

**FOSTERING INTERCULTURAL AWARENESS THROUGH COLLECTIVE
RELATIONSHIPS IN A TENTH-GRADE EFL CLASSROOM**

JUAN SEBASTIÁN RODRÍGUEZ PRADA

THESIS DIRECTOR

JOHANNA MONTAÑO MORENO

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

BOGOTÁ, COLOMBIA

2025

ACKNOWLEDGEMENTS

First and foremost, I want to express my deepest gratitude to God for accompanying and guiding me throughout this process. God helped me get back on my feet during my most difficult moments and has helped me reach the happiest ones. This would not have been possible without His help.

Besides, I want to dedicate this work to my mother, Martha Isabel Rodríguez Prada, who has been my main support throughout my journey. Her constant support and encouragement have guided me in every aspect of my life, and she is the main reason why I am here, fulfilling this dream. I also want to thank Andrea Valentina Molina, Daniela Alejandra Franco, Luisa Fernanda Avendaño, and Angye Juliana Castro for being my unconditional friends, for believing in me, and for offering me the support I always needed.

Consequently, I want to express my heartfelt gratitude to my thesis advisor, Johanna Montaña Moreno, who helped me regain faith in my own work. Her valuable guidance and thoughtful advice have allowed me to grow and improve throughout this process. I deeply appreciate the time she dedicated to listening not only to my academic concerns but also to my personal struggles. Her kindness, patience, and support made this journey more significant and gave me the confidence to keep moving forward.

Finally, I want to convey my profound thanks to Universidad Pedagógica Nacional for all the unforgettable years it has given me. This institution has offered me not only academic growth but also the opportunity to live some of the best years of my life, surrounded by people I truly admire and love. I am especially thankful to my professors, whose dedication and passion have inspired me on the path to becoming the teacher I aspire to be.

ABSTRACT

This document presents an action research project that evaluates the impact of intercultural activities on improving oral and written production skills in students learning English as a foreign language. The participants in this project were tenth-grade students, aged between 14 and 16, from the public female school Lorencita Villegas de Santos IED in Bogotá, Colombia. The information was collected through a diagnostic test, questionnaires, activities, voice recordings, and field notes throughout the interventions and, simultaneously, was organized into three research cycles. The results and conclusions presented in this study were obtained using the triangulation method, without neglecting the implications and limitations that the study itself entails.

Keywords: Intercultural Awareness, Collective Relationships, Productive Skills, EFL Classroom.

RESUMEN

Este documento presenta un proyecto de investigación-acción que evalúa el impacto de actividades interculturales en la mejora de las habilidades de producción oral y escrita en estudiantes de inglés como lengua extranjera. Los participantes de este proyecto fueron estudiantes de décimo grado, con edades entre los 14 y 16 años, del colegio público femenino Lorencita Villegas de Santos IED, situado en Bogotá, Colombia. La información fue recopilada por medio de una prueba diagnóstica, cuestionarios, actividades, grabaciones de voz y diarios de campo durante las intervenciones y, simultáneamente, se organizó en tres ciclos de investigación. Los resultados y las conclusiones presentes en este estudio se realizaron bajo el método de triangulación, sin dejar de lado las implicaciones y limitaciones que el mismo estudio conlleva.

Palabras Clave: Conciencia Intercultural, Relaciones Colectivas, Habilidades Productivas, Aula de ILE.

CONTENT TABLE

CHAPTER 1	5
Context	5
Participants	7
Statement of the problem	8
Rationale	10
Research Question	12
Research Objectives	12
CHAPTER 2	13
State of Arts	13
Theoretical Framework	22
Interculturality	22
Collective Relationships in language learning	23
Productive Skills	25
CHAPTER 3	27
Research paradigm	27
Type of research	28
Data collection, instruments and procedures	29
Ethical Considerations	31
CHAPTER 4	34
Curricular Vision	34
Vision of Learning	35
Vision of Language	36
Vision of Classroom	36
Instructional Design	37
CHAPTER 5	46
Procedures for Data Analysis	46
Categories of the Analysis	48
Category 1: The Assistant Role of Enhancing Communicative Skills	50
Category 2: The encouraging role de activities in the development of Intercultural Awareness	60
Category 3: Building Collective Relations	69

CHAPTER 6	75
Conclusions	75
Implications	77
Limitations	79
Further Research	80
Annexes	80
References	90

CHAPTER 1

THE PROBLEM

Context

This research was conducted at Colegio Lorencita Villegas de Santos I.E.D., a public female school located in the Barrios Unidos district at Kr. 52 No. 76-63, northwest of Bogotá. Colegio Lorencita Villegas de Santos I.E.D. was founded in 1962 by Mrs. Rosa María García and Mr. Gonzalo Tobón Martínez. The school was named in honor of the Santarrosana, wife of then-president Eduardo Santos (1938-1942) and recognized for her kindness and service in helping those most in need, especially in the fields of health and education. The school is currently administered by principal Jairo Alberto Ramos Bermúdez.

Today, the school provides educational services at preschool, primary, secondary, and high school levels within calendar A of the district academic system. The general objective of the school is to create ideal learning environments where students' prior knowledge serves as fuel to stimulate the understanding of new knowledge. Similarly, the school aims to strengthen and maintain a high level in the English area through the construction and strengthening of thinking through English as a result of a playful pedagogical process.

Its mission focuses on the comprehensive education of intellectually, emotionally, and socially competent women who are ethical, creative, critical, autonomous, and builders of knowledge and identity. Additionally, Lorencita Villegas' vision seeks 'to be recognized by 2030 for its high standards in the comprehensive education of girls and young women who are happy, with their own identity, autonomous, empowered in their life projects, with a sense of belonging, love for knowledge, grounded in ethical, moral, and spiritual values.' (COLEGIO FEMENINO LORENCITA VILLEGAS DE SANTOS IED, n.d.)

According to the Secretaría de Educación Superior (n.d.), Colegio Lorencita Villegas de Santos IED has a total of 588 female students distributed across 26 courses. At the same time, these courses are

divided into two sections: preschool levels, with 290 students, and high school, with 294. The educational institution serves a diverse population of students from various socioeconomic and cultural contexts in the Barrios Unidos district, northwest of Bogotá, specifically in the Gaitán neighborhood. This neighborhood is characterized by having a wide variety of people from different socioeconomic contexts. Additionally, the population may also include other relevant and interested individuals within the educational context, such as teachers, administrators, parents, and administrative staff. These actors play an important role in the educational environment and can influence the implementation and results of the research. In fact, the school has a Reading Plan program, which is occasionally developed in classrooms and in which all high school students participate.

The school structure of Lorencita Villegas de Santos has three floors, a multi-purpose court for its students, a library, and a cafeteria that operates during breaks. However, it does not have a restaurant space, nor a laboratory or green areas for recreation. It is worth mentioning that this school has two campuses: campus B is intended for primary education, while campus A is intended for secondary and middle education.

Lorencita Villegas School had problems with its students regarding social networks because last year some ninth-grade students published sensitive information about other students. The case reached the authorities, causing the school to take measures and teach them the importance of safety and ethics when using social networks in all subjects. That is why they learn topics related to data security in English. On the other hand, the teacher told me that there are students with great skills in English, even one student won an English contest continuing her streak on Duolingo. She obtained a scholarship at the Colombo American Institute to improve her skills in this language.

Participants

The target population of this research comprises tenth-grade students at Colegio Lorencita Villegas de Santos in Bogotá, Colombia. This group includes all students enrolled in tenth grade at the

beginning of the study period. Initially, the tenth-grade students were in one group: 10-01, a class with 24 students. In the 10-01 English class, the students' ages remained in the range of 14 to 16 years. The schedules in which students had English classes in tenth grade were distributed on Wednesdays and Fridays, from 6:40 AM to 7:45 AM. Subsequently, when the students were promoted to eleventh grade, they changed their schedules. The students in grade 11-01 have classes on Tuesdays from 9:25 AM to 11:40 AM and on Thursdays from 6:40 AM to 8:20 AM.

Regarding the socioeconomic environment, although the Barrios Unidos locality is characterized by belonging to socioeconomic strata 3, 4, and 5, the students are categorized in strata 2 and 3. They belong to a variety of family structures, from students who only live with their legal representative to students with numerous members within their family nucleus.

With respect to socioemotional aspects and preferences, the students at Colegio Lorencita Villegas de Santos demonstrate a positive attitude towards English classes and positive behavior when working in groups. Additionally, they show a fascination with music from foreign groups, although they are largely unaware of the cultural aspects of the countries where their favorite bands or artists come from.

Statement of the problem

During the diagnosis carried out through the data collection instruments (Annex 1 and Annex 2), it was possible to evidence that tenth-grade students presented difficulties in their productive skills in the English language. In the diagnostic test, most students did not show problems answering specific grammar questions; however, the students did evidence problems creating long and detailed texts in which they argued regarding what was required by the diagnosis. Similarly, the students showed difficulty in developing their answers in the Speaking Test, as the students fell into fillers or justified or expanded their ideas.

The Basic Learning Rights for tenth grade in the area of English as a Foreign Language (2016, p. 27), points out tenth-grade students must “express ideas from an oral or written text about topics of their interest or that are familiar to them based on their prior knowledge, inferences, and interpretations.” Furthermore, tenth-grade students showed difficulties explaining and presenting texts of their authorship, which evidences a disconnection between what is reflected by the BLRs as well as the evidence presented by the Diagnostic Test. Likewise, the BLRs for this grade require students to be able to “write narrative, descriptive, and expository texts related to topics of their interest or that are familiar to them” (BLR, 2016, p. 27). However, this is not shown in the responses of the Diagnostic Tests (Annex 1), since a part of the population reduced their productions to scant sentences about experiences they have had on family trips.

Additionally, interculturality is a transversal axis that has been stipulated in institutional references such as the Common European Framework of Reference for Languages (2002, p.20), whose position regarding culture is that “the individual does not keep these languages and cultures in strictly separated mental compartments, but develops a communicative competence to which all linguistic knowledge and experiences contribute and in which languages relate to each other and interact.” This line of thought suggests that culture is an axis that crosses the fields of study in school, making students configure a reciprocity between language and culture. It is worth noting that, during class sessions, the students expressed their lack of knowledge regarding cultural topics, specifically those concerning other countries. This demonstrates that the students were culturally disconnected from both English-speaking and non-English-speaking countries.

Besides, the students seemed to be having problems socializing collectively. Despite the fact that in the questionnaire (Annex 3) the students expressed their liking for working in groups, classroom observations showed great difficulty in working in groups. The first reason students found it difficult or unsatisfactory to work in groups might be because they tended to rely on the student who performed best

in the subject. The data collection showed that there were students who remained performing the activities assigned for the session while other students in the same group did not maintain a rhythm equal to that of their peers committed to the work. In this case, the students who did not respond to the group's activities remained distracted with the use of cell phones or performing activities for other subjects.

Rationale

In today's interconnected world, understanding and communicating with people from different cultures is crucial, especially in education. In the context of learning English as a Foreign Language (EFL), teaching English allows people to access a wide variety of educational material to strengthen their skills and knowledge. In this same direction, Beltrán (2015) points out that there is an evident desire of students to integrate into the globalized culture where English functions as the main vehicle for active participation. This interest transcends the simple phenomenon of globalization, offering them the opportunity to integrate into various cultural, academic, and like-minded circles composed of people from different parts of the world.

This research proposes using collective relationships as a tool to develop intercultural awareness, which, in turn, improves students' communicative skills in the EFL classroom. By fostering an environment where students can express their ideas about other cultures in groups, a more enriched and effective learning experience will be developed. Collectivity acquires meaning when students not only share but also highlight their knowledge within the group, thus allowing the creation of a space where they can connect their prior knowledge and establish comparisons between their own culture and that of others. This process facilitates the recognition of cultural differences and develops an intercultural awareness for understanding the linguistic and cultural variations inherent in the language.

Collaborative relations are another of the fundamental axes that concern this research. Rivera (2023) claims collaborative relations support students to interact with their partners, thus strengthening their social connections and fostering the active participation of all students. This methodology is relevant

Fostering intercultural awareness through collective relationships in a tenth-grade EFL classroom

in the context of teaching foreign languages, as it allows students to practice the language in authentic communicative situations, reducing the focus on grammar and promoting more meaningful learning where each participant contributes from their strengths and prior knowledge. Similarly, the learning of English in a less artificial and more real context would be achieved.

Subsequently, collective relationships with students must be thought about, promoted, and strengthened since this exercise allows students to acquire a greater understanding and respect for different options that revolve around a cultural theme. Similarly, students would enhance their teamwork skills, designating functions and performing roles that will allow them to acquire greater proficiency both in the English language and in the cultures that surround it.

This project also aims to address and provide an alternative to the needs identified in the students of Colegio Lorencita Villegas de Santos from an innovative perspective, as it points out to link all these aspects in an organic way. First, by integrating cultural elements with collective relationships, as this proposal fosters meaningful learning where students not only improve their productive skills in English but also develop an intercultural awareness that transcends the classroom. Additionally, by implementing defined roles in group work, the observed problem where some students assume all responsibility while others remain on the sidelines is solved. This approach promotes equitable and committed participation, allowing each student to contribute according to their strengths while developing areas of opportunity.

All in all, the integration of culture as a transversal axis in the education of English as a foreign language might be fundamental to overcome the deficiencies identified in tenth-grade students at Colegio Lorencita Villegas de Santos. An approach that interweaves cultural elements with the development of communicative competencies would allow simultaneously addressing the difficulties in oral and written production evidenced in the diagnoses, in which students showed problems arguing ideas and expanding their answers. This approach directly responds to the requirements of the Basic Learning

Rights and aligns with the vision of the Common European Framework, which establishes that linguistic learning does not occur in separate compartments but through integral communicative competence.

Additionally, implementing significant collective relationships strategies, with clearly defined roles, would solve the observed problem where some students bear most of the work while others are distracted, promoting an environment where each member assumes specific responsibilities that contribute to the common goal of developing intercultural awareness while improving their productive skills in English.

Research Question

What is the effect of using a set of activities based on interculturality under the principles of collective relationships on the productive skills of tenth-grade students?

Research Objectives

General

To analyze the effect of implementing activities based on interculturality grounded in collective relationships on the development of productive skills of tenth-grade students in an EFL classroom.

Specific

- To identify the roles of a set of activities based on interculturality to foster collective relationships and the productive skills of tenth-grade students.
- To examine students' perceptions regarding the use of intercultural content and collaboration in language learning.

CHAPTER 2

Theoretical Framework and Literature Review

This chapter delved into the current state of the art to establish the basis for this proposal and discuss the management of various works related to it throughout the course. It is important to note that this proposal has distinctive characteristics, including its contextual framework and the evolution of its activities, which distinguishes it from those detailed in the following paragraphs.

State of Arts

The first international research is titled *Intercultural awareness: Modelling an understanding of cultures in intercultural communication through English as a lingua franca*. It was conducted and published in August 2011 in the United Kingdom, by Will Baker. This research also aimed to examine intercultural communication comprehensively, investigating how participants' 'linguacultures' (linguistic and cultural origins) affect interactions, with a particular emphasis on communication via English as a lingua franca (ELF). It contends the necessity of broadening the concept of intercultural competence to align with the reality of English as a global language franca, introducing Intercultural Awareness (ICA) as a framework for these enhanced competencies. The research also sought to reconceptualize the understanding of language, culture, and intercultural competence in ELF contexts, recognizing that English is no longer tied to a particular community.

This qualitative and interpretative research primarily used recordings of intercultural communication and interviews with participants. These procedures were augmented and corroborated using additional anthropological methods, including participant diaries, a study journal, and observations. Various samples of intercultural activities were recorded, including focus group-type discussions and informal conversations. Although the research presents a conceptual model of Intercultural Awareness (ICA) and discusses its important educational implications for English teaching, there was no intervention proposal implemented or directly evaluated within this study. The results illustrate the ICA model through examples of basic cultural awareness, a more complex understanding of cultures as fluid and relative, and

the ability to mediate, adapt, and negotiate in intercultural communication. The research offers a reconceptualization of intercultural competence that moves away from a national conception of culture and language, emphasizing that cultural references in ELF are "liminal and emergent without clear boundaries".

Baker's research provides an important theoretical model on intercultural awareness in English as a lingua franca context, while my research differs by applying these concepts practically in a specific educational setting with tenth-grade students. My study focuses on developing productive skills through collective relationships with defined roles, addressing concrete problems observed in the classroom such as unequal participation and difficulties in oral and written production. Additionally, while Baker develops a general conceptual framework, my research seeks to directly implement and evaluate intercultural activities in the specific context of Colegio Lorencita Villegas de Santos, linking interculturality with collaborative strategies to address pedagogical needs identified in my students' diagnosis.

The second research is titled *The Role of Teaching Foreign Languages in Developing Intercultural Competence* and was published in 2024. Its author of this research is Nataliia Oberste-Berghaus, from the University of Osnabrück, Germany, who indicates that this study was conducted in the context of German as a foreign language (GFL) teaching practices in Germany, or focuses on them. Subsequently, this research addresses the topic of stressing the value of giving students skills that extend beyond language proficiency to include intercultural awareness and universal customs. The primary aims were to investigate the essential function of foreign language instruction in promoting intercultural competence and to examine the shift in teaching German as a foreign language from an emphasis on communicative ability to intercultural communicative competence. It sought to emphasize the necessity of equipping students with competencies that extend beyond linguistic proficiency, encompassing sociocultural comprehension, and to elucidate the multifaceted nature of intercultural competence, including cultural knowledge, communication skills, awareness, empathy, and adaptability.

Berghaus' study was based on a comprehensive review of existing literature and research findings, without including direct collection of empirical data. Regarding an intervention proposal, there was no direct implementation or evaluation of an intervention within this research. Nevertheless, this study advocates for the continuous professional development of educators and offers ideas on possible solutions and future directions in foreign language education. The results of this research revealed the multifaceted dimensions of intercultural competence and examined effective teaching strategies, such as the integration of authentic materials and the promotion of student autonomy. At the same time, there were some challenges that were faced, such as limited exposure to authentic contexts and cultural biases.

Berghaus' research also provides a theoretical framework on intercultural competence in foreign language teaching, while my study differs by applying these concepts in a specific Colombian educational context with tenth-grade students. My research has a more practical and applied focus, implementing intercultural activities under collective relationships principles with defined roles to develop concrete productive skills. Secondly, while Berghaus focuses on a theoretical review, this action-research seeks to generate empirical evidence on the effectiveness of these strategies to solve the problems of unequal participation and difficulties in productive skills identified in my diagnosis, thus contributing tangible and contextualized results to educational practice in Colombia.

The last international research is *A review of collaboration through intercultural competencies in higher Education*. It was published in 2023 by Nicia Guillén-Yparrea et al. Both are affiliated with Tecnológico de Monterrey in Mexico, and Nicia Guillén-Yparrea is also a student in a doctoral program at the University of Salamanca, Spain. The main objective of this study was to conduct a systematic literature review to analyze the content of scientific evidence published between 2016 and 2023 on the development of intercultural competence and international collaboration in higher education. Specifically, it sought to identify the methodologies, main themes, and trends investigated, as well as the impact findings and indicators measured in studies related to the influence of intercultural competencies on collaboration at the university level.

For data collection, this study employed the methodology of systematic literature review (SLR), which involved thematic content analysis. Data were collected from high-impact databases such as Web of Science and Scopus, selecting 50 articles after applying inclusion criteria to an initial set of 438 studies. The study aims to be a reference framework and a guide for generating didactic strategies that develop intercultural competencies through collaboration in higher education. The main results of the review highlight the predominance of qualitative studies, especially case study designs in the pedagogical area, with findings related to intercultural awareness and motivation, with attitude being the main indicator measured. Additionally, it was identified that English is the predominant language for international collaboration, virtual tools are a high-impact mechanism for competency development, and collaborative learning is an effective strategy to promote intercultural motivation, sensitivity, and awareness, preparing students for effective cross-cultural interactions and collaborations.

