexts. While the story does not explicitly reference a specific culture or social issue, its speculative nature encourages imaginative thinking and offers a symbolic entry point into broader reflections on displacement, or crisis. In this sense, the student demonstrates an emerging ability to engage with narratives beyond their immediate reality, paving the way for deeper explorations of intercultural awareness and critical understanding in future learning.

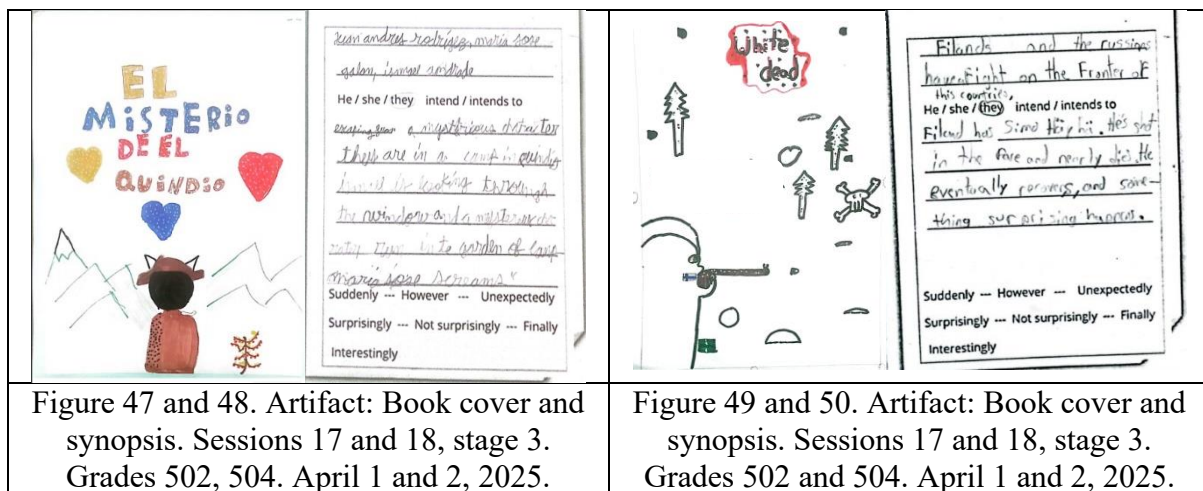
In conclusion, the students' artifacts analyzed in this subcategory demonstrate early yet promising attempts to engage with narratives that go beyond their immediate realities. By crafting imaginative and speculative stories, they begin to explore unfamiliar perspectives, which aligns with the CRL “windows” approach. Although some representations remain partially developed or loosely connected to deeper cultural or social themes, these creative

efforts open important opportunities for fostering empathy, critical reflection, and intercultural awareness through storytelling and visual design.

6.1 Subcategory 3: Sliding doors CRL stories

This subcategory centers on stories that blur the line between familiar and unfamiliar experiences; *sliding doors*. These narratives allow students to move between their own realities and imagined or alternative worlds, making space for transformation, exploration, and agency. In the CRL context, sliding door stories reflect students' ability to engage with real-world issues while envisioning different outcomes or perspectives. The examples presented below reveal how learners combined elements of personal experience with creative reimagining, using storytelling as a way to explore possibilities, question assumptions, and propose change through language.

Figures 43 and 44 offer a meaningful representation of the *sliding door* concept within the CRL framework. Set in a familiar location (Quindío, Colombia) the story merges suspense with local context, allowing readers to symbolically step through a narrative threshold into an imaginative scenario. As the characters react to a mysterious figure glimpsed through a window, the plot invites readers to cross into a parallel experience that is not their own but is still grounded in recognizable cultural elements. This imaginative movement mirrors the function of a sliding door, fostering curiosity, emotional engagement, and reflection on alternative realities. By combining local settings with universal themes of danger, escape, and mystery, the student demonstrates an emerging ability to use narrative as a space for both connection and exploration. In this way, this story effectively reflects the dual potential of CRL texts to offer both entry points and outward views, enriching intercultural and emotional understanding through creative storytelling.



Figures 48 and 49 visually represent a stark, snowy battlefield dotted with pine trees, skulls, and a soldier holding a weapon. The accompanying synopsis narrates a fictionalized war between Finland and Russia at the border of both countries. The main character, Simo Häyhä (a real historical figure known as a Finnish sniper), is shot and nearly dies but eventually recovers, leading to an unexpected turn of events.

This narrative fits within the sliding door metaphor of CRL, as it blends elements of historical reality with the student's imaginative reinterpretation. While the setting and conflict may be far removed from the student's personal context, the story reflects an emerging awareness of war, resilience, and agency. The student not only explores unfamiliar geopolitical themes but also inserts themselves into a process of reflection and transformation. The combination of real-world references and creative invention allows the student to traverse between what is known and unknown, illustrating how storytelling can serve as a powerful space for critical engagement and alternative possibilities.

In sum, sliding door stories within this project reveal students' ability to creatively navigate between reality and imagination, using storytelling as a tool for critical reflection and transformation. Students demonstrated an emerging capacity to question, reimagine, and

engage with broader social and historical themes, opening narrative spaces where both personal and collective agency can be explored.