Yparrea's research provides an analysis of intercultural competencies and collaboration in higher education, while my study differs by applying these concepts in a specific secondary education context with tenth-grade students at Colegio Lorencita Villegas de Santos. My research has a more practical and applied focus, implementing intercultural activities under collective relationships principles with defined roles to develop concrete productive skills in the EFL class. Additionally, while their study offers a general overview of research trends at the university level, my project seeks to generate empirical evidence on the effectiveness of these strategies to solve specific problems of unequal participation and difficulties in productive skills identified in my diagnosis, thus contributing contextualized results to educational practice in Colombian schools.

The first research in a national context is titled *Strengthening communicative ability through collective relationships in virtual learning environments*. It was conducted in 2021 in Bogotá, Colombia, by Maryi Patricia Urueña Preciado et al., from Universidad Cooperativa de Colombia. Its main objective of the study was to demonstrate the viability of teaching-learning English through the application of virtual learning environments (such as Microsoft Teams), which favor collective relationships and

strengthen the communicative skills of students at Gimnasio Los Pinos. Among its specific objectives were identifying and designing collaborative activities for the development of English communicative ability, implementing them to motivate students, and finally, evaluating the results obtained through collective relationships. The study also aimed to strengthen 21st century skills and promote collaborative learning among students.

This research employed direct observation, surveys (one diagnostic and one final), and analysis of academic results from previous years, including the Saber Tests and the school's management reports. Evaluation matrices for virtual tools were also used to select and analyze the platform, and a field journal was kept during the implementation phase. There was an intervention proposal, which consisted of the design and implementation of four MICEA activities ("Giving Excuses", "Write a news article", "TV show Quiz" and "FCE - Speaking collaborative exam") using Microsoft Teams with ninth-grade students. The results showed an improvement in the speaking communicative skill. The students expressed that the activities were "very useful and satisfactory," and 100% of them considered the use of ICT as a learning tool and wanted more activities of this type. This research concludes that virtual learning environments and the MICEA methodology are an useful tool to strengthen English communicative ability through collective relationships.

Urueña's (2021) research offers relevance to my study by demonstrating the effectiveness of collective relationships in developing English communicative skills, especially in speaking, which aligns with my approach of collective relationships to improve productive skills. However, my research differs as I specifically focus on an intercultural approach with tenth-grade students, while they used virtual environments such as Microsoft Teams with students from Gimnasio Los Pinos. Furthermore, while their intervention mainly focused on technological tools and the MICEA methodology, my study sought to develop intercultural competences through collective relationships that foster respect and understanding of otherness, addressing specific problems of unequal participation identified in my diagnosis.

The second national research is titled *Enhancing intercultural competence through U.S. multicultural literature in the EFL classroom*, by Luis Fernando Gómez Rodríguez. It was conducted in 2011 in Bogotá, Colombia, specifically in an advanced English class of a language program at a public university. To propose the incorporation of authentic multicultural literary texts from the United States in the English as a foreign language (EFL) classroom as a mean to develop intercultural communicative competence (ICC) was its main objective. This research also sought to observe how advanced English students could develop this critical ICC through reading and discussing American multicultural literary stories, with the ultimate goal of building a critical intercultural awareness.

This action-research study employed a holistic approach that included observations with field notes on students' interaction with literary texts and the aspects of ICC they developed. Additionally, student journals were collected after completing the analysis of each story, as well as their response works (artifacts) that summarized their opinions after class discussions. Finally, a semi-structured interview was conducted at the end of the pedagogical intervention to inquire about the intercultural knowledge acquired, the skills developed, and the fostered attitudes.

The results showed that students acquired cultural knowledge, developed critical intercultural skills, and created positive attitudes through reading and discussing the stories. The acquisition of knowledge about social differences, gender roles, and ethnic traditions was evidenced, as well as the development of skills for discovering, interpreting, and comparing cultural and literary contents, and the promotion of positive attitudes such as empathy, tolerance, and openness toward diverse intercultural expressions. The findings of this study demonstrate that the integration of language and literature in teaching English as a foreign language contributes pedagogically to building a critical intercultural awareness.

Gómez's research is relevant to my study as it demonstrates the effectiveness of the intercultural approach in developing communicative competencies in the EFL classroom, which aligns with my

purpose of implementing collective relationships to improve productive skills. However, my research differs because while Gómez worked with university students using American multicultural literature, I focus on tenth-grade students at Colegio Lorencita Villegas de Santos applying intercultural activities under collective relationships principles. Additionally, although we both seek to develop intercultural competencies, my proposal specifically addresses problems of unequal participation identified in my diagnosis, focusing on writing and speaking skills and generating intercultural awareness through direct interactions between students, rather than through literary texts.

The last research in the national context is titled *Collaborative Intercultural Activities to Enhance Speaking Skills*, conducted in 2022 in Bogotá, Colombia, by Angie Paola Barbosa Hernández. Its main objective of this project was to create an innovative pedagogical proposal to improve speaking skills of English as a foreign language (EFL) learners through intercultural collaborative activities. Among its specific objectives are working on fluency, accuracy, and vocabulary, applying principles of collaborative learning and intercultural communicative competence (ICC) for the didactic sequence, and designing meaningful material for lessons and autonomous work. Her proposal also sought for students to develop collaborative skills and learn more about their own culture and other English-speaking cultures.

Barbosa used observations of her teaching practice through field notes. In the pedagogical testing phase, a field note, students' samples, and transcriptions of student voice recordings were employed. Her pedagogical intervention proposal consisted of designing and implementing a didactic sequence of eight lesson plans focused on cultural factors (internal and external) and following a pedagogical innovation cycle. A pedagogical test was conducted with five A2-level students from the fifth lesson. The results of her test showed a positive outcome in fostering and developing meaningful learning and experience. An improvement in students' fluency, accuracy, and vocabulary was shown, as they were able to speak freely and correct themselves. Collective relationships were key to developing collaborative skills such as positive interdependence and decision-making, as well as intercultural competencies such as openness to

Fostering intercultural awareness through collective relationships in a tenth-grade EFL classroom experience, motivation to communicate, and confidence when comparing cultures. This proposal suggests that integrating intercultural collaborative activities was a relevant strategy for foreign language teaching.

Barbosa's research is relevant to my study as it demonstrates the use of collaborative intercultural activities in specifically improving English speaking skills, which shares intentions with my purpose of implementing collective relationships to develop productive skills. However, my research differs significantly because while Barbosa worked with small groups of 6 students between 15 and 30 years old in a semi-personalized modality, I focus on tenth-grade students at Colegio Lorencita Villegas de Santos in a formal education context. Additionally, although both studies seek to develop intercultural competencies, my proposal specifically addresses the problems of unequal participation identified in my diagnosis and focuses on generating intercultural awareness and respect for otherness through collective relationships that foster not only communicative skills but also the understanding of cultural differences as a basis for language learning.

Theoretical Framework

This section gathers the theoretical bases that support this research about the Intercultural approach through collective relationships in EFL class of tenth-grade students at Lorencita Villegas School, which are *Interculturality*, *Collective relationships in language learning*, and *Productive skills*.

Interculturality

Interculturality constitutes a dynamic process of interaction and coexistence between individuals from diverse cultural contexts, based on principles of mutual respect, reciprocal understanding, and active cooperation (Pontificia Universidad Javeriana, 2023). In this research, interculturality is understood as mutual respect, recognition, and understanding of diverse cultures. This implies fostering behaviors and attitudes that promote cultural variety and improve the capacity for communication and interaction with people from different cultural backgrounds (Ángeles, 2023). In this sense, interculturality plays a

transversal role within the current research project as it allows students to develop not only linguistic competencies but also fundamental social skills for effective communication in a globalized world.

This conceptualization of interculturality is relevant in the current educational context, where cultural diversity is increasingly evident and necessary to address. Through this approach, students can develop a critical awareness of different cultural manifestations, thus facilitating the construction of bridges of communication and mutual understanding. Furthermore, this concept provides ideas for implementing pedagogical strategies that promote intercultural dialogue, respect for difference, and the appreciation of diversity as a source of enrichment in the process of learning English as a foreign language (Ángeles, 2023).

Moreover, interculturality can be also understood and valued for understanding diverse spaces. Ramos et al (2025) points out interculturality is shown as a dynamic process of respectful interaction between individuals or groups from various cultures, in which diversity is acknowledged as a source of richness and horizontal dialogue is encouraged. This definition goes hand in hand with Byram's proposal (cited from Petravić, 2015), who understands it as an aptitude for communicating effectively with individuals from a different country and culture in a foreign language. This implies that interculturality is not restricted to the mere coexistence of diverse cultures; rather, it entails a respectful and active exchange in which communication serves as a conduit for mutual comprehension. In this regard, the recognition of the significance of dialogue and candor in interpersonal interactions is a component of valuing diversity, which is crucial for the development of empathy and collaboration in multicultural settings.

Finally, considering Byram (1997), fostering intercultural awareness involves developing the ability to interact with cultural differences, not only by understanding one's own culture but also by engaging respectfully and thoughtfully with others. To achieve this, classroom activities focused on using images to contrast Colombian culture with foreign cultures. This method prompted students to

contemplate how cultural representations influence their perspectives of others and themselves. By means of these visual comparisons, they identified parallels and contrasts among cultures, fostering a more critical and empathic comprehension of variety. Furthermore, the utilization of images fostered substantive discussions in English, enabling students to link language acquisition with authentic intercultural experiences that enhanced both their communicative and cultural proficiency. Interculturality represents a means capable of creating subjects who are aware of their richness and differences with respect to other cultures. The interculturality of this study was focused on English-speaking cultures and other countries that do not speak English as a first language, but which, for the most part, have a great impact on our understanding of the world.

Collective Relationships in language learning

Collective relationships constitute a network of meaningful connections and interactions between individuals or groups, which are fundamentally characterized by shared interests, common objectives, or similar life experiences, frequently leading to a profound sense of unity, shared identity, or common purpose (yaktack, n.d.). Among their main characteristics are positive interdependence, where each group member actively depends on others to achieve common goals and overcome shared challenges; and individual and group responsibility, which implies that each participant assumes a conscious commitment both to their own learning and development and to that of the collective to which they belong.

In the specific educational context of language learning, FitzSimmons (2014) points out that collective relationships allow students to confront one another to talk about pertinent topics that may have an impact on both their own everyday lives and the lives of other people and animals. This implies that collaborative relations in language classrooms are not only beneficial for the development of linguistic abilities, but also for the cultivation of social awareness and empathy. Students develop intercultural comprehension by engaging in dialogue, which enables them to listen to a variety of viewpoints and contemplate the impact of their actions and ideas on others. Additionally, Garavan (2008) identifies that

collective relationships include interacting with others, taking advantage of relational synergies, and creating a common understanding and meaning. These theoretical perspectives outline how collective relationships facilitate enriching spaces for intercultural dialogue, negotiation of meanings, and joint construction of knowledge applicable to various communicative contexts.

The importance of collective relationships in this research lies in their potential to transform the learning of a foreign language, turning it into a social, culturally, and pedagogically enriching process. Through these relationships, students not only develop essential linguistic skills for effective communication, but also build deep and lasting intercultural competencies, which is essential for effective communication in diverse and multicultural contexts of today's globalized world. In the specific case of Colegio Lorencita Villegas de Santos, implementing innovative methodological strategies based on collective relationships allows systematically addressing the problems of unequal participation identified in the institutional diagnosis, thus promoting a truly inclusive, democratic, and participatory learning environment where each student can actively contribute from her own cultural, experiential, and cognitive perspective, simultaneously enriching her own learning process and that of her classmates.

Collective Relationships and Collaborative Work. This research employs the concept of collective relationships as its primary construct, which has a strong connection to the concepts of collaborative work discussed in Chapter 1. Both views contain fundamental characteristics including collaboration, positive interdependence, collective accountability, and respect for variety. Collaborative work primarily pertains to the technical and structural elements of group learning, whereas collective relationships highlight the emotive, linguistic, and intercultural characteristics arising from those interactions. Collective relationships provide the human and relational manifestation of collaborative activity, rendering them a crucial component in language acquisition and international advancement (Prange, 2016).

The use of roles for students in collective relationships to establish collective relationships represented an enhancement for students' proficiency during the group activities. At the same address, Driskell et al. (2017) assert that group roles are behavioral patterns interconnected with other team members' activities, all directed toward achieving the overarching team goal. Therefore, roles for students (see annex 6) were implemented, based on the roles established for the students' group work, aiming to not lose the collaborative focus of the collective relationships.

Collaborative learning serves as a fundamental basis for the development of collective relationships in ESL classrooms, since it encourages interaction, cooperation, and the shared construction of knowledge among students. In complement, Saquina (2025) claims collaborative learning emphasizes students' endeavors to construct meaning through social interaction within the educational environment. This claim shows that collaboration is not limited to working together on tasks but involves an active process of communication where learners exchange ideas, negotiate meanings, and build understanding collectively. Thus, collaborative learning provides the social conditions in which collective relationships can emerge and strengthen, allowing students to connect both academically and personally through dialogue and mutual support.

Productive Skills

Productive skills refer to the active skills in language learning, commonly known as speaking and writing (British Council, n.d.). These skills represent the expressive dimension of linguistic competence, allowing the speaker to express their thoughts, emotions, knowledge, and experiences. Both skills are fundamentally focused on the production of information, as Golkova (2014) states, explaining that they are a means for the transmission of information that a language user produces orally or in writing. This conceptualization underscores the active and generative character of these competencies, differentiating them from receptive skills.

Productive skills possess two characteristics that determine their nature and complexity: first, they necessarily require a prior mastery of receptive skills (listening and reading) as a solid foundation for their effective development, thus establishing a sequential relationship in the process of linguistic acquisition; and second, they involve complex cognitive processes that include strategic planning, structural organization, and critical revision of the message to be communicated, which makes them particularly challenging for students of a foreign language (Hossain, 2015).

Productive skills are, like receptive skills, necessary for any person in their integral process of learning a foreign language, constituting essential pillars of communicative competence. Sreena (2018) claims that learners must learn to produce language in order to convey their ideas through speech or text, which evidences their crucial role in the materialization of the communicative act. These skills respond to the basic capabilities of a language that every speaker naturally develops, both in their mother tongue and in a foreign language, although following different patterns, rhythms, and sequences of acquisition. In the specific context of EFL learning, the balanced development of these productive skills ensures that students not only understand the language but can also actively use it in various communicative contexts, thus achieving an integral linguistic competence.

Writing Skill. Writing skill is characterized as the automatic expression of structured grammatical knowledge, particularly under time constraints (Tanjung, 2025). The evaluation and examination of this talent primarily concentrate on the CAF (Complexity, Accuracy, Fluency) framework, which has three aspects that examine structural diversity, precision, and fluency in spoken discourse, respectively. The instructional methodology for this skill involves the incorporation of grammar into production tasks, hence reinforcing the weak interface hypothesis that explicit instruction enhances oral performance only when accompanied by substantive speaking practice.

Speaking Skill. Speaking is a core English language skill that is necessary for expressing thoughts, sharing ideas, and interacting with others in a globalized world. It allows individuals to

communicate their perspectives, build relationships, and participate in diverse conversations across cultures and geographical boundaries. In the same vein, Hijrah (2021, p.1) asserts that “speaking is one of English language skills used to express idea and communicate with other people around the world.” Said that, this skill is indispensable not only for conveying information but also for fostering understanding and connection between individuals from various backgrounds. It enables effective participation in both personal and professional spheres, making it a component of language proficiency.

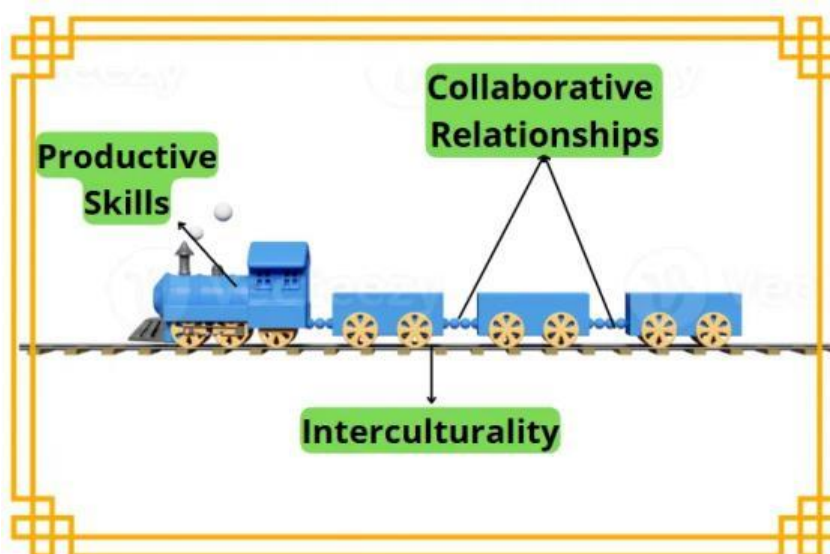


Figure 1. Visual presentation of the relationship between constructs

The previous picture illustrates the conceptual relationship among the constructs examined in this research. The train represents the educational journey in the EFL classroom, with each carriage playing a crucial part in advancing students' intercultural awareness. This model exemplifies that the parts are interrelated rather than isolated, demonstrating the interaction of linguistic, social, and cultural dimensions in shaping students' communicative ability.

The initial wagon, Productive Skills, signifies the commencement of this process. These skills, encompassing speaking and writing, are crucial for students to articulate ideas, feelings, and viewpoints,

enabling their active participation in communicative encounters. Through productive skills, learners engage as active participants in language use, converting knowledge into significant conversation. This stage operates as the locomotive of the train, since the ability to generate language propels the progression towards interaction and cultural exchange.

The central wagons, Collaborative Relationships, exemplify the mechanism that underpins and links the learning process. Collaboration enables students to participate in significant exchanges where they negotiate meaning, exchange experiences, and jointly construct understanding. These connections foster a supportive atmosphere defined by communication, interdependence, and reciprocal respect. Collaborative work enhances students' linguistic abilities while fostering empathy and social responsibility, crucial for intercultural development.

Finally, interculturality emerges as the last component of the paradigm, signifying the culmination of the learning experience. The outcome arises from the intersection of productive skills and collaborative relationships, as students utilize language and interaction to examine cultural differences and commonalities. Through communication and collaboration, learners develop the ability to acknowledge difference as a source of richness and to engage in equitable conversations with others. Consequently, the image illustrates that intercultural awareness arises organically from the combination of language creation and collaboration in the educational process.

In brief, this conceptual model demonstrates that cultivating intercultural competency in an EFL classroom necessitates more than the mere acquisition of linguistic structures. It necessitates the establishment of collaborative environments in which students employ their productive skills to collectively produce meaning, reflect on cultural realities, and foster understanding. The train metaphor encapsulates the dynamic, social, and transformational essence of the learning process that this research aims to promote.

CHAPTER 3

RESEARCH DESIGN

This chapter aims to describe the research paradigm, the type of study, the data collection instruments, and the procedures used in this research project. This description is provided in order to explain both the organization and implementation of the study.

Research paradigm

This research employs a qualitative methodology, which Ahmed (2024) characterizes as a technique that investigates the complexities of human behavior, attitudes, and experiences. Qualitative research differs from quantitative research by focusing on the study of nuances, context, and underlying meaning of observed phenomena instead of depending on numerical data. This research adopts a qualitative strategy to comprehend the students' environment, their competencies, and their knowledge of teamwork, thereby using these attributes to boost their skills in ESL lessons.

Subsequently, Liebenberg (2024) asserts that qualitative research is crucial for comprehending intricate phenomena, as it enables researchers to investigate individuals' experiences thoroughly and catch nuances that quantitative approaches could miss. This study employs a qualitative methodology to comprehend the experiences, perceptions, and interactions of tenth-grade students within their specific learning environment. Understanding the environment in which students are situated is essential for properly interpreting their behaviors and analyzing how collective relationships impact the development of productive and intercultural abilities.

Considering this, the qualitative approach to the research is implemented because, since it deals with data that depends on the environment, it is necessary to first understand the context in which the tenth-grade students are immersed in order to be able to analyze the information.

This research follows an interpretive approach, aligning with Kevin et al.'s (2006) definition of exploratory research as providing insight into the subtle nuances of educational contexts. This research is

characterized by seeking knowledge from the information collected, in order to understand how the tenth-grade students of the Lorencita Villegas de Santos school take advantage of their knowledge regarding collective relationships.

Type of research

This research project is grounded in action research, characterized as an empowering and methodical inquiry process undertaken by and for the individuals involved. It is regarded as pertinent to the participants, providing them with a systematic and deliberate framework for transforming themselves, their practices, their comprehension of those practices, and the contexts in which they operate (Firdissa, 2024). Moreover, Liebenberg (2024) characterizes qualitative research as vital for comprehending intricate processes and possessing a distinctive capacity to encapsulate the nuanced perspectives of humans. It examines subjective experiences, providing a depth of understanding that quantitative research often cannot achieve. The qualitative research approach is employed for this reason, as it involves data contingent on the environment; hence, it is essential to comprehend the context in which the tenth-grade pupils are situated to effectively interpret the information.

This study also employs a qualitative action research approach, which is particularly suitable for understanding and transforming actual educational practices in the tenth-grade classroom at Colegio Lorencita Villegas de Santos. This approach attempts to monitor students' linguistic and intercultural progress while fostering changes in their interaction and collaboration during English learning activities. This perspective enables the teacher-researcher to investigate how collaborative connections and intercultural interactions might enhance productive skills by including students in reflective and participatory procedures. Qualitative action research offers the analytical and transformative framework essential for linking classroom experiences to significant educational advancement.

In addition, the Action Research (AR) approach, as delineated by Burns (1999), is organized into an extensive framework of eleven distinct phases rather than a basic four-step cycle. Burns delineates the

subsequent sequence of stages: exploration, identification, planning, data collection, analysis and reflection, hypothesis formulation, intervention, observation, reporting (discussion), writing, and presentation. Importantly, these comprehensive steps should not be viewed as distinct or sequential; Burns contends that they represent "a series of interconnected experiences" (2009, p. 35).

Moreover, the comprehensive structure guarantees the ongoing and reflective character of Action Research. The specific processes defined by Burns (analysis, reflection, hypothesis creation, intervention, and observation) render the underlying idea of reflexivity palpable. This comprehensive architecture facilitates a continuous cycle process involving analysis, interpretation, hypothesis creation, action implementation, assessment, and future data interpretation. These cyclical movements are significant, as they are enhanced through team discussions and workshops, directly contributing to the investigators' continuous professional knowledge and autonomy.

Data collection instruments.

This section describes the process of data collection and analysis used in the study. Different instruments were applied to gather information from various perspectives and to better understand what happened during the pedagogical intervention. McLeod (2024) asserts that triangulation in qualitative research is a targeted method employed to enhance the credibility and dependability of study outcomes. This concept posits that employing diverse views or sources (including data, methodologies, or researchers) enhances confidence in the accuracy and comprehensiveness of interpretations, hence bolstering the reliability of the findings. The information was gathered utilizing the following five tools:

Field notes. Field notes are shown in the sources as an essay, book, or ethnographic experiment that exemplifies the immersion process of a social researcher within a social setting under examination (Ramos, 2023). Field notes were utilized for data collection and analysis during my weekly visits to Lorencita Villegas de Santos School. This provides a rich and contextualized record of the reality within the school environment, allowing for a deeper understanding of the phenomena under study, such as

interculturality and collective relationships. Their essence lies in how the researcher's background and interactions influence reflections and conclusions. I implement this tool because it allows the researcher to adopt an analytical stance, incorporating challenges with personal experiences (see annex 5).

Ultimately, concerning the assessment of my project. I conducted a set of field notes throughout the second semester of 2024 (from August 20th to November 21st) and the first semester of 2025 (from February 11th to May 29th).

Diagnostic Test. The diagnostic test is a primary tool designed to detect the challenges encountered by pupils and to formulate suitable strategies for their resolution. These assessments are intended to evaluate students' strengths and limitations in learning and, within the scope of this research, serve as a crucial placement examination to delineate students' beginning conditions and cognitive processes (Hafidzah, 2025). Their goal is to assist educators in categorizing pupils based on their cognitive ability and to provide a foundation for developing suitable learning strategies (see annex 1). This instrument is utilized to assess the validity of items, the difficulty level, and the discriminatory capacity of questions. Regarding the execution of my project, I performed a singular diagnostic test at the outset of its deployment on August 27th, 2024.

Questionnaires. Kluge et al. (2025) characterize the questionnaire as psychometrically robust tools developed and validated to assess co-constructive collaboration (CCC) between general and special education instructors in inclusive educational settings. Questionnaires also play a crucial role in research work involving students as they provide structured and systematic ways of gathering information. Questionnaires offer advantages when working with young participants. First, they allow researchers to collect data in a non-threatening and familiar format, making children feel more comfortable expressing their thoughts and opinions. Second, questionnaires can be designed with age-appropriate language and visual elements, ensuring better comprehension and engagement from young participants. In regard to the assessment of my project, I performed three questionnaires (see annex 2), which were implemented at the

beginning of the implementation (August 20th), after ending the first cycle of this project (February 25th), and the last one, after finishing the second cycle (May 27th, 2025).

Students' Artifacts. Livy et al. (2025) identify student work samples as an essential component for enhancing students' reasoning, particularly in the context of open-ended and complex tasks. Students' artifacts were utilized to analyze and comprehend students' understanding and developing of their ideas. These materials serve as suggestions for the teacher to enhance students' comprehension and reasoning through questioning tactics. The principal purpose of work samples is to be chosen and presented to the class during the summarization section of the session, so enhancing students' comprehension. The intentional implementation of work samples is seen also as a crucial teaching approach to foster individual accountability and facilitate classroom discourse (see annex 8). In connection with the assessment of my project, I produced six student work examples in different colors for each working group during the beginning of my project's execution (September 3rd, 2024, to May 29th, 2025).

Voice Recordings. Loor et al. (2025) characterize voice recordings as digital educational resources that significantly enhance language development, regarded as essential technological instruments that facilitate student engagement, enabling them to transcend the constraints of time and distance typical of conventional classroom settings. Voice recordings are valuable research instruments, particularly in educational settings, as they capture authentic interactions and behaviors that might be missing through other data collection methods (see annex 4). These recordings can be either audio or video, each serving specific research purposes and offering unique insights into the learning environment. In connection with the assessment of my project, I produced 79 voice recordings from the commencement of the project's implementation (February 18th, 2025, to May 29th, 2025).

Data Collection Procedures

To begin with, data collection began on March 5th, 2024, with the distribution of an informed consent form (see annex 7) to ask parents for permission to allow tenth-grade students to participate in

this project. Once the consent forms had been signed by the parents, the observations began that same week. The observations were conducted on June 30th, 2024, to identify the most important aspects for this research: characteristics of the population, socioeconomic and family aspects, and the development of English classes by the teacher. From the first week after obtaining consent, I began to record events within the classes in field notes. Subsequently, both the diagnostic test and the questionnaire were administered one week after the first-class observation. In total, 24 students took the diagnostic test (see annex 1) and the questionnaire (see annex 2). The diagnostic test was administered to assess the students' proficiency in English as a second language. For the questionnaire, the students share information about their social context, tastes, and abilities (both in terms of their strengths and weaknesses in using the English language and their ability and cooperation in working in groups).

In the second academic semester, I began implementation in the second period of 2024, with the first lesson plan of the first cycle. The second semester of 2024 ended with the completion of the second lesson plan. By the beginning of the first semester of 2025, all lesson plans belonging to the first cycle had been implemented. Subsequently, another questionnaire was administered to determine the students' perceptions of the work and dynamics developed during my interventions. Then, a week later, we began the first lesson plan of the second cycle (see annex 3). During each session, a field note was recorded to support the activities developed in class. (See annex 5).

Regarding the voice recordings (see annex 4) and artifacts (see annex 8), these were collected as each lesson plan was completed. It should be noted that these were carried out and collected from the first half of the 2024 period, as that was when I began implementing my project. To do this, the students made a recording of one of the activities for each lesson plan. The number of recordings was higher because there were groups of five people, each of whom had to participate. The collection of voice recordings and artifacts was completed in mid-2025. To conclude the last cycle, they received a final questionnaire about their perceptions of the course, their performance when working in groups, and their strengthening of

intercultural skills. Similarly, the tenth-grade students expressed their perceptions regarding their level of English and their ability to work in teams based on roles. The implementation ended on May 29th, 2025.

Finally, collected data and analysis taken place from June 1st to September 30th, 2025.

Ethical Considerations

This research considers studies on the topic of interculturality and how it is implemented in the Colombian context within the initial training of foreign language teachers. Granados (2018) emphasizes the significance of interculturality among educators and its critical role in their environment, as teacher trainees acquire knowledge through immersion in Hafidzah context where teaching predominates and where mentors provide guidance within a learning community. This leads us to a need to advocate for the context, both for teachers and students, in order to understand that language teaching in EFL classrooms is intimately linked to its context. These are the following documents that have been collected under current regulations:

Informed Consent. The project's objective was to convey the parents of the students in written form, utilizing their native language to ensure better comprehension. They consented to their children's participation in the research by signing the consent form. The project's objective was to effectively communicate with the parents of the tenth-grade students at Lorencita Villegas de Santos School, with the consent forms delivered by the girls themselves. These consent forms, completed by the students' parents, will be appended to the project's documentation. It's noteworthy to mention that the girls have demonstrated a strong willingness to collaborate, as evidenced by their active participation in class discussions and their keen interest in learning English. However, it's observed that group work among them is not very common, as there are occasional challenges in ensuring equal participation and contribution from all members within their groups. Despite this, their enthusiasm and engagement in the project are evident, reflecting their commitment to the research endeavor. (See annex 7).

Consent of the Lorencita Villegas IED school. Both the proposal and its execution received approval from various coordinators, as per prior agreements with Universidad Pedagógica Nacional, aiming to strengthen processes within the educational setting. Participants were informed that all data and results arising from the project would not be disseminated beyond the educational context. In addition to the approval received from various coordinators based on prior agreements with Universidad Pedagógica Nacional, the administrative staff facilitated the process by providing a formal letter containing consent for conducting observations within the assigned grade at the institution. This proactive step ensured compliance with institutional protocols and ethical standards. Furthermore, it's worth noting the exemplary response and cooperation from the school's leadership, demonstrating their commitment to facilitating the smooth implementation of the observations. Their support and willingness to collaborate have been instrumental in ensuring the successful execution of the project.

Based on the collected material regarding permissions for the planned activities, there is a section dedicated to appendices containing necessary information that complies with current regulations, aimed at providing an ethical foundation for the research. Within these appendices, permissions from both school administrators and parents are documented, allowing for the commencement of this investigation in accordance with established protocols.

CHAPTER 4

PEDAGOGICAL INSTRUCTION

In this chapter, the pedagogical foundations and theoretical principles that guided the intervention proposal are presented. Key visions concerning learning, language, classroom dynamics, and curriculum are explored to provide a comprehensive understanding of the framework behind this proposal. Moreover, the instructional design and strategies used to address the identified challenges are detailed, highlighting the process through which the objectives of this intervention were achieved.

Curricular Vision

Regarding the vision of curriculum, in the current proposal, it is focused on an intercultural vision, that is, the curriculum addresses interculturality to understand the differences of which we are not aware. Díaz-Barriga (2003, cited in Kreisel, 2016) states that the curriculum is a process that is formed by the social norms of everyday life. In this regard, the consideration of a curriculum with an intercultural approach enhances students' abilities to understand the differences that surround them, as well as expanding their understanding of cultures other than Colombian.

Additionally, the Emancipatory Curriculum is considered in this vision as it is a contemporary educational framework aimed at cultivating competencies in students that extend beyond fundamental academic knowledge. Habibie et al. (2025) assert that this method prioritizes the cultivation of critical, creative, collaborative, and communicative thinking skills. This curriculum model aims to empower students by providing learning experiences that are pertinent to their life contexts, incorporating social, cultural, and environmental issues. The emancipatory curriculum also promotes social consciousness and justice, enabling students to comprehend issues of injustice and to serve as agents of change, equipped with critical thinking skills to positively impact society.

Vision of Learning

Regarding the vision of learning, this intervention has been framed within the concept of collective relationships that the students of the Lorencita Villegas de Santos school carry out. Pollard (2004) asserts that collective relationships improve interprofessional collaboration for the advantage of service consumers by offering interprofessional learning opportunities for students. The students in this study will enhance their interpersonal skills through collaborative work and assigned tasks in each session, facilitating their participation in the activities.

Collaborative learning allows students to construct knowledge together, sharing their perspectives and experiences to achieve a common goal. In this project, group activities encouraged dialogue, cooperation, and respect among peers, which contributed to a more inclusive and supportive classroom

environment. By working collectively, students not only developed their communicative and social abilities but also learned to value the importance of teamwork as a key element for meaningful learning.

In addition, this project conceives learning as a meaningful process so that students find connections in their daily lives and can relate them to other types of realities. Vallori (2014) claims that “meaningful learning, which implies longer retention than memorizing, occurs when humans relate new concepts to pre-existing familiar concepts”. In this way, meaningful learning enhances students' learning by achieving connections with already learned concepts.

Vision of Language

In this project, language is understood as the vehicle that the tenth-grade students of the Lorencita Villegas de Santos School can use to express ideas and knowledge through oral and written work. Smeets (2004) posits that language serves as a medium for engaging with the world and producing meaning, rendering it a crucial element in educational processes and the development of cultural identity. Furthermore, the interpretation that is being given to language breaks with the stigma that language is treated as something merely structural, that is, a concept that is only applied to view works grammatically. However, in this research language is interpreted as a means, not as an end.

Subsequently, language is also considered as a reflection of the cultural representation of a community. Jaspal (1999, cited in Fishman, 1991) posits that the mother tongue is a crucial component of ethnic identity, as both are often perceived as unchanging and acquired from birth. Then, language is regarded as a reflection of the social context and the community in which an individual develops, serving as a representation of culture. Language serves as a medium for individuals to convey their traditions, beliefs, and cognitive frameworks, all of which are influenced by their culture and experiences. Eventually, acquiring or utilizing a language encompasses more than the command of syntax or vocabulary; it also entails comprehending the culture and perspective of its speakers. In this research,

language is seen as a vehicle that allows students to develop their ideas through group work and oral and written production activities.

Vision of Classroom

In this proposal, the classroom is seen from an intercultural perspective, emphasizing the importance of helping students recognize and appreciate the differences that distinguish Colombians from the rest of the world by comparing them to countries where the main language is English. These activities allowed students to explore cultural aspects such as traditions, values, and lifestyles, promoting reflection and discussion about diversity. Additionally, the classroom is understood as a space to enhance teamwork through cooperation and leadership. Johnson et al. (2009) assert that collaborative learning environments foster positive interdependence, accountability, and leadership skill development, hence facilitating effective teamwork towards common objectives. Effectively.

This proposal examines the classroom through an intercultural lens, highlighting the necessity of assisting students in acknowledging and valuing the distinctions that set Colombians apart from the global community, particularly in comparison to English-speaking countries. These activities enabled students to examine cultural elements like traditions, values, and lifestyles, fostering contemplation and discourse on diversity. In this framework, collective relationships were crucial, since students acquired information collectively through interaction, cooperation, and shared accountability. The classroom was thus envisioned as a community where collaboration fostered both language development and mutual understanding and respect among pupils. Johnson (2009) contends that collaborative learning environments promote positive interdependence, accountability, and the development of leadership skills, which corresponds with the objective of enhancing collective relationships in this study.

Instructional Design

The instructional design for this proposal focuses on fostering collective relationships among tenth-grade students, serving as a social vehicle for developing critical intercultural awareness. Far from limiting itself to a superficial description of cultural facts or customs, this proposal adopts a

problematizing view of the curriculum, which explicitly seeks to develop students' critical awareness of cultural manifestations. The primary objective was to transcend the mere identification of differences, promoting instead the ability to interact respectfully and thoughtfully with otherness. To achieve this, the activities not only included general cultural material (such as food, dances, celebrations) but also focused on problematizing and critically evaluating stereotypes. This approach ensures that interculturality is a cross-cutting theme that facilitates horizontal dialogue and the recognition of diversity as a source of wealth.

The pedagogical proposal was implemented through a sequence of activities structured in three intervention cycles, the core of which consisted of students using their productive skills (speaking and writing) to compare and contrast the Colombian cultural context with other influential English-speaking and non-English-speaking cultures. The cycles were designed progressively to move from the recognition of one's own and other cultures (Cycle 1: My vision of the world) to reflection and critical analysis of stereotypes (Cycle 2: What stereotypes will I change?), culminating in the active questioning of cultural assumptions and the articulation of solutions to promote social change (Cycle 3: The current vision of the world). For example, key activities included role-plays where students worked in groups to illustrate and discuss issues associated with specific cultural scenarios, ensuring equal participation through the assignment of roles. In this way, the instructional design approached interculturality from a critical position by linking cultural issues (stereotypes) to the students' reality, encouraging them to develop creative strategies to challenge these prejudices.

The instructional design for this proposal focuses on fostering collective relationships among tenth-grade students at Lorencita Villegas de Santos School as a means to promote intercultural awareness through teamwork and collaboration. To achieve this, the material used during the interventions included images of food, dances, celebrations, flags, stereotypes, and cultural facts from various countries around the world. Within these activities, students also faced circumstances where stereotypes, customs and

beliefs were implicit, encouraging them to elucidate the reasons why these scenarios occurred and the solutions they themselves would propose.

One of the key activities involved role-plays, where students worked in groups to illustrate the problems and challenges highlighted in specific scenarios they were assigned. These activities were designed to ensure that all students actively participated, emphasizing a group-oriented approach. The intervention was structured into three cycles, each consisting of three lesson plans, making a total of nine plans. These lesson plans guided the activities and objectives for each session, ensuring coherent progression throughout the implementation process. Each plan requires one to two sessions to complete. Each session followed detailed lesson plans (see annex 3).

The following table (Table 2) provides an overview of the organization during the intervention. It includes the dates of execution, the titles of the lesson plans, and their specific objectives.