In conclusion, this pedagogical implementation showcased how storytelling, grounded in the principles of Culturally Relevant Literature (CRL), served as a powerful vehicle for linguistic growth, cultural awareness, and student agency. Across mirror, window, and sliding door narratives, students moved beyond language practice to engage in identity exploration, intercultural reflection, and imaginative rethinking their realities. Their stories demonstrated not only a growing grasp of CRL concepts but also the development of critical thinking, emotional expression, and symbolic reasoning. More importantly, the integration of visual and written storytelling fostered a learning experience where language became a means of connection, transformation, and creativity, ultimately positioning students as authors of their own voices and perspectives within and beyond the classroom.

CONCLUSIONS

This concluding chapter synthesizes the findings obtained from the data analysis, which demonstrate a comprehensive overview of the research outcomes. It also examines the implications and limitations that arose throughout the implementation process, providing a refined understanding of the research impact. Additionally, this chapter propounds some avenues for future research, highlighting areas that require further applicable research in foreign language teaching facilitated by culturally relevant texts.

With the aim of achieving the main objective and answering the research question, three different general objectives were also proposed in this research, the first of them was to broaden cultural awareness among students through culturally relevant literature, so that

students can become more mindful and competent in recognizing their own culture and others'. The second one was to foster meaningful English language learning among students through the incorporation of culturally relevant texts, thereby enhancing students' linguistic competence facilitated by CRL textbooks with which they could closely identify themselves. Finally, the third one was to carry out a mini project with 5th grade students to assess other results from the pedagogical intervention.

In reference to the first objective, data analysis revealed that the implementation of CRL textbooks considerably contributed to helping students internalize a significant apprehension of what makes a text culturally relevant compared to the almost null notions that they had at the beginning of the implementation. The diverse classwork activities carried out throughout the introductory and development pedagogical stages were the key steppingstones for students' assimilation of the metaphor about books serving as windows, mirrors, or sliding doors. This fact was evident in the diverse creative depictions that students made to represent this concept. Additionally, students were able to internalize the concept considering different angles of understanding based on the author's context as well as the reader's. Therefore, most students argued that the mirror stories that they created could also represent a window to someone foreign to their immediate socio-cultural context. All things considered, students' cultural awareness experienced a meaningful widening both internally and externally.

Regarding the second objective, data analysis showed that most students' integral linguistic competence was significantly enriched considering their increased vocabulary range through the different reading activities completed in class, their capability to adhere to the use of simple present structures to compose their narratives and more importantly, their capacity to present their works through a spontaneous oral presentation in a coherent teacher-student listening and speaking interaction. Implementing CRL texts demonstrated a meaningful

pedagogical experience for students' enhancement of English language learning. Students used to have difficulties understanding verb conjugation rules with third-person pronouns, and many of them used to confuse question words with *WH*, however, this whole language learning experience facilitated by the incorporation of CRL narratives contributed to it considerably.

Finally, through the design and completion of a mini project-based learning initiative, students were able to represent a diverse range of CRL stories that reflected, transcended, and reimagined their realities. The analysis of their book covers revealed not only creative expression, but also a sophisticated incorporation of the mirror, window, and sliding door metaphors, highlighting students' emerging abilities to explore identity, connect with unfamiliar perspectives, and engage in imaginative transformation. These outcomes indicate that the pedagogical proposal had a meaningful impact on both students' cultural worldview and their linguistic development in English, fostering critical reflection, intercultural awareness, and the ability to use language as a tool for self-expression, inquiry, and agency.

7.1 Implications

As this project was being developed, a series of implications arose. First, in reference to the field of education and the implementation of CRL textbooks, it is advisable to consider diversifying the school curriculum, particularly the literary sources used in English language teaching, as the continued use of literary materials disconnected from students' sociocultural realities may hinder their comprehensive and meaningful development. In contrast, introducing new narratives, stories, and books that are culturally relevant to students holds significant innovative pedagogical potential, which may lead to meaningful changes in both their linguistic and cultural competence. By exposing students to culturally relevant texts,

their curiosity can be sparked, potentially resulting in more fruitful outcomes in English as a foreign language learning. Moreover, this approach encourages learners to become more thoughtful and mindful of both their own and others' sociocultural experiences. Second, in reference to institutional considerations, with the aim of making the most of projects like this, it is essential to make English language teachers aware of CRL texts as a useful innovative alternative to foster a more meaningful learning environment in language teaching.

Therefore, it is crucial to equip schools with CRL textbooks in digital and physical formats and make them easily accessible for students. Finally, encouraging students to engage in reading and writing activities, as well as creating illustrative CRL content, is of paramount importance. These are doable tasks that can be accomplished through interdisciplinary dialogues.

Third, it is particularly important to keep in mind that, in Project-Based Learning (PBL), teachers' roles come down to facilitators, guiding students through real-world problems, which involves active, student-centered learning where knowledge is constructed through experience and reflection. Therefore, teachers must design engaging problems, foster collaboration, and provide continuous, constructive feedback to make critical thinking and problem-solving skills development possible. This project shed some light on empowering students to take care of their learning, preparing them for real-world challenges.

Fourth, similar initiatives like this can foster students' creativity and motivation to English language learning. By giving students opportunities to write and illustrate CRL stories, they can feel motivated to learn independently and showcase their work, thus making them more autonomous learners. In addition, by making culturally relevant textbooks accessible, they can feel encouraged to explore them on their own, potentially sparking their creativity and inspiration to create their own works.