Table 2, Plan of Intervention

Cycle	Lessons	Objectives	Suggested Language	Productive Skills	Collective Activities
Cycle 1: My vision of the world 5 Sessions	Lesson Plan 1: <i>Recognizing the others</i>	General: • To identify differences between Colombia and Countries whose first language is English.	• Use of expressions to make comparisons between their experiences with others, such as “we are more ____ than this other country”. • Use of expressions to describe how to enjoy the holidays and festivals, such as “In my last vacation, I visited and did...”	Writing - Write down ideas and answers to questions asked by the guides and the teacher during class sessions. Speaking - Ask at least two questions from the guides orally. To do this, students may only write down ideas in notebooks or on sheets of paper.	Students will form groups of five, each with a specific role: Writer – writes down the group's ideas Reader – reads the other groups' comments Speaker – presents ideas to the class Timekeeper – makes sure they rotate on time Each class, students will have a different role that allows them to take on various responsibilities during the sessions.
	Lesson Plan 2: <i>What makes us unique as Colombians</i>	Specific: • To identify similarities and differences between Colombians and people from abroad. • To acknowledge the cultural identity by working in groups, promoting a sense of belonging and appreciation of their own culture.			
	Lesson Plan 3: <i>Interculturality: An experiment using images</i>				
<i>Data Collection Instruments</i>	• Field notes, recordings, surveys, artifacts.				
Cycle 2: What stereotypes will I change? 5 Sessions	Lesson Plan 1: <i>Select a country that catches the student's attention.</i>	General: • To recognize cultural stereotypes by analyzing and reflecting on common stereotypes about other countries and their own culture.	• Vocabulary to make comparisons between their insights with others, such as “Colombians suffer more ____ than ____.” • Vocabulary to give	Writing - Write down ideas and answers to questions asked by the guides and the teacher during class sessions. Speaking - Ask at least two questions from the guides	Students will form groups of five, each with a specific role: Writer – writes down the group's ideas Reader – reads the other groups' comments

Fostering intercultural awareness through collective relationships in a tenth-grade EFL classroom

	Lesson Plan 2: <i>Drawing the other.</i>	Specific: • To identify and appreciate the unique characteristics that define Colombians, fostering a sense of cultural identity and pride while promoting intercultural understanding. • To discuss stereotypes about their own culture, encouraging them to critically evaluate the accuracy of these stereotypes and their influence on cultural identity.	recommendations about avoiding stereotypes, such as “I recommend you/ I suggest you”.	orally. To do this, students may only write down ideas in notebooks or on sheets of paper.	Speaker – presents ideas to the class Timekeeper – makes sure they rotate on time Each class, students will have a different role that allows them to take on various responsibilities during the sessions.
	Lesson Plan 3: <i>How will students identify our own stereotypes?</i>				
<i>Data Collection Instruments</i>	• Field notes, recordings, surveys, artifacts.				
Cycle 3: The current vision of the world 5 Sessions	Lesson Plan 1: <i>Breaking the Stereotype</i>	General: • To recognize, critically evaluate, and actively challenge stereotypes to promote more inclusive and accurate representations.	• Vocabulary to make students able to express ideas that go against bad stereotypes, such as “I learned that this idea is wrong because...”	Writing - Write down ideas and answers to questions asked by the guides and the teacher during class sessions. Speaking - Ask at least two questions from the guides	Students will form groups of five, each with a specific role: Writer – writes down the group's ideas Reader – reads the other groups' comments

Fostering intercultural awareness through collective relationships in a tenth-grade EFL classroom

	Lesson Plan 2: <i>Stereotype Impact Stories</i>	Specific: • To express the negative effects of stereotypes on individuals and societies by designing campaigns that raise awareness and advocate for positive change.	• Vocabulary that helps students to make advising of how change different perspectives, such as “You can see this from this other point of view/ maybe this other idea can change your mind”	orally. To do this, students may only write down ideas in notebooks or on sheets of paper.	Speaker – presents ideas to the class Timekeeper – makes sure they rotate on time Each class, students will have a different role that allows them to take on various responsibilities during the sessions.
	Lesson Plan 3: <i>Think Before You Speak</i>	• To share experiences related to stereotypes, promoting an understanding of how harmful stereotypes can shape identity and relationships.			

Cycle 1: My vision of the world

The first cycle of the intervention was meticulously designed to establish a foundation in Cultural Awareness and cultural understanding among the tenth-grade students. The overall objective of this cycle was to develop the students' capacity to compare and contrast their own cultural experiences with those from foreign cultures and their features. The learning progression was established through three specific lesson plans focused on identification and recognition.

The first plan, titled *Recognizing the Others*, aimed to encourage students to identify specific differences between Colombian culture and countries where English is the primary language. The second plan, *What Makes Us Unique as Colombians*, focused on exploring similarities and differences between Colombians and people from abroad, seeking to foster students' cultural identity and appreciation for their own context. Finally, the third plan, *Interculturality: An Experiment Using Images*, utilized visual stimuli and group discussions to emphasize the development of cultural identity and a sense of belonging. To linguistically support the articulation of these ideas, students were guided to use comparative language such as “We are more ___ than this other country” and descriptive phrases for personal experiences, such as “In my last vacation, I visited and did...”.

Cycle 2: *What stereotypes will I change?*

The second cycle *What stereotypes will I change?* marked a critical transition toward critical reflection, aiming for students to directly address and evaluate cultural stereotypes related both to other nations and to their own culture. The core general objective was to raise awareness of cultural stereotypes and motivate students to critically analyze their origins and implications. This cycle unfolded across three lesson plans.

The first plan of this cycle, *Select a country that catches the student's attention*, was designed to analyze and reflect on common stereotypes, recognizing assumptions held about foreign countries and

their own. The second plan, *Drawing the other*, built upon this by encouraging a creative exploration of how stereotypes are formed and visualized. The cycle culminated with the plan *How students will identify our own stereotypes?*, which required introspection for students to assess the validity and impact of stereotypes on Colombian cultural identity. The linguistic focus emphasized comparative structures to articulate observations about prejudices (e.g., “Colombians suffer more ____ than ____”) and phrases used to offer recommendations for avoiding stereotypes (e.g., “I recommend you...” or “I suggest you...”).

Cycle 3: *The current vision of the world*

The third cycle was centered on empowerment and linguistic action, with the goal of enabling students to critically analyze, evaluate, and actively challenge stereotypes. The overall objective was to help students develop strategies to promote more inclusive and accurate representations by exploring the negative impacts of stereotypes. The structure comprised three lessons designed for the direct confrontation of prejudices.

The first, *Breaking the Stereotype*, invited students to explore the origins and effects of stereotypes to foster a critical perspective. The second, *Stereotype Impact Stories*, aimed to enhance empathy and self-reflection by using storytelling to articulate the personal and societal consequences of stereotypes. This plan also included designing creative campaigns that raise awareness and advocate for positive change. The final plan, *Think Before You Speak*, emphasized mindful communication and the importance of using inclusive language. The language component focused on providing students with phrases to argue against harmful stereotypes (e.g., “I learned that this idea is wrong because...”) and vocabulary to facilitate changing perspectives during debate (e.g., “You can see this from this other point of view” or “Maybe this other idea can change your mind”).

CHAPTER 5

DATA ANALYSIS AND FINDINGS

This chapter presents the procedures followed to analyze the data collected and outlines the categories of analysis that emerged from the project findings. Furthermore, this chapter establishes the categories and subcategories that emerged from the data gathered.

Procedures for Data Analysis

Firstly, it is essential to clarify how the data gathered during the implementation of this proposal was managed and organized. During the interventions of this action-research project, data collection was divided into questionnaires, surveys, field notes, voice recordings, and student artifacts. Likewise, this material was organized into a folder with separators specifying the cycle to which it belonged. All the material collected was organized into three cycles: Cycle 1, called *My vision of the world*, includes diagnostic tests for the students, while cycles 2 and 3, called *What Stereotypes will I change?* and *The current Vision of the World*, respectively, included a section at the end on questionnaires for the students. Within each cycle, the information corresponding to the field notes, recordings, and artifacts was also organized by the lesson plans carried out. In order to have back-up copies of the information gathered, a digital back-up copy of all the information was made on Google Drive.

At this point in the data collection and analysis process, it is important to establish the method that was used to analyze and organize the information gathered during this action research. The employed methodology was the grounded approach, which Charmaz (2012) delineates as the development of theoretical categories being a key component of the analytical process, wherein grounded theorists elaborate, verify, and presumably saturate the features (i.e., characteristics) of their theoretical categories with data. Thus, the use of the grounded method served to categorize the information collected during my interventions as a pre-service teacher.

As this study follows a qualitative approach, it adopts an inductive perspective, which means that it is grounded on the collection and subsequent analysis of data to construct understanding. In the same vein, Wiesner (2022) explains that qualitative interpretive research involves several analytical processes

that require deep reflection beyond simple content analysis. This study aligns with that view, as it examines the gathered data through a reflective and interpretive lens to better understand the phenomena that emerged during the ESL classroom sessions.

The categories resulting from this research were developed post data collection, rather than prior to it. The data analysis employed an emic perspective. In fact, Zhu (2013) defines the emic perspective as the insiders' viewpoint on culture (from within a specific culture), which offers insight into cultural subtleties and intricacies. This acknowledges the significance of considering both the students' perspectives and experiences in this research, recognizing that the pre-service teacher was immersed in the students' learning environment and engaged with them, thereby incorporating their thoughts, experiences, and willingness into the investigation. This perspective is crucial for this research, as one of its foundational elements is interculturality, which encompasses the capacity to comprehend others as oneself.

To analyze the raw data gathered during this research, it was required to establish a strategy for its respective analysis. The employed strategy was color-coding, defined by Dillon et al. (2024) as the intentional or systematic application of color to identify related information across representations and to distinguish disparate information within a representation. This method represented a way in which the collected material could be classified by color, allowing the creation of categories and, in time, subcategories that demonstrated the patterns present in the students' results, without neglecting their comments and perspectives. Four colors were used to represent the categories that emerged from this analysis: orange for students' opinions about the class; green for their comments in class; pink to highlight what they expressed about interculturality; blue for aspects related to how the students felt working in groups.

Categories of the Analysis

Given the overarching purpose of this proposal, which was to analyze the effect of using a set of activities based on interculturality under the principles of collective relationships on the productive skills of tenth-grade students, there are 3 categories that emerged to propose perspectives. Secondly, to identify the roles of a set of activities based on interculturality that foster collective relationships and, on the other hand, to examine students' perceptions regarding the use of intercultural content and collaboration in language learning, the following categories emerged in relation to such aims; all this, in order to answer the research question that was proposed at the beginning of this research.

The first category was named *The Assistant Role of Enhancing Communicative Skills* as a direct consequence of the first objective on the possible effects of group activities on tenth-grade students, and two subcategories were developed: *Improving my voice*, and *Enhancing the Written Discourse*. The second category, called *The encouraging role of activities in the development of Intercultural Awareness*, arose from the second objective on how interculturality is perceived by tenth-grade students. Therefore, three subcategories were built: *Expanding my Cultural Knowledge*, *Internalizing Cultural Reciprocity*, and *The Interrogation of Cultural Assumptions*. Likewise, the third category, called *Building Collective Relations*, emerged from the first specific objective on the development of activities carried out in collaborative environments. Subsequently, two subcategories emerged: *Shared Effort and Voice*, and *Fostering Affective Safety*. Both the categories and subcategories mentioned are represented in the following chart.

CATEGORIES OF THE STUDY	
GENERAL OBJECTIVE	
To analyze the effect of implementing activities based on interculturality grounded in collective relationships on the development of productive skills of tenth-grade students in an EFL classroom.	
Research Objective 1	Research Objective 2
To identify the roles of a set of activities based on	To examine students' perceptions regarding the

interculturality to foster collective relationships and the productive skills of tenth-grade students.		use of intercultural content and collaboration in language learning.
Category #1 The Assisting Role of the activities to enhance productive skills	Category #2 The encouraging role of the activities in the development of Intercultural Awareness	Category #3 Building Collective Relations
Subcategory #1 Improving my voice	Subcategory #1 Expanding my Cultural Knowledge	Subcategory #1 Shared Effort and Voice
Subcategory #2 Enhancing the Written Discourse	Subcategory #2 Internalizing Cultural Reciprocity	Subcategory #2 Fostering Affective Safety
	Subcategory #3 The Interrogation of Cultural Assumptions	

Figure 2. Visual representation of the categories resulting from the analysis.

Category 1: The Assisting Role of Enhancing Communicative Skills

This category includes the data related to how communicative skills supported the development of English language production among tenth-grade students. Moreover, this category examines how the implementation of written and spoken pedagogical activities, with an emphasis on interculturality and collective relationships, contributed to improving English oral and written production skills, which were identified as an initial difficulty. Data revealed that through the activities carried out, the students shared their experiences, opinions, and questions in written and audio formats, which served as input for this category. In the same way, this category goes hand in hand with what Sreena (2018) mentioned in Chapter 2 about productive skills as a necessity for learners to produce their ideas in both texts and speech.

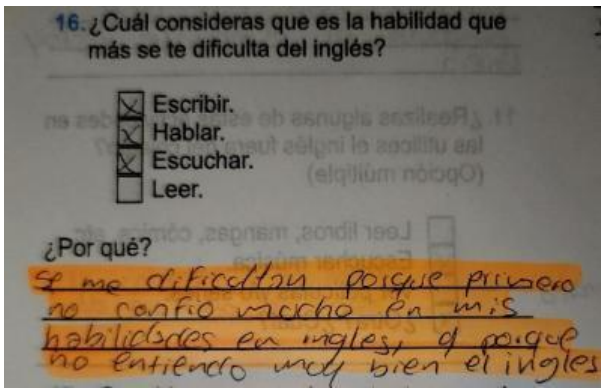
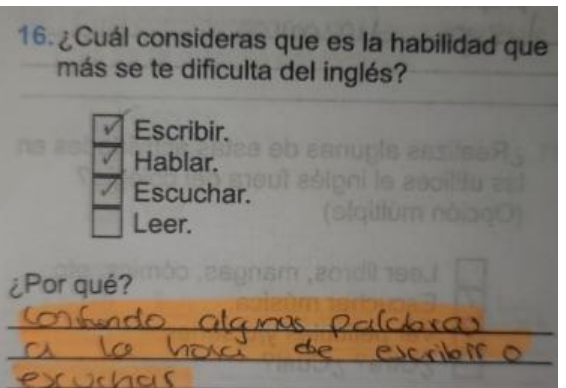
Secondly, in response to Sreena's observations regarding the significance of productive skills for language learners, Muzzamil (2025) emphasizes that the principal discursive functions for their advancement encompass expressing, describing, explaining, instructing, negotiating, persuading,

compromising, apologizing, complaining, accepting, rejecting, demonstrating, and appreciating.

Muzzamil asserts that the primary objective of the communication process is to create a seamless progression of contact that transitions from personal to interpersonal, group, and mass communication. The data gathered in this study indicated that the activities conducted facilitated students in articulating their thoughts both verbally and in writing, hence enhancing the expression of their opinions on intercultural subjects.

In consideration of the foregoing, the information collected throughout this research demonstrated that with the three established cycles, *My vision of the world*, *What Stereotypes will I change?* and *The current Vision of the World*, tenth-grade students showed improvement in both oral and written production in the work completed during the sessions. To reinforce this claim, two subcategories arose from this category: *Improving my voice*, and *Enhancing the Written Discourse*, which are explained below.

Improving my voice. This section includes data that indicates the advancements certain pupils achieved in articulating their perspectives on different cultures, specifically about customs, beliefs, and traditions. These findings align with the ideas articulated by Newton and Nation (as referenced in Aysu, 2025), which underscore the significance of motivating learners to generate spoken and written language across all genres and to participate in collaborative engagement. Both elements are crucial for enhancing pupils' capacity to articulate their ideas effectively. This study pushed students to articulate their concepts in the target language from the outset. This posed a considerable barrier, as many initially lacked the requisite understanding to expand on their ideas comprehensively. The following fragments show the feelings that some of the students had when asked about their participation in English classes at the beginning of the research (see annex 2):

 16. ¿Cuál consideras que es la habilidad que más se te dificulta del inglés? ☒ Escribir. ☒ Hablar. ☒ Escuchar. ☐ Leer. ¿Por qué? <u>Se me dificultan porque primero no confío mucho en mis habilidades en inglés, y porque no entiendo muy bien el inglés</u>	 16. ¿Cuál consideras que es la habilidad que más se te dificulta del inglés? ☒ Escribir. ☒ Hablar. ☒ Escuchar. ☐ Leer. ¿Por qué? <u>Confundo algunas palabras a la hora de escribir o escuchar</u>
[Questionnaire, First cycle: August 22nd, 2024. Student #7]	[Questionnaire, First cycle: August 22nd, 2024. Student #9]

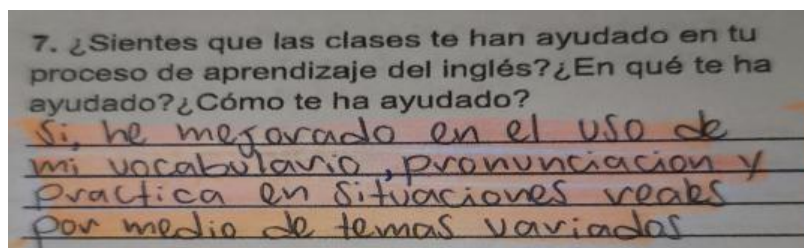
As is exposed here, some of the surveyed students expressed fear when expressing ideas in the classroom due to the fear of being judged (S7). However, in the second survey applied to the same students (S19), they showed greater confidence when participating in classes and recordings and in the second survey (Annex 2):

<i>What do you think makes Colombians special?</i> S7: Colombia is (...) special by his rural and hardworking people. Its great landscapes, its biodiversity and its gastronomy. <i>What are some common traits or behaviors of Colombians?</i> S7: The most common types among Colombians are their great consumption of coffee and (...) and their hardworking people.
--

[Recording #79. Second cycle: October 15th, 2024. Lines 1 to 7]

<i>Compare two countries and mention who is the relationship between these countries and Colombia.</i> S21: Ok, our countries are Mexico and South Korea. The differences between these countries are the continent where they are located, the language, the food, the costumes, and the music. And something in common of both countries it's like the neighbor countries are powerful and the Colombia have a good relationship with these countries. Ok, Colombia has a good relationship with these countries.

[Recording #81. Second cycle: October 17th, 2024. Lines 1 to 6]



[Survey #1, First cycle: Month 19th, 2025. Student #11]

(...)

most of the students were capable of demonstrating oral skills, even though they initially responded that they found it difficult to understand and express their ideas in the target language in an EFL classroom context. At the same time, the students showed interest in the activities and topics used within them. The students' opinions were given thanks to the activity carried out in class, which was part of the first lesson plan, called *Recognizing the others*, which consisted of mentioning the most important characteristics of the selected countries, as well as selecting two countries and comparing them together with the relationship that both had with Colombia.

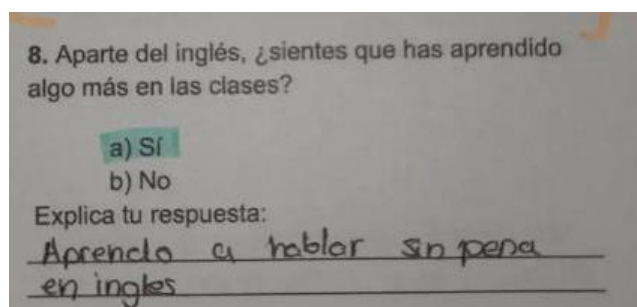
[Field note #15. 2 cycle: October 17th, 2024. Lines 22-30]

Returning to what Sreena (2018) mentioned, oral communication and writing have proven to be a vehicle for students to share their experiences and knowledge in the EFL classroom. Students have shown greater interest in topics that were not related to them and greater participation in the activities carried out by them. Similarly, the results show that students were more confident when comparing other countries with the Colombian context. Pupils showed a gradual interest in learning about their favorite countries when mentioning how they related to Colombia. Oral skills were improved by searching for and adding concepts to describe during classes, using comparisons.

On the other hand, the students planned the concepts and characteristics they wanted to convey in their responses. During the development of the exercises, students sought information about cultures that they chose, looking for the customs, language, and food in order to compare with Colombian culture. This search for information helped them to have facts about those cultures and gave them the idea of organizing it. Therefore, Hossain (2015) mentions the need to establish a sequential relationship in which strategic planning and information review are components for the development and composition of ideas

that students must address. Thus, the tenth-grade students in the EFL classroom organized their ideas to be presented orally.

Therefore, throughout the surveys, the students expressed how positive it has been for them to be able to participate and become more fluent, putting aside their embarrassment and focusing more on the ideas they wanted to share.



8. Aparte del inglés, ¿sientes que has aprendido algo más en las clases?

a) Sí
b) No

Explica tu respuesta:

Aprendo a hablar sin pena en inglés

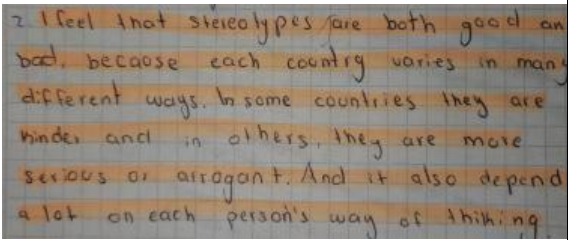
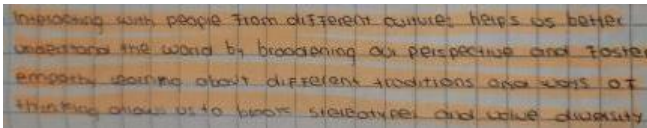
[Survey #2, First cycle: May 29th, 2025. Student #18]

Enhancing the Written Discourse. This subcategory gathers evidence of data collected about how the activities helped students to develop more elaborate and structured texts, in contrast to the scant sentences identified in the initial diagnoses and difficulties creating texts in which they argued ideas.

Writing skills were one of the most challenging productive skills for tenth-grade students in the EFL classroom according to the questionnaire (see annex 2). Students' perceptions about writing carried explanations as they found it difficult, or they cannot stop thinking in Spanish when they write or speak in English. Saeheaw (cited in Scriwichai, 2023) asserts that students require a diverse set of skills and knowledge across four domains: content, context, language system, and writing process understanding. Thus, the students faced the need to acquire more information about the cultures they were selecting in order to express their ideas in a different way. The complexity of the task (comparing cultures and arguing the effects of intercultural exchange) necessitated detailed planning and structural organization. Although the intervention utilized defined roles to solve the initial problem of unequal group participation, the students finally reported producing the evidence through *trabajo en conjunto* (working

together). This collective relation process was needed for enhancing the written discourse because collective relationships involve creating a common understanding and meaning (Prange, 2016).

The collective search for information about different cultures (e.g., Korea, Japan, China) and the organization of facts allowed the group to negotiate ideas and share knowledge before composing the final written text. This suggests that the collective setting promoted Shared Effort and Voice, allowing students to overcome the initial difficulty of limited idea production by collaboratively building the complex arguments required for the final artifact. This is demonstrated by the following samples taken from artifacts:

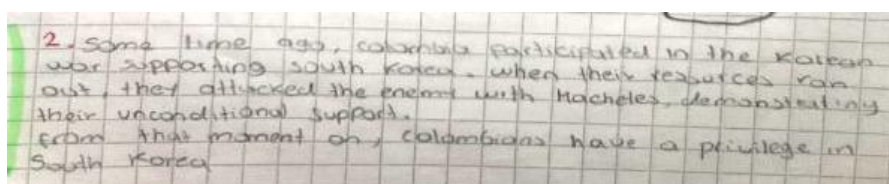
	
[Artifact #5, Second cycle: April 25th, 2025. Student #15]	[Artifact #8, Second cycle: March 26th, 2025. Student #10]

Artifact #8 was produced during the execution of Lesson Plan 3, aligned with the initial pedagogical cycle 1, *My perspective of the world*. The main aim of this session was to delineate the attributes of Colombian culture while concurrently comparing different cultures and assessing the advantages and challenges of intercultural engagement. This test specifically addressed a concern indicated during the diagnosis test (see annex 1): students exhibited difficulties in articulating and presenting their original texts, sometimes condensing their work into terse sentences. Consequently, the artifact must illustrate that Student #10 employed the necessary organizational and argumentation competencies. The challenge notably tackled the skill of cultural interchange, necessitating pupils to participate in a process of mutual respect and reciprocal understanding. The need to elucidate the issues

Fostering intercultural awareness through collective relationships in a tenth-grade EFL classroom

and advantages of this exchange compelled the students to shift from mere description to intricate argumentation discourse, connecting productive skills with the critical assessment intrinsic to Interculturality.

The previous data gathered also corresponds to the third and fourth lesson plans implemented during the interventions (1st Cycle), which aimed to define stereotypes, both good and bad, about Colombia, and how cultural exchange benefits the cultures exposed. To do this, the students expressed their previous ideas about stereotypes and cultural exchange, while others searched the internet for positive stereotypes. They started to seek information and asked me about interesting facts, customs, beliefs of countries like Korea, Japan, China, Brazil, and France:

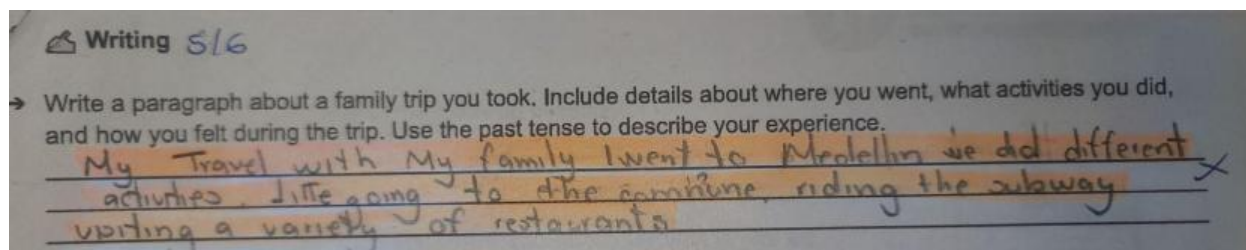


[Artifact #15, Second cycle: May 8th, 2025. Student #7]

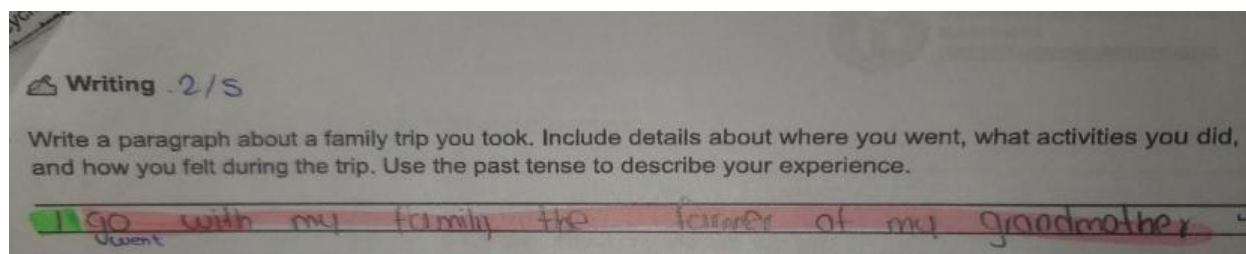
[...] The students are searching on the internet for information about positive stereotypes of countries such as China or Korea. Some of them found information and asked me if it was possible to add these stereotypes as examples of something positive. In one specific example, a group asked me if a stereotype about Japan was that its people were very intelligent and educated, always thinking about the community. I confirmed that this was possible, but that they should also bear in mind that stereotypes were not always true and not all of them were applicable.

[Field note #18. Second cycle: October 25th, 2024. Lines 12-18]

The exposed data revealed that students improve their writing skills by looking for information and asking for help from each other during the activities. Furthermore, the students understood that the idea of making a statement was to argue using examples, so in many cases they sought and asked about the possibilities of adding information to support their statements. This exercise was compared to the diagnostic test (see annex 1) in which students were asked to explain a family trip they had taken in the past, adding descriptions within a specific time frame.



[Diagnostic Test, First cycle: August 29th, 2024. Student #5]



[Diagnostic Test, First cycle: August 29th, 2024. Student #13]

Despite the above, the beginning of the sessions did not have the same fluidity and richness with which the students began to express themselves. In fact, the students wrote short fragments expressing their experiences. Such is the case of the diagnostic test in which students were asked about their last trip, asking them to describe what it had been like in as much detail as possible. This reflects the gap between where they started and how far they have progressed.

16. ¿Cuál consideras que es la habilidad que más se te dificulta del inglés? ☒ Escribir. ☒ Hablar. ☐ Escuchar. ☐ Leer. ¿Por qué? por que no se como acomodar cada palabra en el orden correcto	16. ¿Cuál consideras que es la habilidad que más se te dificulta del inglés? ☒ Escribir. ☒ Hablar. ☐ Escuchar. ☐ Leer. ¿Por qué? porque mi pronunciación para algunas palabras no es la correcta y al escribir no se como se escribe
[Questionnaire, First cycle: August 27th, 2024. Student #22]	[Questionnaire, First cycle: August 27th, 2024. Student #16]

Both the questionnaire and the diagnostic test reveal that the students had difficulty expressing their ideas in writing, due to both grammatical confusion and a lack of vocabulary. Similarly, the students are aware of their lack of knowledge to be able to express their experiences in the way they want. A comparison between the data collected and the work subsequently produced shows an improvement in terms of vocabulary and writing. Although the students continue to make spelling mistakes, there is evidence of greater development and use of the vocabulary shared in class.

In this vein, Azizah (2024) claims that writing abilities empower pupils to articulate ideas, thoughts, emotions, and experiences. These are anticipated to facilitate the intellectual, emotional, and social development of learners. Moreover, tenth-grade students demonstrated greater ease in expressing their ideas through written work, as the data shows a difference from the beginning to the second cycle of intervention. This indicates that writing serves not just as a linguistic ability but also as a cognitive and emotional instrument enabling students to structure and contemplate their own viewpoints. Through written assignments, learners demonstrated the ability to articulate more intricate concepts and exhibited more confidence in discussing international subjects. Consequently, the enhancement noted in their writing output signifies both linguistic advancement and a profound comprehension of cultural diversity.

Findings also demonstrated that these activities served as an assistant for students to produce and transmit their ideas in both spoken and written forms, aligning with theoretical views on productive skills. This improvement was fostered by structured cooperative interaction (Aysu, 2025). By engaging in activities that required them to compare other countries with the Colombian context, students were motivated to search for information, organize their thoughts, and employ comparative language, thus enhancing their oral fluency and expressive abilities. The data confirmed that promoting the expression of their opinions on intercultural issues through spoken and written work directly supported the development of key discursive functions.

Students initially perceived writing as challenging, often feeling unable to detach from thinking in Spanish. However, the purposeful activities required them to acquire more cultural information and articulate arguments using examples, leading to the creation of more structured and elaborate written artifacts. Compared to the brief responses provided in the diagnostic test, the later written work demonstrated improved vocabulary usage and overall development, providing a means for students to express their thoughts, feelings, and experiences in writing material.

Category 2: The encouraging role de activities in the development of Intercultural Awareness

This category arises from the grouping of data on the concepts of interculturality worked on during all cycles of the intervention as a benefactor for students' intercultural awareness. Zambrano et al. (2025) underline the value of incorporating interculturality as an integral topic in the classroom, advocating for its incorporation as an embedded component within the educational curriculum to ensure the transmission of both knowledge and values that foster diversity. Said that, interculturality is understood as a concept that is not only addressed in specific class sessions but permeates all the topics covered during the sessions with tenth-grade students in EFL classrooms.

Similarly, the topics adopted for these cycles focused on interculturality, presented as the recognition of others and of myself as participants in a culture that differs from others. These activities helped students broaden their knowledge of diverse cultures, adopt attitudes of respect and empathy, and critically reflect on stereotypes. Three subcategories emerged to reinforce this assumption, which aim to justify the reasons for choosing this category, which are *Expanding my Cultural Knowledge*, *Internalizing Cultural Reciprocity*, and *The Interrogation of Cultural Assumptions*.

Expanding my Cultural Knowledge. This section encompasses evidence indicating that pupils enhanced their cultural understanding regarding various civilizations, including their customs, food, traditions, geography, and social environment. Academics, including university professor Khan (2016), assert that culture is vital to the acquisition of any foreign language, as it is a vital component of language

Fostering intercultural awareness through collective relationships in a tenth-grade EFL classroom

acquisition, which is primarily a social phenomenon. It has been argued that learners cannot attain full proficiency in a foreign language without comprehending its cultural perspectives. In this study, tenth-grade students gradually developed this knowledge while exploring diverse cultural aspects through the lesson plans implemented during the intervention.

Secondly, data revealed that at the beginning of the research, students considered it interesting to know about other cultures as can be seen in the following fragments taken from the first test:

19. ¿Te gustaría participar en actividades escolares donde pudieras aprender más sobre otras culturas?

☒ Sí.
☐ No.

¿Por qué?

Expandes tu conocimiento y no te quedas con los estereotipos de los demás culturas.

[Questionnaire, First cycle: August 29th, 2024. Student #16]

19. ¿Te gustaría participar en actividades escolares donde pudieras aprender más sobre otras culturas?

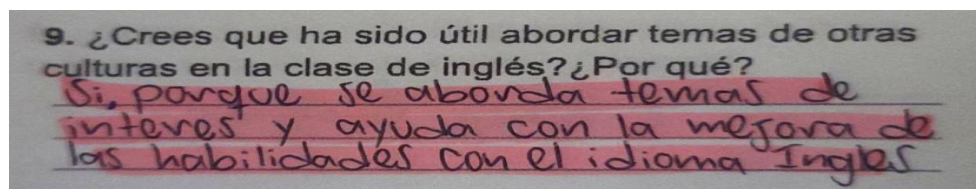
☒ Sí.
☐ No.

¿Por qué?

porque me parece importante los puntos de vista de las otras personas

[Questionnaire, First cycle: August 29th, 2024. Student #2]

On the same basis, data showed that after a certain time, students showed greater affinity for the intercultural topics that were covered in the EFL classroom. Data gathered demonstrates that students attribute greater importance to understanding other cultures and what that implies when learning English, as shown by the data:



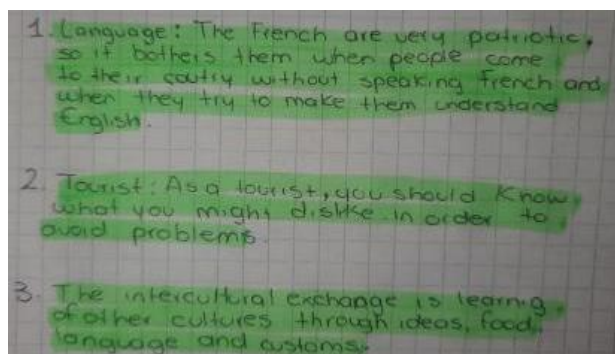
[Survey #1, Second cycle: March 1st, 2025. Student #4]



[...] During the second activity of the fourth lesson plan, the students asked themselves about the need to learn about other cultures. Some of them argued that it was necessary to communicate with others, while others argued that it was to understand their environment and why those people were the way they were. In other cases, there were students who carried out the activity, not with a country other than Colombia, but also with regions that share certain aspects but have characteristics that make them unique, such as the Colombian Caribbean region.

[Field note #27. Second cycle: May 26th, 2025. Lines 14-20]

From the above excerpts from the collected data, some scholars affirm the importance of understanding the local context in order to improve understanding of the working environment. This is the case of Sudarsi (2025), who contends that integrating local culture narratives, practices, and symbols into lesson planning and educational resources enhances the relevance and accessibility of instruction for students with varied linguistic backgrounds. The data collected shows how this subcategory presents the results of the description of other cultures and their comparison with Colombian culture, making it easier to understand others and oneself. Similarly, students' interpretations of these differences are evident in the following excerpts from the activities conducted in the fourth lesson plan, where they articulated the language, identified actions that may provoke their anger when visiting their country, and expressed their understanding of intercultural exchange to comprehend other cultures:



[Artifact #9, Second cycle: May 22nd, 2025. Student #14]

S12: I learned from different culture, different religions the curiosity of the relieve of Brazil and other countries have a (...) and their different costumes.

S23: What do you think makes Colombians special? What makes Colombia special is the coffee. What are some common traits or behaviors of Colombians? Colombians are rude, (...), they are kind, they fight fo they was.

[Recording #79. Second cycle: 15th, 2024. Lines 1 to 5]

Internalizing Cultural Reciprocity. This subcategory shows data that demonstrates that students developed a greater capacity to show empathy and respect for other cultures, recognizing and valuing differences. This claim aligns with Lundgren's (2024) argument, arguing that otherness is integral to comprehending interculturality, since intercultural awareness is perceived as a fundamental capacity to grasp otherness and recognize one's own values. In this way, otherness and reciprocity play an important role in an EFL classroom, using interculturality as a cross-cutting theme to understand others through respect and difference. To clarify the points made in this part, the following excerpts from the data collected in the questionnaire have been considered:

18. ¿Qué tan importante consideras que es respetar y entender las diferencias culturales en el mundo actual?

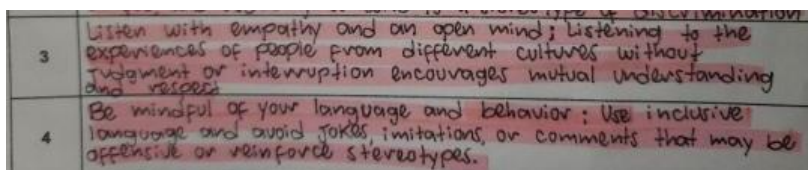
☒ Muy importante.
☐ Importante.
☐ Poco importante.
☐ Nada importante.

¿Por qué?

por que esto evita que discrimenamos por falta de conocimiento

[Questionnaire, First cycle: August 27th, 2024. Student #1]

From the outset, most students expressed interest in values such as respect and tolerance towards other cultures in order to maintain dialogue and coexistence with other cultures. Therefore, students were impressed by certain beliefs or customs in other countries, although they said they would remain discreet if they found themselves in a similar or related situation. Questionnaires highlighted that students consider it "very important" (see annex 2) to respect and understand cultural differences in the current world. Activities such as cultural dialogues and the creation of "tips to promote intercultural respect", as part of the sixth lesson plan activities, demonstrate a conscious effort by students to understand and defend cultural values without judgment, and to promote respect.

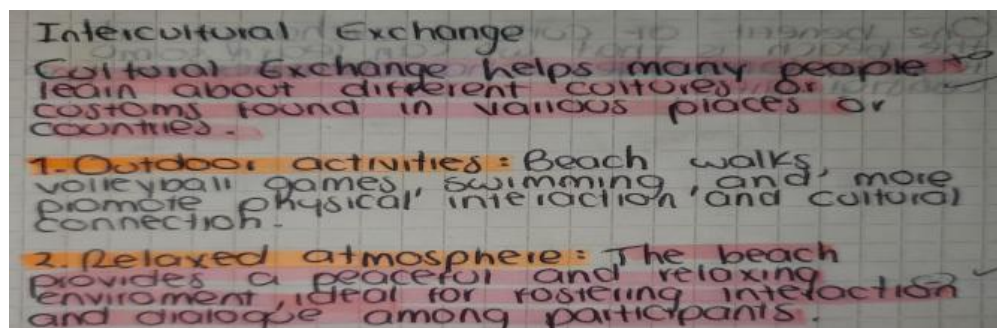


[Artifact #17, Second cycle: May 28th, 2024. Student #10, 3, 9, 1]

[...]