Finally, considering pre-service teachers' perspectives, this research project highlights the importance of choosing textbooks that closely relate to students' lived experiences and social realities. Pedagogical success can be achieved by flexibly combining theoretical foundations with practical applications, as well as making the content adaptable to students' circumstances. Of paramount importance, it is to acknowledge students' effort in any project they complete and give them the opportunity to present it and freely talk about their work.

7.2 Limitations

Time proved to be one of the most significant limitations throughout the implementation, primarily due to frequent interruptions caused by extracurricular school activities that consumed valuable class time, leading to last-minute adjustments and the cancellation of several sessions. Additionally, the school timetable posed further challenges, particularly when sessions were scheduled during the last period of the school day, when student engagement and energy levels were noticeably lower. These time-related constraints required the researcher to adopt a flexible and adaptive approach to lesson planning. Several planned activities had to be modified, rescheduled, or omitted altogether, and the overall scope of the content was reduced in order to prioritize essential learning goals while maintaining the integrity of the pedagogical intervention.

7.3 Further research

On the one hand, this research opens several avenues for future research associated with English language instruction, cultural awareness and innovative teacher's pedagogy. On the other hand, this research promotes the exploration of diverse culturally relevant texts reflecting both local sociocultural realities and matters taking place at greater geographic scales. Lastly, this intervention promotes incorporating textbooks with diverse languages

coexisting throughout the narrative, thus making it culturally and linguistically worth exploring.

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ANNEXES

ANNEX 1: CONSENT FORM

 UNIVERSIDAD PEDAGÓGICA NACIONAL Formulario de Consentimiento	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
Yo, _____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. ☐ NUIP ☐ No. _____ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

ANNEX 2: CHARACTERIZATION SURVEY



UNIVERSIDAD PEDAGÓGICA NACIONAL
Facultad de Humanidades - Licenciatura en español e inglés,
Instituto Pedagógico Nacional
Encuesta de caracterización para estudiantes del grado cuarto
(403)



Estimados estudiantes y padres de familia, la presente encuesta tiene como finalidad la recolección de datos sobre sus hijos y sus experiencias con la lectura con el fin de adelantar un proyecto investigativo. Esta es completamente anónima, por lo que puede sentirse en libertad de contestarla con plena tranquilidad y objetividad. Por favor tómense el tiempo de responder esta encuesta en compañía de sus hijos.

Lugar de nacimiento del estudiante:

Edad: _____

Ciudad: _____

Barrio: _____

Marca con un ☒ y responde sobre la línea según sea tu caso.

1) Como estudiante de grado cuarto, ¿te gusta leer?

☐ Sí, mucho. 😊 ¿Sobre qué temas te gusta leer más?

☐ Poco 😐

☐ Nada 😞

2) Si la respuesta a la anterior pregunta fue **SÍ**, responde la siguiente pregunta marcando con un ☒ , y responde sobre la línea según sea tu caso.

3) ¿Lees solo/a o acompañado/a?

☐ Solo/a 🧑

☐ Acompañado/a. 👨👩 ¿Usualmente quién o quienes te acompañan?

4) ¿Alguna vez has leído algún libro 📖 en español o en inglés? Marca ☒

☐ Sí 👍 ¿Cuál? _____ ¿Sobre qué trataba el libro?

Trataba sobre... _____

☐ No 🙅

5) ¿En tu casa hay alguna biblioteca o colección de libros ? Marca 

☐ Sí 

☐ No 

6) Si la respuesta a la anterior pregunta fue **SÍ**, menciona sobre cada línea algunos de los temas de los que hablan algunos de esos libros. Por ejemplo: Historia, cuentos infantiles, historietas, fábulas, religiosos, etc.

- _____
- _____
- _____
- _____
- _____
- _____

7) ¿Te gustaría poder escribir tu propio cuento en inglés? Marca 

☐ Sí  ¿Qué título le darías a tu cuento? _____

☐ No 

8) ¿Con quién/es vive el estudiante del cual usted es acudiente y/o tutor? (Por favor mencione únicamente los miembros que residen en el hogar, por ejemplo: Padre/madre, hermanos, tíos, primos, abuelos, etc)

9) ¿En cuál de los siguientes medios se desplaza el/la estudiante de su casa al colegio y del colegio a su casa? (Marca  sobre la/s opción/opciones según corresponda).

☐ Ruta escolar

☐ Transmilenio

☐ Bicicleta

☐ Caminando

☐ SITP

☐ Taxi

☐ Moto

☐ Otro/s ¿Cuál/Cuáles?

10) ¿Qué entiendes por libros, cuentos, historias o historietas Culturalmente Relevantes? Selecciona la definición que consideres correcta: Marca 

☐ Libros o textos que hablen sobre los gustos culturales de los personajes.

☐ Libros o textos en los que la cultura, la raza, el origen étnico, los lugares y los eventos familiares de los estudiantes se reflejan en la trama.

☐ Libros o textos en los cuales los personajes siempre tienen la misma cultura y costumbres.

Has llegado al final de la encuesta

¡Muchas gracias por tu participación!