In the activity carried out by the students during lesson plan #6, the tenth-grade students expressed their dislike for the use of the hijab in the Arab world. Among other things, they also mentioned that they would not be willing to wear one in an Arab country. (...) I intervened in one of the groups to explain one of the possible historical reasons for wearing the hijab, suggesting that a woman who, in an act of rebellion, chose the hijab as an act of resistance. Currently, the use of this garment is not seen as a symbol of freedom, but quite the opposite. Finally, the students understood that it was an important symbol within other cultures, which they do not share but tolerate.

[Field note #29. - cycle: May 27th, 2024. Lines 12-19]



[Artifact #6, First cycle: October 10th, 2024. Student #11, 15, 18, 22]

All in all, the students worked in groups on the concept of interculturality in the fourth lesson plan of the second cycle. For this exercise, the students described the concept of interculturality in their own words. Describing what was mentioned in the field, the idea of understanding others is also to establish a favorable environment for communication, tolerating the differences between cultures. Garcia (2023) assert that the development of multicultural attitudes encompasses tolerance, empathy, the eradication of prejudices and stereotypes, as well as the enhancement of personal and cultural self-concept (derived from Yus-Ramos, 1993). The items demonstrate that otherness is manifested via empathy, and the necessary actions students must undertake to prevent misunderstandings and enhance communication among individuals from other cultures. Thus, tolerance, as part of the attitudes expected within interculturality, as artifacts 17 and 6 show, is reflected in the contexts analyzed by the students.

The Interrogation of Cultural Assumptions. This subcategory brings together tenth-grade students' perceptions of stereotypes, how they are generated, and the means to challenge them. This subcategory also compiles the activities carried out by students on how to combat stereotypes from their position as tenth-grade students in an English as a foreign language classroom, as well as answers the second research's objective of *To examine students' perceptions regarding the use of intercultural content and collaboration in language learning*. On the other hand, stereotypes and interculturality share a scenario that brings them into contact, not as opposing concepts, but as scenarios in which they share characteristics. For instance, Braslauskas (2023) asserts that stereotypes are cognitive frameworks that function as a repository of knowledge guiding humans. This statement was evidenced in the data collected, as in the last activities (5th and 6th Lesson plans) the students expressed their prejudices about parties, populations, or countries. Similarly, a reflection was made on the possible stereotypes that foreigners have about Colombia and how to combat them in a healthy way.

Fostering intercultural awareness through collective relationships in a tenth-grade EFL classroom

The activities compiled in this subcategory, mainly associated with Cycle 3, *The current vision of the world*, shifted the focus from merely identifying stereotypes to active interrogation and challenge. This process fulfilled the lesson plan's objective (2nd cycle) of encouraging students to evaluate stereotypes and develop strategies for inclusive representation. Specifically, the task demanded that students design a "roadmap to manage" misconceptions, moving them beyond passive recognition toward active problem-solving. This practical approach forced them to use specific functional language, such as expressions "to express ideas that go against bad stereotypes" (e.g., "I learned that this idea is wrong because..." [4th Lesson Plan]), and vocabulary designed to "change different perspectives" (e.g., "You can see this from this other point of view"). The collective relationship framework, which requires negotiation and shared effort, provided the necessary environment for students to transform theoretical critique into practical, linguistic, and collaborative action.

Stereotype	Positive / Negative / Neutral
Example: People from Germany are very strict.	
A common stereotype of teenagers in USA are naughty.	Negative
People from USA are often seen as with overweight.	Negative
Americans eat fast food all the time	negative
Americans have problems with the drugs	Negative
Police is a racist	Negative
People there are rich	Neutral

[Artifact #14, Second cycle: May 13th, 2024. Student #25, 12, 18, 6, and 2]

Tip #	Our Tip to Promote Intercultural Respect
1	think before you speak: words can carry different meanings in other cultures be careful and respectful with jokes or comments
2	don't assume everyone is the same: each person has a unique background and not everyone from one culture acts the same way
3	try to understand the other person's perspective: be curious and empathetic instead of judgmental
4	be open and ask questions politely: if you don't understand something, it's okay to ask-just respect

[Artifact #32, - cycle: Month 0th, 2024. Student #6, 7, 12, and 15]

The outputs produced in this subcategory, including the roadmap in Artifact #14 and Artifact #32, provide compelling data that students have progressed from merely detecting stereotypes to interrogating the foundational cultural assumptions. The students' capacity to express precise answers to dispel misconceptions and enhance understanding exemplifies the development of important intercultural abilities. This critical assessment results directly from the intervention, promoting enhanced Intercultural Awareness (2nd Category) that acknowledges the consequences of misinterpretations and generalizations (Council of Europe, n.d.). Furthermore, the complexity of expressing the harmfulness of generalizations aligns with Cabrera's (2025) claim that these activities allow students to develop hybrid identities that reflect the intricacy and depth of the social environment. This illustrates the direct connection between the essential use of language (Category 1) and the attainment of intercultural understanding (Category 2).

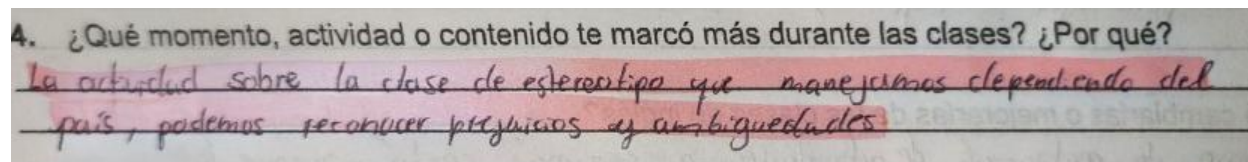
The objects indicate that the students comprehend the ramifications of the prejudices they encounter in the context of interculturality. Likewise, the tenth-grade students demonstrated the capacity to design a roadmap for optimal management. These activities constituted the second cycle under the 6th plan lesson. Cabrera (2025) elucidates that this type of assignment enables students to reinforce their identities while integrating aspects from various cultures, resulting in the development of hybrid identities that reflect the richness and intricacy of their social environments. The students' reflections demonstrate their understanding of how stereotypes influence intercultural interactions and their capacity to critically assess and suggest measures to mitigate their adverse consequences. This exemplifies an elevated degree of intercultural competency, wherein the recognition of differences serves as a catalyst for empathy, dialogue, and social transformation.

At least, the students showed a greater understanding and appreciation of other countries' cultures, understanding the implications that generalizations or misinterpretations of them can have, giving rise to harmful stereotypes.

(...)

During the activities carried out in the fourteenth session, the students discussed in groups each of the implications arising from stereotypes. After I gave them some examples, the students asked me if it was necessary to make a long list of possible solutions to avoid negative stereotypes. I told them that only four were necessary, and they agreed to decide what kind of suggestions would be good for dispelling misconceptions and promoting understanding of other cultures.

[Field note #32. Second cycle: May 27th, 2025. Lines 14-19]



4. ¿Qué momento, actividad o contenido te marcó más durante las clases? ¿Por qué?
La actividad sobre la clase de estereotipo que manejamos dependiendo del país, podemos reconocer prejuicios y ambigüedades.

[Survey #3, - cycle: May 30th, 2025. Student #14]

These samples show that not only was the activity in which they categorized stereotypes from certain countries (artifacts 14 and 32) significant, but there were also interesting proposals from the students in order to establish differences and determine solutions.

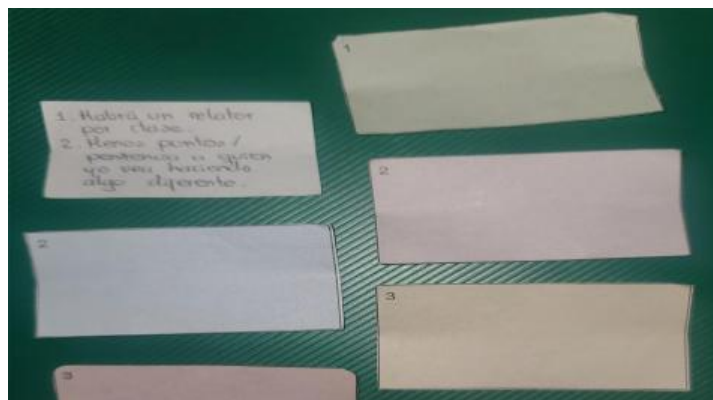
Category 3: Building Collective Relations

This category gathers data related to how the focus on collective relationships facilitated learning and the development of intercultural awareness, addressing initial problems such as unequal participation. Collective relationships not only develop linguistic skills but also build deep and lasting intercultural awareness. Collective relationships, according to Rivera (2023), afford pupils the opportunity to engage with their peers, enhancing their social relationships and promoting the active involvement of all students. Consequently, students capitalized on their participation and exhibited their collective competence by sharing and deliberating their perspectives. In the same vein, two subcategories emerged from this category to justify its role, which are *Fostering Collaboration and Active Participation*, and *Creating a Supportive Learning Environment*.

Shared Effort and Voice. The subcategory *Shared Effort and Voice* presents evidence that the intentional deployment of clearly defined roles (e.g., writer, reader, speaker, researcher, timekeeper)

effectively mitigated the ongoing issue of unequal group involvement highlighted in the diagnostic. The absence of structure initially caused some pupils to feel stressed and take on increased responsibility, while others remained distracted or disengaged. The clear allocation of roles functioned as a means to guarantee fair participation and personal responsibility, which are essential traits of collaborative relationships. The findings indicated that these roles facilitated equitable allocation among members, rendering collective relationships more accessible to the students, hence promoting team cohesion and positive interdependence. Students expressly stated that in collaborative tasks, everyone contributes and they may share and discuss [their] opinions. This collaborative endeavor was positively manifested in the artifacts, wherein students integrated language abilities with supplementary creative skills such as drawing to enhance activities, demonstrating that the collective voice effectively elevated the quality of the final output.

The data revealed that group work promoted greater interaction and participation among students. Lesson plans explicitly assigned specific roles (writer, reader, speaker, timekeeper, researcher, designer), which aimed to ensure more equitable and active participation of all students in discussions and artifact production. Mudrack et al. (cited in Fujimoto, 2015) claim that roles within teams boost cohesion and responsibility, foster positive interdependence and individual accountability, and augment members' awareness of overall group performance and each member's contribution. Said that, roles played a key role in the development of group activities. This can be seen in the middle of the interventions carried out by the pre-service teacher, as follows:



[Post-its and roles. Second cycle: April 1st, 2025.]

Group Roles:

- Writer – writes the group's ideas
- Reader – reads the other groups' comments
- Speaker – presents ideas to the class
- Timekeeper – makes sure they rotate on time

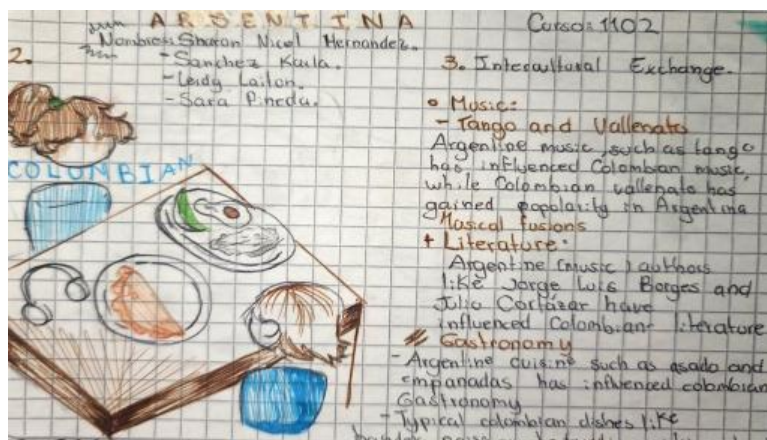
[5th Lesson Plan. Second cycle: April 1st, 2025.]

(...)

During class activities, I have noticed that some groups are not working together. Some of the students spend their time chatting or talking about extracurricular activities. This is concerning to me because I see that some students become stressed when they are given greater responsibility within the group's work or final product. Similarly, I believe that assigning specific responsibilities to each student could alleviate the burden. One student asked me if it was necessary to turn in the assignment today because she didn't know if she would be able to finish it, even though she knew her classmates weren't supporting her.

[Field note #20. - cycle: April 8th, 2025. Lines 12-18]

The data revealed that in the assignments where roles were applied within each group, this worked well in terms of distribution among the participants, making collective relationships more accessible to the students. Similarly, the students presented work in which they combined additional skills to express their opinions. In one of the activities in the 4th lesson plan, the students decided to create a drawing to complement the activity in which they had to highlight customs from their own country in order to compare them with the country they chose.



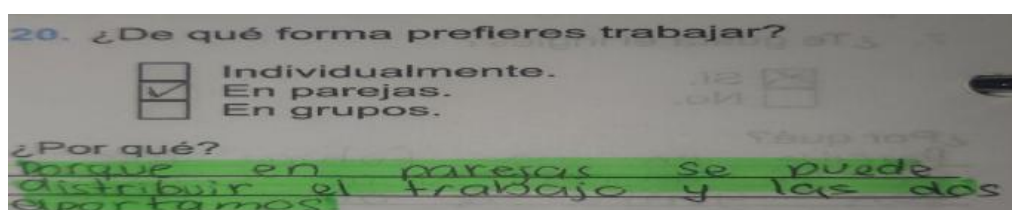
[Artifact #25, Second cycle: April 10th, 2025. Student #19, 22, 25]

This subcategory shows that the pedagogical approach of explicit role assignment was a useful tool for altering group dynamics and addressing the unequal participation identified in the original assessment. The original issue resulted in some pupils experiencing stress from increased responsibilities, while others stayed unfocused. The establishment of specific roles (writer, reader, speaker, etc.) effectively tackled this issue by promoting individual accountability and encouraging positive interdependence, which are essential traits of collaborative relationships.

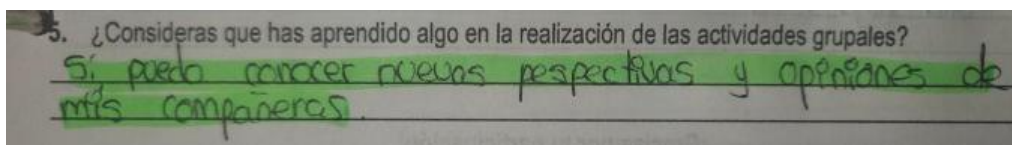
The distribution of responsibilities among participants enhanced collective relationships, making them more accessible to the students. Subsequently, students acknowledged the change, noting that in teamwork, all participants contribute and can exchange and discuss their perspectives. This organized initiative fostered essential team cohesion and accountability, enabling a collaborative voice to flourish and enhancing the quality of student output, as seen by the choice to integrate supplementary skills such as sketching to augment the activity. Then, the implementation of dispersed responsibility via designated roles emerged as the vital intervention necessary for fostering effective collaborative relationships and surmounting the first sociological challenges in the EFL classroom.

Fostering Affective Safety. This subcategory highlights data gathered and related to teamwork and how it contributed to a classroom environment where students felt comfortable, supported, and could clarify doubts. Students also mentioned that working in groups helped them to learn to speak without fear

in some cases. The subcategory *Fostering Affective Safety* tackled the essential preliminary obstacles associated with language anxiety and social reluctance, which impeded communication and collaboration. Similarly, Ricardo et al. (2016) emphasize the significance of fostering a healthy environment in group dynamics, as it is essential to cultivate a cooperative atmosphere between professors and students, prioritizing self-directed learning and the development of personal accountability. Therefore, the students shared their experiences working in groups, given the difficulty for some to socialize with classmates with whom they had little in common.



[Questionnaire, First cycle: August 22nd, 2024. Student #25]



[Survey #3, Second cycle: May 30th, 2025. Student #3]

In this session (#22), I noticed that many students developed greater empathy for group work. There was one particular case in which student #5 showed a reluctance to work in a group, so I asked her why.

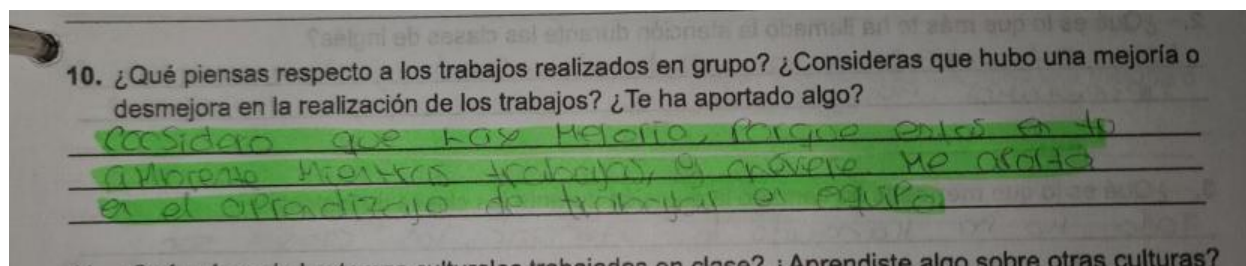
S5: Teacher, I don't like working in groups because I don't get along with some of the girls here. After asking her several times which other group she would like to work in, she chose one where she felt comfortable. Later, she told me that group work can be tedious because responsibilities are not always distributed as they should be. She had also mentioned this in previous surveys.
(...)

[Field note #29. - cycle: May 21st, 2025. Lines 1-8]

Findings indicated that pupils expressed a "fear of being judged" (S7), experienced embarrassment or shame when mispronouncing English words, or exhibited "reluctance to collaborate in a group" (S5) owing to a deficiency in social affinity with specific peers. One of the chances was to create a climate of collaboration between professors and students, emphasizing self-directed learning and the

attainment of personal responsibility. By cultivating this nurturing and comforting atmosphere, the communal environment evolved into an essential apparatus of emotional support. The decrease in the affective filter directly facilitated the enhancement of productive skills, allowing pupils to concentrate on the expressive aspect of language. Enhanced safety enabled students to feel "more comfortable" and, importantly, assisted them in learning to speak without fear in certain instances, so promoting more profound learning and fostering empathy in collaborative endeavors. This process illustrates how the cultivation of robust group relationships immediately enhances the personal development and communication confidence of the learners.

The achievement of Affective Safety was closely tied to the establishment of clearly defined positions within the collective organizations. This framework immediately tackled the first observation that students experienced embarrassment or humiliation when mispronouncing English words, hence constraining their productive output (Speaking Skill). The allocation of distinct roles (e.g., Recorder, Researcher) transformed the teaching approach from emphasizing individual linguistic proficiency to fostering communal accountability and collaborative endeavor. This transformation alleviated linguistic anxiety by enabling students to leverage their abilities, so transforming the *Fostering Affective Safety* environment into a secure location conducive to communicative practice. The data indicates that the implementation of roles enhanced students' comfort and facilitated their ability to surmount the "reluctance to work in a group" (S5), thereby converting potential social or personal conflicts into constructive interactions, which is vital for fostering a conducive professor-student collaborative environment. This illustrates that a structured collective relationship was an opportunity for attaining the emotional security necessary to improve productive skills.



[Survey #3, Second cycle: May 30th, 2025. Student #3]

All in all, the data collected showed that the students maintained their confidence in working in groups. Although some of them said that group work could be beneficial, not all groups worked with the same role dynamics, at least not until halfway through the implementation, when my thesis director recommended that I assign roles to each of the students. That said, the data revealed that the students were able to feel more comfortable with the implementation of these roles, thus showing an improvement in the personal relationships of most of the groups.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of this research based on its findings, the implications for EFL teaching, the Lorencita Villegas de Santos institution, teachers, students, and me as a pre-service teacher. It also addresses the limitations and further research of this same investigation.

Conclusions

This action research project sought to analyze the effect of using a set of activities based on interculturality under the principles of collective relationships on the productive skills of tenth-grade students. Likewise, the research was guided by two objectives that emerged from the initial objective, to identify the roles of a set of activities based on interculturality that foster collective relationships among tenth-grade students, and secondly, to examine students' perceptions regarding the use of intercultural content and collaboration in language learning.

For the first objective, the data show that activities based on interculturality and collective relationships in the development of productive skills in tenth-grade students in an EFL classroom demonstrated an assisting role in the potential of English language production skills for tenth-grade students. The role played by activities permeated by interculturality, within a group work framework, showed and benefited students with an interest in the culture of other communities, as well as recognition of their own culture, understanding the implications of generalizations and stereotypes of other communities. The establishment of their own solutions to avoid the creation of new stereotypes, accompanied by their thoughts and opinions on the different cultures that were presented to them.

The assisting role of the activities implemented in an EFL classroom with tenth-grade students also proved to be a support in improving and enhancing their skills in the target language according to data gathered. The improvements were focused on production skills: speaking and writing skills. Similarly, listening and reading skills were also immersed in the activities carried out with tenth-grade students since, on several occasions, the students read and listened to the opinions of their classmates in intercultural activities. Output skills improved for many students who associated English with something very difficult to understand.

Regarding the second objective, the information gathered shows that examining the perceptions that tenth-grade students had regarding interculturality within the work carried out was, for the most part, interesting for them. The fostering of intercultural awareness was reflected in the students to the extent that they expressed greater interest in the cultures and countries brought into the classroom, thus enhancing their perception of other people through otherness. The implementation of these activities was crucial for the students to approach, relate to, and understand the characteristics of their own culture within the globalized world in which they live, a world where English is necessary for communication and mutual understanding of others.

Overall, the most important finding for this research was that promoting activities where interculturalism is the cross-cutting theme, accompanied by collaborative and organized work by students in oral and written production, can foster and improve their intercultural awareness. The prominence given to tenth-grade students to express their opinions and contrast them with others was interesting in terms of the development of identity and otherness. Furthermore, the potential of the students is something that should also be emphasized, as the idea of being bad at English was gradually abandoned and replaced by a group effort to develop and achieve the proposed goals.

Implications

Various implications emerged from the implementation and development of this action-research project, which are reflected in EFL teaching, the Colegio Lorencita Villegas de Santos IED educational institution, the participants, and the pre-service teacher who developed this research.

To begin with, the implications of teaching English in a context where memorization is rewarded are difficult, especially when group work is proposed. Interculturality should not be understood as isolated topics within the English class, but as a theme that transcends the topics, serving as the rail along which collective relationships and student skills will move and improve. It should be noted that language teaching always has a social component, allowing students to interact with each other on various topics. This implies a broader recognition of interculturality within EFL classrooms, understanding that learning about other cultures is not an add-on to language teaching, but rather the environment in which languages themselves exist. As a pre-service teacher, I call for the implementation of intercultural topics for the understanding and appropriation of languages and the cultures in which they exist.

Secondly, the development of this research also benefited from the material used in English classrooms. The institution also provided audiovisual materials for the activities proposed in the cycles achieved. However, I recommend the use of these digital tools to provide students with more input in terms of interculturality, bringing materials to the classroom that students can use to express their

opinions. Furthermore, it would be beneficial if the educational institution provided both teachers and learners with the opportunity to be connected to the network, since on many occasions the school's network failed and there was no way to connect the computers to the televisions due to the inability to load web resources. This is important because it allows teachers and trainee teachers to be effective in their classes, thus avoiding wasted time and loss of interest among students.

The third aspect to highlight among the implications is the participants' attitude. At the beginning of my interventions, I was faced with the fact that I had a group with an uneven level of English proficiency, which caused many students to lack confidence and doubt their own abilities. For my part, I tried to make the students understand that learning any language required commitment, dedication, and acceptance of mistakes. It was not easy to motivate the students when they tended to compare themselves to people who had access to more resources or means to take private English classes. It should be noted that the intercultural aspect represented, for the most part, an interest that grew among the students as topics such as stereotypes and otherness were discussed. This allowed for greater engagement and interest on their part in understanding that language and culture are two sides of the same coin.

To conclude this section, self-reflection was also crucial during the course of this action research. My experience as a pre-service teacher has been rewarding, as it allowed me to gain insight into the classroom, the students and their motivations, and the problems and adversities that teachers face today. This project required commitment, responsibility, and effort to improve what I brought to the classroom. All of this was possible thanks to the observations and recommendations provided by my thesis director, allowing me to evaluate more without losing motivation. I conclude this section with the reflection that, even though things may not turn out as planned, there are always opportunities for improvement, for correcting mistakes, and for rethinking better ways to choose, organize, and manage resources and time for each EFL classroom.

Limitations

During the interventions carried out at the Lorencita Villegas de Santos IED school, there were several limitations surrounding their implementation. First, the number of hours available during the internship was the primary obstacle, resulting in a lack of time to complete all the cycles proposed for the research. In fact, the research managed to reach the beginning of the third cycle, with the seventh lesson plan. The activities would have been easier to carry out with a little more time. Similarly, the tenth-grade students missed some of their English classes due to extracurricular activities or to take preliminary tests for the state exams. This meant that, on some occasions, the students lost track of the topics we were working on during the cycles.

Another limitation that caused delays in the development of planned activities was the students' willingness to carry out the activities. On several occasions, I had to ask the students to be more committed to the proposed activities, as they took longer than expected to complete them. Similarly, and on the recommendation of my thesis advisor, I decided to assign roles within the working groups so that the students would play a more prominent role in the collective relationships. This was reflected in the data gathered, as the students participated in collecting their ideas and putting them into writing.

Finally, another limitation presented at the beginning of the research was the students' self-perception within an EFL classroom. At the beginning of the classes, some students said that they would not be able to do the activities because their previous schools did not teach English in the same way as their current institution. Nevertheless, throughout the classes and activities, the students gradually abandoned the idea that they were not good at English, choosing instead to ask their classmates about what they were saying or writing. This was also reflected in the questionnaire, as many of them said they felt embarrassed or ashamed when they mispronounced English words.

Further Research

Considering the experience I have had doing this research, I found some improvements in future research may investigate innovative methods to enhance intercultural learning by comparing and reflecting on one's own culture and those of others, as this has demonstrated significant potential for building understanding and respect in the current study. This initiative highlights the need to explore how technological tools, particularly artificial intelligence, can facilitate international communication and collaborative learning in the EFL classroom. Analyzing two groups, one utilizing technology mediation and the other abstaining from it, may yield significant insights on the role of digital resources in fostering engagement, collaboration, and the enhancement of productive skills among students.

Referencies

- Alegre, M. (2022). *Fundamentación Metodológica del Grupo Focal en la Educación Superior*. Revista de Análisis y Difusión de Perspectivas Educativas y Empresariales. 2. 73-80. 10.56216/radee022022dic.a06.
- Ángeles, E. (2023). *Multiculturalismo, multiculturalidad e interculturalidad. Una aproximación a sus significados*. Revista Inclusiones – Revista de Humanidades y Ciencias Sociales. DOI: 10.58210/inclu3492.
- Arias, C. (2005). *Evaluación en lenguas extranjeras: discursos y prácticas*. Ikala, revista de lenguaje y cultura.
- Arias, C. (2009). *La investigación-acción en educación: un camino hacia el desarrollo profesional y la autonomía*. Íkala, revista de lenguaje y cultura.
- Aysu, S. (2025). Exploring the relationship between receptive and productive skills in EFL test performance: Evidence from a Turkish preparatory class context of a state university in Türkiye. *Asya Studies*, 9(33), 239-252. <https://doi.org/10.31455/asya.1653483>
- Azizah, D. (2024). *The students' writing activities at Yogyakarta private elementary schools*. *Jurnal Riset Pedagogik*. <https://doi.org/10.20961/jdc.v8i3.93237>
- Baker, W. (2011). *Intercultural awareness: Modelling an understanding of cultures in intercultural communication through English as a lingua franca*. *Language and Intercultural Communication*. 11. 197-214. 10.1080/14708477.2011.577779.
- Barbosa, A. (2022). *Collaborative intercultural activities to enhance speaking skills..* Recuperado de: <http://hdl.handle.net/20.500.12209/17933>.
- Beltrán, L. (2015). *Influencia cultural en la motivación para el aprendizaje del inglés como lengua extranjera*. Revista Interamericana de Investigación, Educación y Pedagogía.
- Berghaus, N. (2024). *The Role of Teaching Foreign Languages in Developing Intercultural Competence*. Revista Romaneasca pentru Educatie Multidimensionala. 16. 01-15. 10.18662/rrem/16.1/808.
- Boletín estadístico Localidad Barrios Unidos 2023. (2024). In *Secretaría de Educación*. Secretaría de

- Educación del Distrito. https://www.educacionbogota.edu.co/portal_institucional/sites/default/files/inline-files/2022/12%20Boletín%20Barrios%20Unidos%202023.pdf
- Productive skills. (n. d.). British Council. <https://www.teachingenglish.org.uk/professional-development/teachers/teaching-knowledge-database/n-p/productive-skills>
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge University.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Cabrera, H. (2025). *Higher Education: Interculturality as a Development Process in Border Territories*. Analysis and Metaphysics, 23(1). DOI: 10.5281/zenodo.16882249
- CEFR Expert Group (2023), *A Guide to Action-oriented, Plurilingual and Inter-cultural Education*, Council of Europe Publishing, Strasbourg.
- Charmaz, K. (2012). The power and potential of grounded theory. *A Journal Of The BSA MedSoc Group*.
- Colegio Femenino Lorencita Villegas de Santos (IED). (n.d.). *Redacademia*. Retrieved March 8, 2024, from <https://www.redacademica.edu.co/colegios/colegio-femenino-lorencita-villegas-de-santos-ied>
- Common European Framework for Languages: learningm Teaching, assessment. (2002). *Council Of Europe*.
- Derechos básicos de aprendizaje-Inglés Grados 6° a 11°*. (2016). Ministerio de Educación Nacional de Colombia. <https://santillanaplus.com.co/pdf/DBA-ingles-espanol.pdf>
- Driskell, T. (2017). *Team Roles: A Review and Integration*. *Small Group Research*, 48(4), 482-511. <https://doi.org/10.1177/1046496417711529> (Original work published 2017)
- Firdissa, A. (2024). *Teachers' Doing Action Research, Learning and Changing: Claims: Claims and Practicality*. <https://digitalcommons.nl.edu/ic/vol16/iss1/2>. 16. 1-20.
- FitzSimmons, R. (2014). *On the importance of collaborative peer learning as a collective learning experience in Finnish higher education classrooms*. *Critical Education*, 5(16). Retrieved from <http://ojs.library.ubc.ca/index.php/criticaled/article/view/184565>
- Fujimoto, M. (2015). *Team roles and hierarchic system in group discussion*. Institute For Teaching And Learning. <https://doi.org/10.1007/s10726-015-9453-7>
- Garavan, T. (2008). *Collective Learning Processes and Human Resource Development*. *Advances in Developing Human Resources*. 10. 451-471. 10.1177/1523422308320473.
- García, I. (2023). *Attitudes towards the practice of interculturality: An instrument for its measurement*. *Ciencia e Interculturalidad*. 32. 139-155. 10.5377/rci.v32i01.16241.
- Golkova, D. (2014). Productive skills in second language learning. *Procedia - Social And Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2014.07.520>
- Gómez, L. (2013). *Enhancing intercultural competence through U.S. multicultural literature in the EFL classroom*. *Folios*.
- Granados, C. (2018). *La interculturalidad crítica en los programas de formación inicial de docentes de lengua extranjeras en el contexto colombiano contemporáneo*. Universidad Santo Tomás.
- Guillén, N. (2023). *A review of collaboration through intercultural competencies in higher Education*. *Cogent Education*. DOI: 10.1080/2331186X.2023.2281845.
- Habibie, D. (2025). *The English Teacher Readiness in Implementing The Emancipatory Curriculum at A Private School in Indonesia*. *Journal of English Language Learning*. 8. 739-745. 10.31949/jell.v8i2.12911.

- Hafidzah, S. (2025). Development of Diagnostic Test Instruments as Placement Tests to Determine Students' Cognitive Learning Levels on Acid-Base Material. *PENDIPA Journal of Science Education*, 9(2), 488–496. DOI: 10.33369/pendipa.9.2.488-496
- Hijrah, H. (2021). English Meeting Club: Students perception and their speaking skill. *Journal Of Development Research*, 5(2). <https://journal.unublitar.ac.id/jdr/index.php/jdr/article/view/181>
- Hossain, I. (2015). Teaching productive skills to the students: a secondary level scenario.
- Khan, I. (2016). *Local Culture in the Foreign Language Classrooms: An Exploratory Study of Teacher's Preparedness in Saudi Arabia*. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*.
- Kluge, J. (2025). *Measuring co-constructive collaboration between general and special education teachers in inclusive schools— development and validation of two short questionnaires*. *Frontiers in Psychology*, 16:1535727. DOI: 10.3389/fpsyg.2025.1535727
- La Importancia de la Interculturalidad*. (2023). Pontifica Universidad Javeriana. <https://www.javerianacali.edu.co/noticias/la-importancia-de-la-interculturalidad>
- Liebenberg, L. (2024). *Qualitative Description as an Introductory Method to Qualitative Research for Master's-Level Students and Research Trainees*. *International Journal of Qualitative Methods*. 23. 10.1177/16094069241242264.
- Livy, S. (2025). Supporting mathematical reasoning: exploring questioning moves in a Year 1 classroom using student work samples. *Mathematics Education Research Journal*. DOI: 10.1007/s13394-025-00527-2
- Loor, E. (2025). *Use of voice recordings in the improvement of pronunciation*. *Científica Latina Revista Científica Multidisciplinar*. DOI: 10.37811/cl_rcm.v9i1.16226.
- Lundgren, U. (2024). *Intercultural understanding in teaching and learning English - an opportunity for Swedish compulsory school*.
- McLeod, S. (2024). *What Is Triangulation In Qualitative Research?*. 10.13140/RG.2.2.12884.51845. *Module 4 - Elements of an Intercultural Strategy*. (s. f.). Intercultural Cities Programme. Retrieved on June 25th, 2025, [https://www.coe.int/en/web/interculturalcities/module-4#{"119371867": "\[14\]"}](https://www.coe.int/en/web/interculturalcities/module-4#{)
- Muzzamil, J. (2025). *Understanding Productive Skills: Its Scope and Significance in Workplace Communication*.
- Oliveras, A. (2000). *Hacia la competencia intercultural en el aprendizaje de una lengua extranjera*. Edinumen.
- Page, M. (2021). *The PRISMA 2020 statement: An updated guideline for reporting systematic reviews*. *BMJ*. DOI: 10.1136/bmj.n71. 64. Pinker, S. (1998). *L'istinto del linguaggio*. Mondadori.
- Petravić, A. (2015). Foreign Language Teachers and the Intercultural Dimension in Primary Education/Učitelji stranih jezika i interkulturalna dimenzija u osnovnoškolskom obrazovanju. *Croatian Journal of Education - Hrvatski časopis za odgoj i obrazovanje*. 17. 10.15516/cje.v17i0.1529.
- Ramos, M. (2025). *La Interculturalidad en la Educación: Un Enfoque para la Inclusión y el Respeto a la Diversidad Cultural*. *Revista Científica Latina Revista Científica Multidisciplinar*, 9(2). DOI: 10.37811/cl_rcm.v9i2.17383.
- Ricardo, C. (2016). *Pedagogical Intercultural Practice of Teachers in Virtual Enviroments*. *Turkish Online Journal of Distance Education*. 17. 10.17718/tojde.24492.
- Rivera, E. (2023). *Trabajo Colaborativo y Aprendizaje del Idioma Inglés en Estudiantes de un Centro de Idiomas*. *Científica Latina Revista Científica Multidisciplinar*. DOI: 10.37811/cl_rcm.v7i4.7423.

- Saquina, P. (2025). Collaboration for Progress: Students' Perspectives on Collaborative Learning in English. *Journal of Educational Analytics (JEDA)*, 4(3), 583–596. DOI: 10.55927/jeda.v4i3.241
- Sriwichai, C. (2024). *Promoting undergraduate students' writing ability using English writing active learning activities*. *School Of Liberal Arts*, 3(3).
- Sreena, S. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal of Engineering and Technology(UAE)*. 7. 669-673. 10.14419/ijet.v7i4.36.24220.
- Sudarsi, E. (2025). *Integrating Local Culture-Based Learning Media in Multilingual Classrooms: An analytical Study of implementation and Educational impact*. *JOURNAL OF ENGLISH EDUCATION AND DEVELOPMENT*. <https://doi.org/v9i1.5228>
- Tanjung, N. (2025). The Effect of Using Podcast on Students' Speaking Skill. *Jurnal Pendidikan Bahasa*, 15(3). DOI: 10.37630/jpb.v15i3.3347.
- Urueña, M. (2021). *Fortalecimiento de la habilidad comunicativa a través del trabajo colaborativo en entornos virtuales de aprendizaje*. Universidad Cooperativa de Colombia.
- Wiesner, C. (2022). *Doing qualitative and interpretive research: reflecting principles and principled challenges*. *Political Research Exchange*. 4. 10.1080/2474736X.2022.2127372.
- Zambrano, R. (2025). *Interculturalidad como Eje Transversal para Fomentar el Respeto a la Diversidad Cultural en la Educación General Básica*. *Reincisol*, 4(7), pp. 4796 4819. [https://doi.org/10.59282/reincisol.V4\(7\)4796-4819](https://doi.org/10.59282/reincisol.V4(7)4796-4819)
- Zhu, Y. (2013). *Balancing EMIC and ETic: Situated Learning and Ethnography of Communication in Cross-Cultural Management Education*. *Academy Of Management Learning & Education*, 12(3). <https://doi.org/10.5465/amle.2012.0221>

Annexes

ANNEX 1. Diagnostic Test Sample


**UNIVERSIDAD PEDAGÓGICA
NACIONAL**

Diagnostic Test

☐ **Reading** • Read and answer the following questions:

Hi Ms. Smith,

I hope you're doing well! I wanted to tell you about my visit to the art museum last weekend. It was such an amazing experience!

The museum had an exhibition about ancient civilizations, and I learned so much about their history and culture. There were artifacts from Egypt, Greece, and Rome. My favorite part was seeing the Egyptian mummies and learning about the process of mummification. I also loved the paintings from the Renaissance period—they were so detailed and beautiful! Another exhibition that caught my attention was about modern art. There were abstract paintings and sculptures that made me think about art in a completely different way. One piece in particular was a giant sculpture made entirely out of recycled materials. It was fascinating to see how everyday objects could be transformed into something so creative and meaningful. During the visit, I also joined a workshop where we made our own pottery inspired by ancient designs. It was so much fun, and I got to keep the vase I made.

I enjoyed the museum so much that I'm already planning to go back next month. There will be a special exhibition on contemporary photography, and I think it would be amazing to explore it together. You always talk about how important it is to connect with art, and I believe you would really enjoy it. Maybe we could go on a Saturday and have a coffee afterward to discuss what we've seen. Let me know if you'd be interested!

Overall, the visit really opened my eyes to how art and culture are connected throughout history. I can't wait to share more about it with you in class.