ANNEX 3: FINAL SURVEY

**CULTURALLY
RELEVANT
LITERATURE SURVEY**

1. Nombre completo y grado *

Enter your answer

2. Define en tus propias palabras lo que para ti significa **CRL** (Culturally Relevant Literature). *

Enter your answer

3. En una escala de 1 a 5, donde 1 es BAJO y 5 es ALTO, indica el valor que le darías a tu **Book Cover** o portada y a tu **synopsis**. *

☆ ☆ ☆ ☆ ☆

4. Por favor describe cómo fue tu experiencia de aprendizaje durante el desarrollo del proyecto sobre **CRL** (La Literatura Culturalmente Relevante). ¿Qué fue lo que más te gustó o te llamó la atención? ¿Qué cosas nuevas aprendiste? ¿Qué pudiste haber hecho mejor? *

Enter your answer

5. Indica por qué escogiste ese número de estrellitas. *

Enter your answer

6. ¿Qué ideas, sugerencias o recomendaciones harías para un mejor desarrollo de este proyecto? *

Enter your answer

ANNEX 4: PRELIMINARY TEST



UNIVERSIDAD PEDAGÓGICA NACIONAL
Facultad de Humanidades - Licenciatura en español e inglés.
Instituto Pedagógico Nacional



NAME _____

Age: _____

Grade: _____

Objetivo: Realizar un acercamiento preliminar con los estudiantes de grado 403 del Instituto Pedagógico Nacional con el fin de esbozar un primer reconocimiento y caracterización de dicha población en términos generales a nivel personal, familiar y escolar.

1)

Mark  if the statement is true.

Mark **X** if the statement is false.

PERSONALITY CHARACTERISTICS

2) Listen, repeat and mime.

Escucha, repite y haz la mímica.

1) I am **shorter** than a giraffe.



2) I am **stronger** than a tiger.



3) I am **slower** than a lion.



4) I jump **higher** than a kangaroo.



5) I am **heavier** than an eagle.



✓ Nervous

✓ Calm

✓ Friendly

✓ Unfriendly

✓ Tidy

✓ Untidy

✓ Talkative

✓ Quiet

✓ Honest

✓ Dishonest

✓ Obedient

✓ Disobedient

✓ Generous

✓ Stingy

3) Draw a picture of yourself.



https://d28hgprl8m2if.cloudfront.net/tagged_assets/5800490/9781534421691_wi_you_matter_activities.pdf

- 1) Tall / short
- 2) obedient / disobedient
- 3) friendly / unfriendly
- 4) big / small
- 5) dad, mom, grandma, grandpa, brother, sister, aunt, uncle...

4) Descriptions (Lee y llena los espacios en blanco según sea tu caso. Usa las palabras del recuadro de arriba).

My name is _____. I am in 4th grade. I am

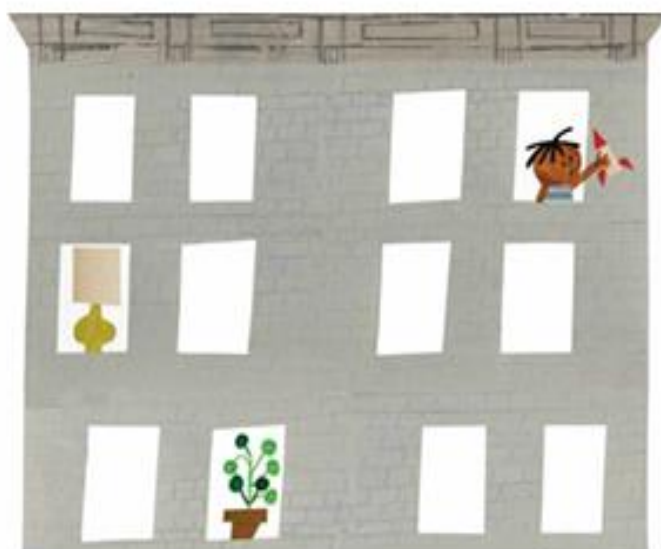
a 1) _____ boy / girl. I am also a/an 2) _____ and 3) _____

son / daughter. I have a 4) _____ family.

I live with my 5) _____

... My family is great! We live in a/an house / apartment. I study at IPN school. My school is so fun! I learn a lot there.

5) Living conditions and household (Dibuja en los recuadros los miembros de tu familia que viven en tu casa o apartamento. Luego, encierra los elementos de la lista que hay en tu casa o apartamento.



- ✓ Library
- ✓ Tv set
- ✓ Cellphone
- ✓ Motorbike
- ✓ Computer
- ✓ Internet
- ✓ Bike
- ✓ Vehicle
- ✓ Water
- ✓ Electricity
- ✓ Gas

Active Windows
Ve a Configuración para

https://d28hgprl8m2if.cloudfront.net/tagged_assets/5800490/9781534421691_wi_you_matter_activities.pdf

ANNEX 5: DIAGNOSIS TEST



UNIVERSIDAD PEDAGÓGICA NACIONAL
Escuela de Educación

UNIVERSIDAD PEDAGÓGICA NACIONAL
Facultad de Humanidades - Licenciatura en español e inglés,
Instituto Pedagógico Nacional
Diagnóstico grado Cuarto



Student's name: _____

Part A: Students' exposure to traditional literature.

1) 👁️ Look at the pictures and write on the lines as many words as you know.

Do you recognise these stories?

☒ YES ☐ NO	☒ YES ☐ NO	☒ YES ☐ NO
		
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

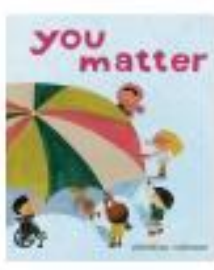
PART B: Students' interests

2) 👁️ Look at the pictures, read the titles and color the ones you would like to read. Then write in Spanish the words you recognize.









 **Write** in Spanish the words you know.

- | | |
|-------------|-----------|
| 1. Tree | 1. _____ |
| 2. Boy | 2. _____ |
| 3. Donkey | 3. _____ |
| 4. Basket | 4. _____ |
| 5. Children | 5. _____ |
| 6. Hair | 6. _____ |
| 7. Hat | 7. _____ |
| 8. Girl | 8. _____ |
| 9. Umbrella | 9. _____ |
| 10. Leaf | 10. _____ |
| 11. Skin | 11. _____ |
| 12. Rooster | 12. _____ |

3) Read the text and **answer** the questions below.

Every Saturday, Maria Lili looked forward to making **chicken** sancocho with her **grandparents** Mama Ana and Papa Angelino. Just the thought of **stew** simmering on the **stove** and filling the house with the aroma of cilantro made her mouth water. But one **Saturday** morning Papa Angelino announced, "There is no money for sancocho. Not even a **penny** to buy the **vegetables**, let alone a **chicken**. All we have is a **dozen eggs**."



Answer these questions:

1) What is the main idea from the text?

The main idea from the text is _____

2) Who does Maria make chicken sancocho with?

3) When do they make it?

4)  Listen carefully and circle **only the words you hear**.

- Umbrella
- Saturday
- Vegetables
- Stove
- Eggs
- Basket
- Chair
- Children
- Grandparents
- Hair

5)  Say 3 words from the worksheet that you can remember. Then, say something short using one of the three words.

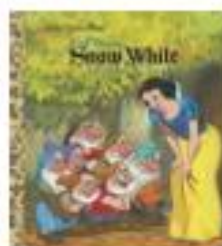
1) _____

2) _____

3) _____

Student's name: _____ Grade: _____

Part A:  Look at the pictures and tick in the box (✓) for one that you think represents a CRL story and (✗) for one that doesn't. Then, explain why or why not in Spanish.

☐
☐
☐
☐


¿Por qué sí?

¿Por qué no?

Part B:  Look back at the pictures and write as many words as you know.

 **Part C:** Complete the table below. Use the vocabulary from **Saturday Sancocho**. Then, use the words to write one **sentence in simple present**.

NOUNS	SPANISH	VERBS	SPANISH

Sentence goes here 

Part D: Read these fragments from a **CRI** story and give long answers to the questions below.

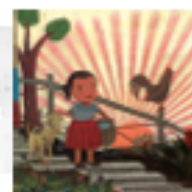
1) 

On a hill behind a tree, there is a house. In the house, there is a bed and on the bed there is a little girl named Ana, fast asleep, dreaming about the world outside and beyond the hill.



2) 

When Ana wakes up to the rooster's quiquiriquí, Papi is already at work on the farm and Mami is busy in the garden. Ana bathes her little brother and feeds the goats and collects the eggs to sell at the market.



- 1) Where does Ana **sell** the eggs? _____
- 2) Who **is** in the garden? _____
- 3) What does Ana dream about? _____

Part E  Listen carefully and circle **only the words you hear**.

- A) Work, when, window, world
- B) We, where, why, wake up
- C) Market, mirror, garden, what
- D) Hill, house, who, how.





Lesson Plan

Topic:	Grade:	School:	Date:
--------	--------	---------	-------

Teacher:	Class composition:	Class Time
----------	--------------------	------------

Lesson Focus and Goals: (Stated in input terms, i.e. what the teacher intends to do).
--

Materials Needed	Learning Objectives (Stated in output terms, i.e. what the students are expected to do)
-------------------------	---

Structure / Activity:	Time allotted
------------------------------	----------------------





Lesson Plan



Topic: Introduction to CRL

Grade: 403

School: IPN

Date: September 27th

Teacher: Luis Fernando Rodríguez Arias.

Class composition: Boys: 18
Girls: 9

Class Time
90 minutes

Lesson Focus and Objectives: To introduce the concept of CRL in Spanish and English, as well as its most basic definition, in order to lay the groundwork for subsequent lessons.

Materials used

Board
TV set
Computer
Cardboard

Markers
Paper
Pencils
Pen, eraser, etc.

Learning Objectives:

- 1) To understand the meaning of a culturally relevant text.
- 2) To differentiate a culturally relevant text from one that is not.
- 3) To incorporate more English vocabulary based on the CR text presented in class. (Digging for words)

Structure / Activity:

1) Warm up (Simon says....)

Time allotted

5 minutos

2) Theoretical explanation around the CRL concept and handwriting of its most basic definition in Spanish. Supported by examples and children's brainstorming.

15 minutos

3) Digital presentation of images alluding to CRL and not alluding to CRL textbooks, followed by an initial video of the text "Digging for Words" for reading out loud.

30 minutos

4) Group interaction and reflection on the presented video.

10 minutos

5) Presentation of basic English vocabulary taken from the story.

10 minutos

6) Free artistic drawing depicting CRL.

15 minutos



Imágenes tomadas de:

https://www.coliminate.edu.co/sites/default/files/styles/zoom_1100px/public/textbooks/digging-for-words.jpg?itok=7wG5D781

<https://www.teacherspayteachers.com/content/worksheets/2022/03/words-1-1024x512.jpg>



Lesson Plan

Topic: Title + Synopsis 3	Grade 502-504	School: IPN	Date: March 25th	Luis F. Rodríguez Pre-service teacher
----------------------------------	-------------------------	--------------------	----------------------------	--

Driving Question:

Class composition Boys: 33 Girls: 23	Class Time 90 minutes (504) 45 minutes (502)
---	---

How could I create a book cover for a CRL story that would make my English learning a more enriching experience at IPN school?

Language content 1) Title 2) Writing a synopsis in simple present for a CRL story according to the template available for that.	Learning Objectives 1) To consolidate the concepts seen in previous classes. (CRL, synopsis, mirrors, windows) 2) To fully grasp what a synopsis is by writing its final version on the template provided to that end.
---	--

TIME	Development
70 minutes	Students will refer back to their first synopsis version in order to rewrite a shorter version of it in the template provided for that. The teacher will use the board to exemplify how to fill in the template in order to finish writing both the title and the synopsis. The template will contain some few lines and words to narrow down the length of the synopsis to just four sentences in simple present. Vocabulary will be provided to students by both English teachers so they can make sense of their sentences, and to help them complement the words they already know as well as those looked up by them in the dictionary. NOTE: An email will be sent to parents and students the next day explaining the step-by-step process so that they can complete the rest of the exercise at home.

Lesson Plan

Topic: Project Review + workbook.	Grade 502-504	School: IPN	Date: April 1st	Luis F. Rodriguez Pre-service teacher
--	-------------------------	--------------------	---------------------------	--

Class composition

Boys: 33
Girls: 23

Class Time

90 minutes (504)
45 minutes (502)

Driving Question:

How could I design a book cover for a CRL story that will make my English learning a more enriching experience at IPN school?

Language content

1) Project Review

2) Simple present

Learning Objective

- 1) To gain new vocabulary from personal work and peer reviews of classmates.
- 2) To pinpoint Simple Present patterns in classmates' work through thorough examination.
- 3) To identify simple present vocabulary from their workbook by completing related exercises.

TIME	Development
70 minutes	Students will be encouraged to share their work with their peers. At the start of the class, a few synopses will be read aloud, allowing everyone to encounter new vocabulary. Selected students will be invited to express their thoughts and insights, promoting a collaborative learning atmosphere. Following this, they will swap their Book Covers with classmates for a brief review. Introductory sentences will be provided for students to utilize in their presentations the next day.
20 minutes	The final 20 minutes of class will be dedicated to students making progress on their workbooks.

 UNIVERSIDAD PEDAGÓGICA NACIONAL INSTITUTO PEDAGÓGICO NACIONAL	Bachelor's Degree with emphasis on Spanish and English teaching	Teacher's name: (MEF) Luis Fernando Rodríguez Arias
School Instituto Pedagógico Nacional (IPN)	Implementation class: 403 Date: TOPIC: Implementation #	
CLASS DESCRIPTION		
INTERPRETACIÓN O ANÁLISIS SITUACIONAL		
CRITICAL PERSPECTIVE / ANALYSIS		

ANNEX 10: ACTIVITY CHECKLIST: CHART TAKEN FROM EDWARDS (2002).

Activity Checklist

a. Discuss the topic of your project.
b. Discuss rubric, goals, and expectations.
c. Outline steps needed to complete project.
d. Get permission if needed.
e. Review handouts.
f. Read websites.
g. Do activity if included.
h. Build/do/make/project.
i. Review/edit your project.
j. Present project.
k. Review lesson rubric. Perform assessments.

**.ANNEX 11: THE SEVEN STEPS OF PJBL MODEL BY NIZWARDI : CHART
TAKEN FROM (JALINUS, RAHMAT, AZNIL (2017))**

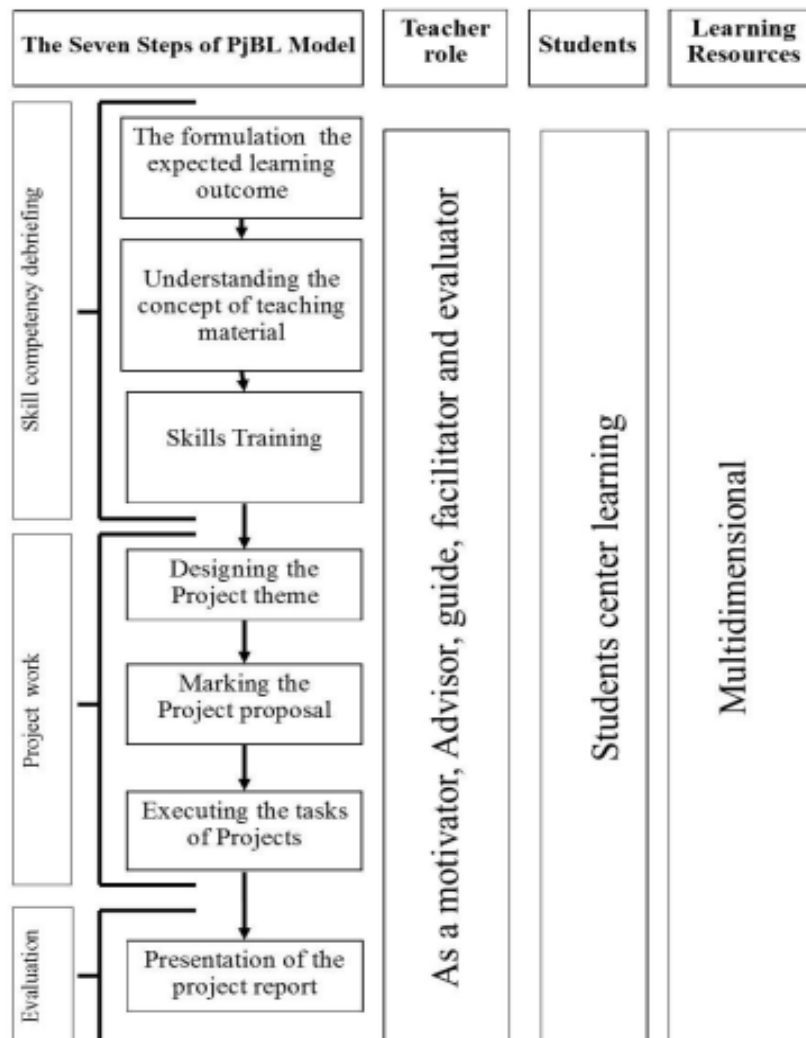


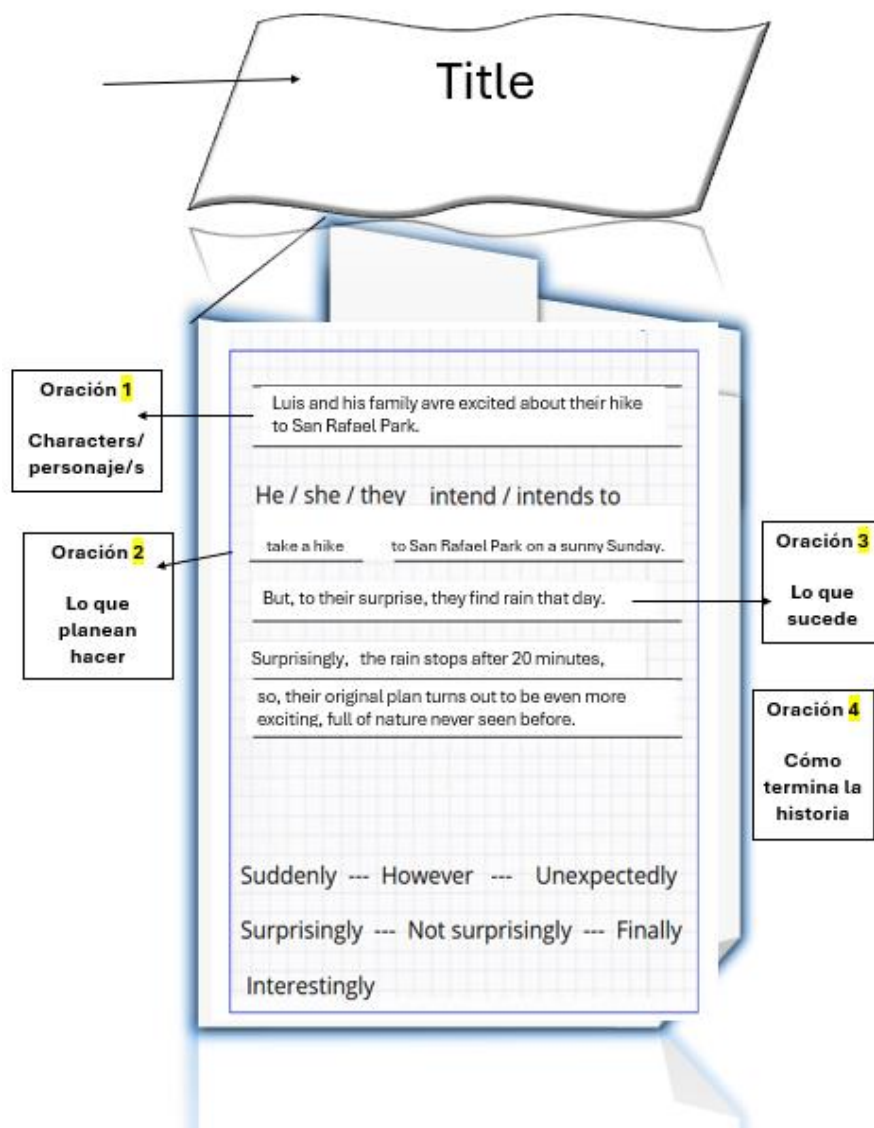
Fig.1. The Seven Steps of PjBl model

ANNEX 12: TABLE 1- TIMELINE OF ACTIVITIES

Group: 403		Number of students: 27 Boys: 18 Girls: 19	
Dates in 2024	Activities and language content	Time	Resources
August 29th Session # 1 Introductory stage (Stage 1)	1. Preliminary session. 2. Brief exploration into students' family settings and language use. 3. Books as windows, mirrors and sliding glass doors. 4. I see myself in it! 5. Vocabulary check.	90 minutes	✓ Worksheets ✓ Pictures ✓ Board ✓ Markers
September 19th Session # 2 Introductory stage (Stage 1)	1. Characterization test.	90 minutes	✓ Worksheets. ✓ Illustrations ✓ Voice recorder. ✓ Board.
September 26th Session # 3 Introductory stage (Stage 1)	1. Introduction to CRL.	90 minutes	✓ Tv set ✓ Computer ✓ Cardboard ✓ Markers ✓ Paper
October 17th Session # 4 Project Development (Stage 2)	1. Digging for words (Buscando Palabras Part A, text 1) 2. Workshop 3. José Alberto Gutierrez and the library he built.	90 minutes	✓ Tv set ✓ Computer ✓ Cardboard ✓ Markers ✓ Paper ✓ Worksheets
October 24 Session # 5 Project Development (Stage 2)	1. Digging for words (Buscando Palabras Part B) José Alberto Gutierrez and the library he built.	90 minutes	✓ Tv set ✓ Audiovisual room ✓ Computer ✓ Cardboard ✓ Markers ✓ Paper ✓ Worksheets
October 30th Session # 6 Project Development (Stage 2)	1. Review (Kahoot)	45 minutes	✓ Recycled pieces of paper. ✓ Tv set ✓ Computer
November 6 th Session # 7 Project Development (Stage 2)	1. Saturday Sancocho: (Part A, text 2)	90 minutes	✓ Tv set ✓ Computer ✓ Background colombian music ✓ Markers ✓ Cutouts and printouts
November 7 th Session # 8 Development (Stage 2)	1. Saturday Sancocho: (Part B, text 2)	90 minutes	✓ Tv set ✓ Computer ✓ Background colombian music ✓ Markers ✓ Cutouts and printouts
November 14 th / Session # 9 Development	1. Vocabulary review Nouns.	90 minutes	✓ Board ✓ Colored board markers. ✓ Printed out table.

(Stage 2)	2. Simple past with regular and irregular verbs. 3. Questionnaire		
Continuation in 2025			
Groups: 502 and 504		Number of students: 56	
Dates in 2025	Activities	Time	Resources
February 26th /Review Session # 10 Development (Stage 2)	1. CRL review 2. Nouns 3. Vocabulary from Saturday Sancocho.	90 minutes	✓ Board ✓ Markers ✓ Cardboard ✓ Students' school supplies.
March 4th – 5th Sessions 11-12 Development (Stage 2)	1. Driving question 2. WH words 3. Simple present with Do/Does.	315 minutes	✓ Cutouts + Wh song ✓ Tv + PC ✓ Board ✓ Markers ✓ Colored pencils
March 11th – 12th Sessions 13-14 Development (Stage 2)	1. WH questions + simple Present 2. Book cover (Noun) 3. Mirrors and windows 4. Synopsis	315 minutes	✓ Cutouts ✓ Tv ✓ Reading ✓ Board ✓ Markers ✓ Colored pencils
March 19th Session # 15 Application (Stage 3)	Writing a synopsis for a CRL story.	180 minutes	✓ Notebooks ✓ Dictionary ✓ Students' school supplies.
March 25th Session # 16 Application (Stage 3)	1. Title 2. Writing a synopsis in simple present for a CRL story according to the template available to that end.	135 minutes	✓ Sample template ✓ Board ✓ Notebooks ✓ Students' school supplies.
April 1st and 2nd Sessions 17 - 18 Application (Stage 3)	1. Project Review 2. Simple 3. Oral presentations	315 minutes	✓ Board ✓ Notebooks ✓ Dictionary ✓ Students' school supplies.
April 9th Session 19 Peer Review, assessment (Stage 4)	Diagnostic test + swapping.	180 minutes	✓ Assessment Worksheet ✓ Students' projects. ✓ Feedback sheet.
April 23 rd Session 20 th (Stage 5)	Self-evaluation	N/A	Online survey

ANNEX 13: SYNOPSIS TEMPLATE



The diagram illustrates a synopsis template for a story. It features a central grid area for writing, surrounded by four labeled boxes that guide the user through the structure of the synopsis. The central grid is divided into sections for the title, characters, plot, and conclusion. The four boxes are labeled 'Oración 1', 'Oración 2', 'Oración 3', and 'Oración 4', each with a corresponding label in Spanish. Arrows point from these boxes to the relevant sections of the grid.

Title

Oración 1
Characters/
personaje/s

Oración 2
Lo que
planean
hacer

Oración 3
Lo que
sucede

Oración 4
Cómo
termina la
historia

Luis and his family are excited about their hike to San Rafael Park.

He / she / they intend / intends to

take a hike to San Rafael Park on a sunny Sunday.

But, to their surprise, they find rain that day.

Surprisingly, the rain stops after 20 minutes, so, their original plan turns out to be even more exciting, full of nature never seen before.

Suddenly --- However --- Unexpectedly

Surprisingly --- Not surprisingly --- Finally

Interestingly