Best regards,
Samantha



1. What was Samantha's favorite part of the ancient civilizations exhibition?
 - A) The Greek statues
 - B) The Roman coins
 - ☒ C) The Egyptian mummies ✓
 - D) The Greek pottery
2. What did Samantha do during the visit to the museum's modern art section?
 - A) Watched a documentary about modern art
 - B) Created a sculpture from recycled materials
 - ☒ C) Saw abstract paintings and sculptures made from recycled materials ✓
 - D) Attended a lecture on contemporary art
3. What does Samantha plan to do next month?
 - A) Visit a historical site
 - B) Attend a music festival
 - ☒ C) Go back to the museum for a photography exhibition ✓
 - D) Start a new pottery class

4/5

4. According to the text, do you consider visiting museums an enrichment activity? Justify your answer.

yes, is important knowing the world and his difference culture and learn.

Grammar 0/6

→ Fill out the blanks with the correct option.

Maria was planning her weekend and she was considering what to do. She thought she would (1) visit her friend Sarah on Saturday. However, she wasn't sure if she goes (2) go to the beach instead because the weather could (3) be too cold. Maria knew she goes (4) go shopping for a gift, so she would (5) do that before meeting Sarah. She also wondered if she would (6) invite Sarah to come along for the shopping trip.

- 1) What will Maria do on Saturday?
 - a) can
 - b) could
 - c) will
- 2) She wasn't sure if she could go to the beach.
 - a) should
 - b) could
 - c) must
- 3) The weather could be too cold for the beach.
 - a) may
 - b) will
 - c) might
- 4) Maria knew she could go shopping for a gift.
 - a) could
 - b) might
 - c) had to
- 5) She would do that before meeting Sarah.
 - a) would
 - b) should
 - c) might
- 6) She wondered if she could invite Sarah to come along.
 - a) must
 - b) can
 - c) could

→ Complete the following text using the past form of the verbs in brackets.

A Day at the Park

Last Saturday, my family and I went (go) to the park for a picnic. The weather wasn't (not/be) perfect, and we were (be) excited to spend the day outside. We spread (spread) a large blanket under a big tree and enjoyed (enjoy) our food. After eating, we played (play) a game of frisbee. My brother didn't (not/play) really well, and I managed (manage) to catch the frisbee a few times. We had (have) so much fun that we decided (decide) to play until the sun went (not/go) down. In the afternoon, we bought (buy) ice cream from a nearby vendor. I chose (choose) chocolate flavor, while my sister chose (choose) vanilla. We ended (end) the day by walking around the park and seeing beautiful flowers.



✎ Writing 2/5

→ Write a paragraph about a family trip you took. Include details about where you went, what activities you did, and how you felt during the trip. Use the past tense to describe your experience.

I ^{Went} go with my family the farmer of my grandmother ✓

🎧 Listening 3/6

→ Listening to the conversation and selecting if the statement is true or false. If the answer is negative, please justify it.

1. Vanya doesn't live in Cambridge.

True False

✗

4. Emir has made baklava.

True False

✓

2. Vanya likes Glasgow.

True False

✓

5. Yuna has never eaten Emir's baklava before.

True False

✗ ...

3. Emir is Turkish.

True False

✓

6. Vanya is happy with where she works. yes, no, why

True False

✗

🗣️ Speaking

→ In groups, you will discuss the following questions as a group. You will have to record yourselves answering these questions.

- ◆ Where you would like to go.
- ◆ What activities you would like to do there.
- ◆ Why this place interests you.
- ◆ What you would expect to experience during your trip.

→ Be sure to speak clearly and use details to make your description vivid and engaging. Let's participate!

ANNEX 2. Questionnaire Sample



ENCUESTA

¡Hola! Mi nombre es Sebastián Rodríguez, ¡un gusto saludarte! Soy estudiante de Licenciatura en Español e Inglés en la Universidad Pedagógica Nacional. Me gustaría solicitar tu cooperación para responder las siguientes preguntas, las cuales son fundamentales para mi proyecto de investigación. Te aseguro que toda la información que compartas en esta encuesta será tratada con estricta confidencialidad, ya que seré la única persona que tendrá acceso a tus respuestas.



1. ¿Qué edad tienes? 15
2. ¿Dónde naciste? Bogotá
3. ¿Con quién vives? con mi papá

4. ¿Dónde vives? en Bogotá
5. ¿Con quien pasas mayor parte de tu tiempo en casa? con mi papá

6. ¿Cuáles son tus pasatiempos? ir al gimnasio

7. ¿Te gusta el inglés?

☒ Sí.
☐ No.

¿Por qué?
es importante y me gusta la idea de hablar y entender otra idioma

8. ¿Te gusta participar en inglés en la clase?

☒ Sí.
☐ No.

¿Por qué?
me parece chévere

9. ¿Qué actividades realizas en la clase de inglés? (Opción múltiple)

- ☐ Desarrollo de guías de gramática.
☒ Actividades con libros.
☒ Actividades con videos.
☒ Concursos de deletreo.
☒ Juegos con dispositivos digitales.
☐ Otro ¿Cuál? _____

10. ¿Qué otras actividades considerarías y propondrías para la clase de inglés?

Todas las que están actualmente me parecen bien.

11. ¿Realizas algunas de estas actividades en las utilices el inglés fuera del colegio? (Opción múltiple)

- ☐ Leer libros, mangas, cómics, etc.
☒ Escuchar música.
☒ Ver películas y/o series.
☐ ¿Otra? ¿Cuál? _____

12. ¿Qué materiales utilizan en la clase de inglés?

- ☒ Guías de trabajo.
☐ Diccionarios físicos.
☒ Grabadora/Parlante.
☒ Aplicaciones y páginas web.

☐ Juegos móviles.
☐ Otro ¿Cuál? _____

13. ¿Consideras que el inglés juega un papel importante para ti? ¿Por qué?
Sí, porque dentro de mis planes está salir del país y es muy importante el saber inglés

14. ¿Tomas o has tomado clases de inglés fuera del colegio?
☒ Sí.
☐ No.

15. ¿Cuál consideras que es la habilidad en la que mejor te va del inglés?
☐ Escribir.
☐ Hablar.
☐ Escuchar.
☒ Leer.

¿Por qué?
Se me da más fácil entenderlo.

16. ¿Cuál consideras que es la habilidad que más se te dificulta del inglés?
☐ Escribir.
☐ Hablar.
☒ Escuchar.
☐ Leer.

¿Por qué?
Al escuchar una persona nativa hablando inglés se me hace difícil entender todo lo que dicen

17. ¿Consideras que es importante aprender sobre las culturas de otros países?
☒ Sí.
☐ No.

¿Por qué?
Por cultura general e información importante que me pueda servir

18. ¿Qué tan importante consideras que es respetar y entender las diferencias culturales en el mundo actual?
☒ Muy importante.
☐ Importante.
☐ Poco importante.
☐ Nada importante.

¿Por qué?
Por respeto y estar informada del mundo en general.

19. ¿Te gustaría participar en actividades escolares donde pudieras aprender más sobre otras culturas?
☐ Sí.
☒ No.

¿Por qué?
Porque no me gustan las metodologías de aprendizaje que maneja algunos profesores por fuera del colegio, sí.

20. ¿De qué forma prefieres trabajar?
☐ Individualmente.
☐ En parejas.
☒ En grupos.

¿Por qué?
Porque juntando ideas se puede salir un mejor trabajo

21. ¿Consideras que tienes buena relación con tus compañeros? ¿Por qué?
☒ Sí.
☐ No.
Una relación normal con respeto =D



¡Gracias por participar!

ANNEX 3. Lesson plan Sample

4th Lesson Plan

Giving Thoughts	Session: #5	Time: 90 minutes 9:30 am to 11:40 am
Grade: Eleven-grade	Institution: Lorencita Villegas de Santos IED	
Date: April 1st, 2025 (Tuesday). 9:30 am to 11:40 am		
English teacher: Sandra Liliana Salazar Arévalo.		
Pre-service teacher: Juan Sebastián Rodríguez Prada.		
Language Contents:		
- Vocabulary to make comparisons between their insights with others: - Rules of how to make comparatives with 1, 2, and 3 or more syllables (i.g. 1 Syllables: People with less cultural exposure tend to be harsher in their judgments of others; 2 Syllables: Some stereotypes are simpler than reality, but they influence our perceptions; 3 Syllables: Countries with lower intercultural education are more likely to develop stereotypes about other groups) - Vocabulary to describe how damaging stereotypes can be or express opinions: - In my opinion... - To my mind... - Personally, ... - Vocabulary to give recommendations about avoiding stereotypes. - I see your point, but I believe that this idea is inaccurate because... - Have you considered looking at it from another perspective? For example... - I think this might be a stereotype. Maybe we could look at some real examples to understand it better.		

Objectives
1. To recognize the importance of how harmful and detrimental it is for society to have stereotypes about specific communities.
2. To strengthen empathy and intercultural sensitivity through activities that allow students to experience and adapt to new situations.
3. To foster cultural identity through group discussions, promoting a sense of belonging and appreciation of their own culture.

First Season	
TIME	Procedures
20 minutes	Warm up: Collection of Stereotypes With the teacher's help, students will use images to create a definition of what a stereotype means, answering the question of whether all stereotypes are bad (Annex 1). They will brainstorm stereotypes that the girls are familiar with from other countries. To do this, students will make a list of the most common stereotypes of each country they know. At the end of the brainstorming, a tally of the stereotypes they wrote down will be made and the question will be asked, "What media do you think encourage stereotyping?"
30 minutes	1st Activity (Identifying Stereotypes and fight them) In groups of 4 people, distributed by the teacher, the students will receive a World Map in which they have to select countries and mention, at least, one stereotype (Annex 2). Additionally, the students will have to mention by what means they believe this stereotype has been created and what would be an effective way to combat it, taking into account the limitations that their possible solutions can bring.

b. Annex 2:



c. Annex 3:

COMPARATIVES IN ENGLISH

One-Syllable Adjectives	Two-Syllable Adjectives Ending in Y	Other Two-Syllable Adjectives	Three-Syllable Adjectives	Comparative Rules
big small smart tall fat fast old young short large slow thin	happy easy funny crazy lazy ugly busy early hungry thirsty lucky sorry	clever perfect solid simple forward little broken stupid evil joyful insane active	beautiful important masculine innocent imperfect difficult radical disdainful minimal purposeful scandalous terrible	- One-syllable: Add -er to the adjective - Two-syllable Ending in Y: Change -y to -ier - Other two-syllable: Use more with the unchanged adjective - Three-syllable: Use more with the unchanged adjective

WWW.ESLKIDSWORLD.COM

d. Annex 4:

	Description
Case 1	The Distrustful Tourist

	While traveling in Europe, Mariana, a Latin American student, noticed that store employees watched her closely, while other customers moved freely. In a restaurant, the waiter took longer to serve her and asked multiple times if she could afford the bill before taking her order. Question for students: What assumption are people making about Mariana and why?
Case 2	The Underestimated Businessman Omar, a young Middle Eastern entrepreneur, attended an international business conference in the United States. Despite his education and experience, some attendees assumed he didn't speak English and explained basic business concepts to him. During a meeting, someone even asked if his company had trouble using modern technology. Question for students: What bias did Omar face, and how did it affect his experience?
Case 3	The Ignored Athlete Naomi, an Asian woman passionate about soccer, plays on a professional team in her country. When she traveled abroad for a tournament, several reporters asked if she was a gymnast or if she played a "sport more suited to her physique." She also noticed that the opposing team's coaches seemed to underestimate her skills on the field. Question for students: How did a stereotype influence how Naomi was perceived?
Case 4	The Questioned Professor Samuel, an Afro-descendant university professor, started teaching at a prestigious university in his own country. On the first day of class, some students assumed he was an assistant or administrative staff instead of their professor. A colleague even asked him how he had gotten the job. Question for students: What assumptions did people make about Samuel? Why?
Case 5	The Scientist Not Taken Seriously Aisha, an Arab scientist, attended a conference in Europe to present her research. During the sessions, some attendees assumed she was a translator or an assistant to another researcher. When she presented her work, a colleague expressed surprise at the complexity of her study and said, "I didn't expect someone from your country to do this kind of research." Question for students: How does a stereotype shape people's reactions toward Aisha?

Case 6	The Invisible Tourist Jonas, a Scandinavian man, traveled to South America to experience the local culture. During his trip, he noticed that some market vendors charged him more than locals, and in some conversations, people assumed he knew nothing about the country or had a lot of money. Sometimes, people spoke to him only in English without asking if he understood Spanish. Question for students: What assumptions did people make about Jonas and why?
--------	---

ANNEX 4. Voice Recordings Sample

Recordings transcriptions (February 27th 2025)		
Observer's name: Juan Sebastián Rodríguez Prada	School: Lorencita Villegas de Santos IED	Group: 10-01
Transcriptions		
1. Well, actually I'm going to start the day with a delicious bagel from a great bagel shop I've discovered on Third Avenue. They are really cheap and tasty. Then I'm going to spend the morning in Central Park. 2. The park is filled with free events and street musicians, so I'm just going to listen to music and watch people. In the afternoon I'm going to the Museum of American Finance. You have to pay to go in, but I'm really interested to find out about the history of American banking. 3. After that I'm taking the Staten Island Ferry. It's free and it's a great way to see views of New York from the water. In the evening I'm going to see some live music on Second Avenue. 4. I'll need to buy one drink, but the music is free. That sounds great, Rafael. Enjoy the day. 5. Thank you. I'm sure I will. OK, so Rafael has chosen bagels, Central Park, the Finance Museum and live music in the evening. 6. Let's hear about what Carmen is planning for her day. Carmen, hi. Carmen, can you tell us what you've planned for your day in New York City? Yes, of course. 7. I'm really excited because I'm going to the High Line to see some sculptures and just walk around and see what's happening. The High Line? What's that? It's an old railway track. Now it's used as a park and there are lots of different activities and artists there. 8. It's a really peaceful and beautiful place, right in the middle of the city. Lots of people go jogging there. I'm not going running, though. 9. I'm going to see a free art exhibition. After that I'm going to Times Square. It's such a famous place and there are a lot of tourists there, but I really like the atmosphere. 10. And there's an Italian restaurant that does the best cheesecake just nearby. So I'm going to have something to eat. And then in the evening I'm meeting with a friend and we're going to a free hip-hop class. 11. I'm going to learn to dance like a real New Yorker. Wow, that sounds good. So first you're going to eat cheesecake and then you're going to learn dancing, right? Exactly. 12. That sounds like a great plan. So two great plans there. Which would you choose? What do you think makes Colombians special? The food, the people, the traditions, the diversity. 13. What are some common traits or behaviours of Colombians? Sense of humour and kindness. Have you ever experienced or heard about other cultures? How are they different? We have not experienced other cultures. Image 1. Here is a man who is wearing a hoodie. 14. Image 2. It's a stopwatch with the German flag in the background. Comparison. Both are related to time. 15. Both are in a work environment. Both images are different in approach. They seem to be connected to the idea of time management. 16. Did you see that? It doesn't count anymore. If it doesn't count, it means it doesn't count. If someone says something, I ask them. 17. But I say this, right? Yes. Well. This is the fourth continent more big in the world. 18. It is distinguished for diversity and festivals. The food typical contains rice, meat, corn, mandioca and big variety fruits. If you have already seen it, don't try it. 19. None of you were worth it. Well, yes. I saw yours from here and what? Yes.		

ANNEX 5. Field Notes Sample

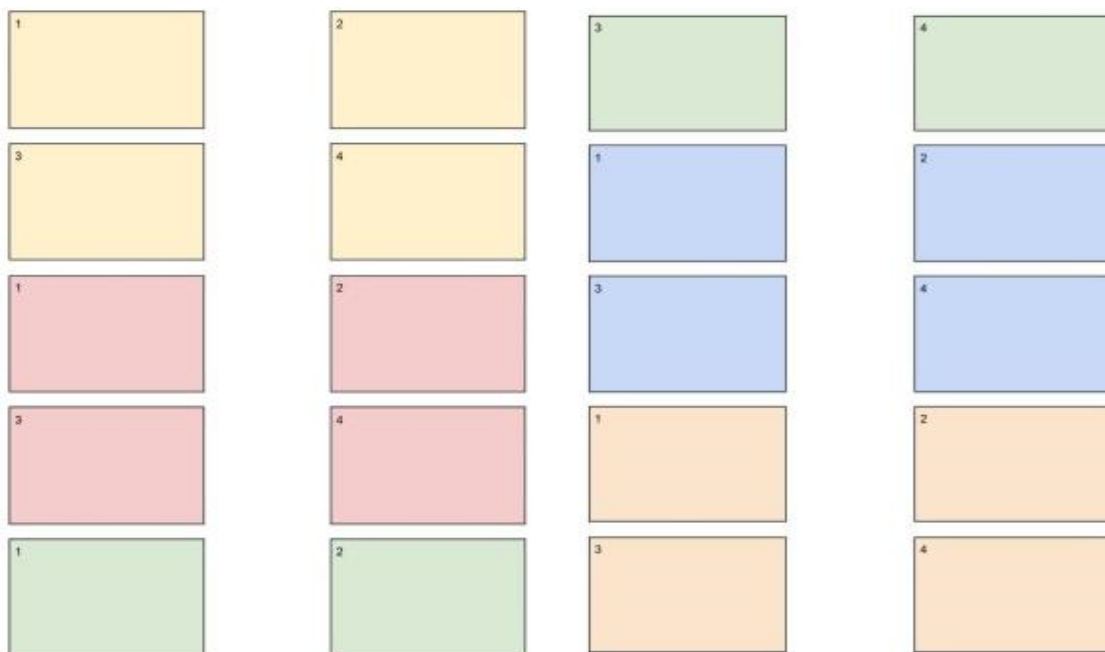


UNIVERSIDAD PEDAGÓGICA
NACIONAL
Educadora de educadores

LICENCIATURA EN ESPAÑOL E INGLÉS

FIELD NOTE	
DATE: March 11th, 2025	CONTEXT: Urban
PLACE: 1001 Room, 3rd floor	TIME: 6:45 AM a 8:05 AM
SCHOOL: Lorencita Villegas de Santos IED	
PRE-SERVICE TEACHER: Juan Sebastián Rodríguez Prada	
GRADE: 10° - 1	
FIRST TEACHER: Liliana Salazar Arévalo	
DESCRIPTION	INTERPRETATION
The students entered the classroom at the scheduled time. Some of them are talking about collecting money for a Jean Day they will have next Friday. At the beginning of the session, I had to ask one of the students to join one of the groups so that we could work. I also assigned specific roles to the students based on the cards they received. Later, there was a group that was leaving most of the work to one classmate. The other students were doing activities unrelated to what I had asked them to do at the beginning of the class. During the first activities of the second cycle, lesson plan 2, some students asked me which countries they could choose. I told another group some facts about other countries that might be useful for the second exercise. At the end of the session, I collected the students' work. Part of what was planned for this session was not completed due to a lack of time and willingness on the part of the students, as I had to extend the time because of the inefficiency of some groups.	This classroom observation shows various problems and ideas about group work and how engaged the students were during the lesson plan. Although the class began as scheduled, it was evident that some students were more focused on social matters, such as organizing an event, than on the activity itself. This situation shows how external distractions can influence the classroom atmosphere and the students' readiness to participate. I attempted to get each group to work together and be responsible when I gave them roles. But as the activity went on, it became evident that certain kids were taking on more responsibility than others and that some were not really committed to the endeavor. This shows how hard it can be to encourage pupils to work together while they are still learning how to share responsibility. The lecture couldn't be finished because of time limits and the fact that not all of the pupils were paying attention at the same time. This experience shows how important it is to plan for flexibility and come up with ways to get pupils to participate in group activities.
COMMENTS	

ANNEX 6. Role Cards Sample



ANNEX 7. Informed Consent Sample:

	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: _____, identificado con C.C. ☐ C.E. ☐ No. Yo, _____ 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 promueva 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 8. Student Artifact Sample:

