Cultural Awareness Worksheets to Enhance Oral Communication Skills

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Abstract

This qualitative action research study attempts to show how "cycle three" students enhanced their oral communication skills based on cultural awareness, using materials centered on Colombian culture and on some micro skills such as communicative functions and body language use. This research study was conducted in a public institution, with nine fifth, sixth, and seventh grade students by applying cooperative learning as the methodology for the development of the worksheets. The instruments to collect data were students' artifacts, teacher's field notes, and a video recording. The findings suggested that the worksheets based on cultural awareness enhanced students' oral communication skills, since they felt more confident and motivated to speak about their own culture and their reality facilitating their communication process. However, during this process, participants had to face some difficulties such as lack of linguistic resources, knowledge of cultural aspects, and communicative functions, which meant making a bigger effort to develop their oral communication skills.

Keywords: materials development, cultural awareness, worksheets, oral communication skills, micro skills, cooperative learning

Resumen

Esta investigación acción cualitativa intenta mostrar cómo los estudiantes del "ciclo tres"

mejoraron sus habilidades de comunicación oral basadas en la conciencia cultural, utilizando

materiales centrados en la cultura colombiana y en algunas micro habilidades como las funciones

comunicativas y el uso del lenguaje corporal. Esta investigación se realizó en una institución

pública, con nueve estudiantes de quinto, sexto y séptimo grado aplicando el aprendizaje

cooperativo como metodología para el desarrollo de los talleres. Los instrumentos para recopilar

datos fueron talleres, notas de campo del docente y una grabación de video. Los hallazgos

sugieren que los talleres basados en la conciencia cultural mejoraron las habilidades de

comunicación oral de los estudiantes, ya que se sintieron más seguros y motivados para hablar

sobre su propia cultura y su realidad facilitando su proceso de comunicación. Sin embargo,

durante este proceso, los participantes tuvieron que enfrentar dificultades tales como la falta de

recursos lingüísticos, el conocimiento de los aspectos culturales y las funciones comunicativas,

lo que significó un mayor esfuerzo para desarrollar sus habilidades de comunicación oral.

Palabras clave: desarrollo de materiales, talleres, conciencia cultural, habilidades de

comunicación oral, micro habilidades, aprendizaje cooperativo

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1. **Información General**	
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2. **Descripción**

This qualitative action research explores the influence of developing and implementing worksheets based on cultural awareness on students' oral communication skills. This study was conducted with a group of nine students of third cycle (fifth, sixth and seventh) at a public school in Bogota. I gathered the information through students' artifacts, filed notes and video recordings. The findings indicate that the use of a gradual sequence, vocabulary images and appealing content enhance students' cultural awareness and oral communication skills. It was also observed that cultural awareness can be built and reinforced throughout group discussions and contextualized videos. Moreover, the use of mime and vocabulary in short descriptions improved the students' oral communication skills.

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4. Contenidos

Chapter I
Research Problem

Research Problem

This research study was conducted with nine students of cycle three (fifth, sixth and seventh) of the immersion room at a public school in Bogota. Thanks to the field notes and the needs assessment survey, I noticed that students mispronounced some words and showed difficulties when expressing their ideas in English due to their lack of vocabulary. Moreover, the learners seemed to be afraid of speaking English and they mentioned that the topics worked in class were not interesting to them. Hence, I decided to implement worksheets based on cultural awareness to improve the students' oral communication skills.

Research Question

How do the development and implementation of worksheets based on cultural awareness enhance students' oral communication skills?

Research Objectives

General Objective. To explore the influence of developing and implementing worksheets based on cultural awareness on students' oral communication skills in an immersion classroom at a public school.

Specific Objectives. (a) To assess the suitability of worksheets based on cultural awareness to improve students' oral communication skills; (b) to analyse students' oral communication skills; (c) to observe how the students' cultural awareness influences students' oral communication skills.

Chapter II
Literature Review

This chapter described the three constructs that frame this research study: Materials Development (MD), Cultural Awareness and Oral Communication.

Materials Development (MD)

Some of the most important authors that have explored this construct are Nuñez, Tellez and Castellanos (2013), who stated that materials are all the resources that facilitate the language learning. Besides, Tomlinson (1998) defined materials as "anything which is used to help to teach language learners" (p. 2).

Cultural Awareness

Kroeber and Kluckhohn claimed that cultural awareness implies "the explicit and implicit patterns of behaviors, symbols and ideas that constitute the distinctive achievements of human groups" (as cited in Díaz & Weed, 1995, p. 195). Moreover, Tomalin and Stempleski (2013) argued that "cultural awareness is the term we have used to describe sensitivity to the impact of culturally-induced behavior on language use and communication" (p. 10). Finally, Knutson (2006), Tannen (1992) and Woodward (1997) pointed out that when we recognize our traditions, background and values, we grow and strengthen our cultural awareness.

Oral communication

This construct was described by authors like Mackey (1965) who stated that "oral expressions involve not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice the words and inflections in the right order to convey the right meaning (p. 266).

Chapter III
Methodological Design

Research Design

This section embraces the research approach, the type of study, the participants, and the instruments for data collection.

Instructional Design

This section focuses on the pedagogical intervention, its general and specific instructional objectives, the intervention as innovation, the theory of language and language learning, and the methodological approach. In addition, it explores the connection of this pedagogical intervention with the research question, the instructional phases and a sample of one of the worksheets

Chapter IV
Data Analysis

This chapter deals with the process that I followed to analyze the data in light of the research question established at the beginning of this study. It also presents the categories and subcategories that emerged after revising the information gathered through the field notes, artifacts and video recordings.

Category 1: Sequenced materials achieving engagement through appealing content and sources
Sequenced materials supporting the learning process. The SLA principles had an important influence on the students (Berman, 1999; Graves, 1997).

Attracting learners' attention through clarity and visual appeal. The pictures were the bridge between the meaning and the words (Bamford, 2003; Núñez, Pineda & Téllez, 2004).

Appealing content contributing to engagement. The creation of attractive and useful materials awakened the students' curiosity (Tomlinson, 2003).

Category 2: Enhancing cultural understandings through interaction and videos
Building together new understandings around culture. The cultural awareness was strengthened through shared experiences, group discussions and reflections (Badaki, 2007; Ferraro, 1998; Geertz, 1983)

Broadening views of culture through contextualized videos. Enhancement of students' oral communication process by means of technology (Berk, 2009).

Category 3: Communication through vocabulary and mimes
Mime: key element while speaking. Mime developed students' communication (Tai, 2014)

Vocabulary and expressions to engage students in oral descriptions. Knowing vocabulary involves understanding its meaning, spelling, pronunciation, context and conjugation (Coady & Huckin,1997; Folse, 2004)

Chapter V
Conclusions and Pedagogical Implications

This chapter mentions the most important findings of the study in regards to the research question. It also covers the pedagogical implications for the community, for the school where this study took place, and for me as a teacher- researcher and materials developer. Finally, it describes the limitations of this study and some further research questions.

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5. Metodología

Research design
Research approach
   This research is framed by the qualitative approach, which consists in studying an issue occurring in natural settings. Qualitative research is a progressive process that allows the researcher to understand the present time bearing in mind specific environments (Burns, 1999; Litchman, 2006; Marshall & Rossman, 1999).

   Type of Study
   The type of study that best fits my enquiry is action research that, according to Nunan (1992), Burns (2010), and McKernan (1996), might be defined as an analysis process that starts when the researcher identifies a problem in the pedagogical practice.
   Participants
   Students. The participants I selected a group of nine students of cycle three. I selected the students by means of the convenience sampling technique, which is focused on choosing the participants from a community with good accessibility and aligned to the researcher's judgment (Creswell, 2003; Lawrence, 2007).
   Teacher as researcher and materials developer. As a researcher, I was the first mediator who interacted with the learners and the action field. Besides, I identified the students' difficulties, created a pedagogical intervention, collected data, and analyzed the information to answer the research question. As a materials developer, I designed worksheets based on cultural awareness to enhance students' oral communication skills.
Data Gathering Instruments:
   Artifacts. They are physical supports that demonstrate what has occurred in the classroom (Leslie, 2006).

   Field notes. The objective of the field notes is to monitor the actions that take place in the setting that is being observed by the researcher (Burns, 2001).
   Video recording. This instrument provides the researchers with the opportunity to observe the details of their intervention in real time (Elliot, 1991; Hall, 2000).
Analysis Process
   For the data analysis, I used the grounded approach, which allowed me to produce theory and establish categories and subcategories. Additionally, I looked for common patterns from the three data collection instruments (Charmaz, 2008).

Triangulation
As previously mentioned, I took information from the three instruments (artifacts, field notes, video recordings) to validate the analysis. I also used the color-coding technique to reduce the data and set up categories and subcategories of analysis (Zieman, as cited in Klein, 2012).
Instructional design
Pedagogical intervention
   Worksheets based on cultural awareness to enhance students' oral communication (Hadley, 1993; Stern, 1992)
 Instructional objectives
Main Objective: To develop and implement six contextualized worksheets based on cultural awareness to enhance students' oral communication skills at a public school.
Specific Objectives: (a) To develop contextualized worksheets based on cultural aspects such as celebrations, customs, behaviors, and values to increase students' cultural awareness; (b) to promote learning environments that enhance the students' oral communication skills; (c) to foster students' oral communication through communicative functions and body language.
Second Language Acquisition Principles

I followed six of Tomlinson's (1998) ESL principles, which indicate that materials should: (a) "achieve impact"; (b) "help learners feel at ease"; (c) "be perceived by learners as relevant and useful"; (d) "facilitate learners' self-investment"; (e) "take into account that the positive effects of instruction are usually delayed"; and (f) take into account that learners differ in affective attitudes" (p. 7)

Methodological Approach Underlying Pedagogical Intervention

The methodological approach that underlies this pedagogical intervention is Cooperative Learning (CL hereafter), which allows students to work together to achieve specific objectives and obtain both individual and group benefits.(Johnson & Johnson, 1999; Johnson, Johnson & Holubec,1991; Kagan, 1994)

Intervention as innovation

The development and implementation of worksheets based on cultural awareness to improve the students' oral communication constituted an innovation since these materials were created based on the participants' real context and interests (Markee, 2001; Nuñez & Téllez, 2012; Rudduck, 1991; Wedell, 2009; Willis & Willis,1996)

Theory of language and language learning. The language view of the institution where this study took place was the functional view of language, centered on communicative and semantic aspects rather than structural-grammatical features (Richards & Rodgers, 2001; Sauvignon, 1991). The theoretical view that guided the development of the worksheets implemented in this intervention was the functional view proposed by Krashen (1989) because it highlights the importance of input in language acquisition. This study also adopted the visions of language learning suggested by Tudor (2001), more specifically, the ones related to experiential learning (centered on the level of exposure to the target language and its use for communicating in context), and analytical learning (focused on the cognitive processes that take place when learning new language items).

Connection of the pedagogical intervention with the research question. The pedagogical intervention is related to the research question because it aimed at developing and implementing contextualized worksheets based on cultural awareness to enhance the students' oral communication skill by taking into account the participants' needs, interests and learning process. This pedagogical intervention also intended to create an adequate learning environment where students had the opportunity to feel confortable and encouraged to improve their oral communication skills.

Instructional stages. To establish the instructional stages of this pedagogical intervention, it was necessary to review the MD frameworks proposed by Graves (1996), Masuhara (1998), Jolly and Bolitho (1998), Núñez et al. (2004) Núñez and Téllez (2009), Núñez et al. (2009); Núñez et al. (2012), Nuñez, Tellez and Castellanos (2017). These scholars agree on the relevance of carrying out the following steps: identifying the students' needs; setting up the objectives; defining the methodological approach; selecting the content and activities, development the materials; and revising or assessing the materials.

Exploration of the students' interests. The first stage of my pedagogical intervention involved the implementation of a needs assessments, which provided me with important information about the students' characteristics. Hence*,* I designed the worksheets by taking into account the learners' background knowledge, ideas, opinions, needs, and interests.

Students' profile on their oral communication skills. Each year it is necessary to conduct a survey to identify the students' personal information, English level, oral communication skills, speaking experiences, favorite topics, and difficulties when expressing ideas in English. Therefore, through this instrument, it was possible to determine the students' strengths and weaknesses in terms of communication skills.

Informed consent. Students and parents were informed about the pedagogical intervention that I intended to implement . They received a complete explanation regarding the research study and its objectives, as well as they were explained that the students' information would be used only for research purposes. In addition, I asked a permission to the principal of the school to develop my study.

Sensitization. In this stage I explained to the students the pedagogical intervention and how they would improve their oral communication skill through worksheets based on cultural awareness.

Implementation of the materials. I designed and implemented six worksheets that were organized into three steps: pre- speaking, while speaking and post speaking. The first stage introduced the topic of the class

and motivated the students to develop the activities. The second one led the students to put into practice the vocabulary, expressions and structures previously learned. In the third stage, the students showed their results concerning their oral communication skills and cultural awareness. The topics selected for this pedagogical intervention were traditional activities in my family, famous Colombian people, typical Colombian food , Colombian art and craft, and myths and legends from Colombia. At the end of *assessment* each worksheet there was a self-assessment section where students had the opportunity to evaluate their progress and ascertain the aspects they needed to improve. It is worth mentioning that I had the possibility to pilot the worksheets with another group of the same course level to identify the aspects that needed to be improved or modified.

6. Conclusiones

Conclusions
- Materials as an instrument to motivate students to participate in the class activities.
- Materials based on students' needs.
- The use of images helps to internalize vocabulary and develop the oral communication skills. (Xiaotang, 2004)
- Confidence to speak about own traditions and values.
- Enhancing cultural awareness by means of group discussions (sharing anecdotes and experiences).
- Using videos might be an adequate tool to learn about traditions, celebrations and food from other regions. (Moran, as cited in Alvarez & Bonilla, 2001)
- Communication through simple sentences by using the vocabulary.
- Body language to communicate, foster visual memory and remember vocabulary (Fridlund, as cited in Parkinson, 2005)

Pedagogical Implications
- Improve students' oral communication skills through the materials.
- Students' interests, needs, opinions and learning styles are the basis to create contextualized materials for language learning and cultural awareness.
- An innovating proposal based on materials and cultural awareness to teach and learn English at school.

Limitations of the study
- The time. Students had to do other activities that reduced the class time.
- Several school activities interfered with the proper development of the lessons (meetings, strikes, extracurricular activities).

Further research
- What types of contents are most suitable to develop the oral communication skills in students from cycle 3?
- How does the use of videos related to cultural issues enhance the students' oral communication process?
- How do the development and implementation of deep culture topics enhance students' oral communication skills?

Elaborado por:

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MATERIALS TO DEVELOP ORAL COMMUNICATION SKILLS

Introduction

The present research study analyses and describes the development and implementation of worksheets based on cultural awareness to enhance students' oral communication skills at a public school. This study sought to contribute to third cycle students' (fifth, sixth, and seventh graders) oral communication process. It implied the development of contextualized materials to help students to improve their oral communication skills and raise their cultural awareness. In addition, it empowered the teacher's pedagogical experience.

This research study was framed within the policies implemented by the Ministry of Education (MEN hereafter for its acronym in Spanish) in Colombia, especially with the National Program of Bilingualism 2004 (PNB henceforth), whose main objective is to strengthen foreign languages' teaching and learning. Besides, the PNB program, encourages both schools and students to change the way they teach and learn and to broaden their minds to the cultures that the world offers. Therefore, this study focused on developing students' communication skills and intended to help them to cope with some of the difficulties they showed in the process of learning English as a Foreign Language (henceforth EFL).

It emerged from the class observations that I made to students of the immersion classroom cycle three at a public School in Bogotá. An immersion classroom forms part of a project, which was established by the MEN, involving a Colombian English teacher and foreign teachers, which normally lasts a whole school year. Some students believed that learning a language meant learning its grammar and vocabulary without giving importance to the improvement of oral skills; some neither recognized their culture nor considered its importance to enhance their skills. However, culture is essential to learn a language. The

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students had been influenced by the foreign culture and did not recognize their roots. As a result, it was necessary to look for a different and innovative strategy to overcome these difficulties. Therefore, my proposal is founded on developing worksheets based on cultural awareness to enhance students' oral communication.

Finally, this document is divided into five chapters. Chapter one corresponds to the research problem that underlies this study. Chapter two presents the literature review of the theory that supports this research study. Chapter three explains the methodological design. Chapter four describes the results from the data analysis with its corresponding process. Finally, chapter five deals with the conclusions, limitations, and possible research questions to improve and pursue further research in this area.

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Chapter I

Research Problem

Statement of the Problem

For decades, researchers have conducted studies on the most common problems in the English classroom. Some EFL teachers have faced many problems in the classroom, such as low levels of reading comprehension, low levels of grammar comprehension, and lack of writing, and speaking skills, among others. However, speaking is one of the skills that presents more difficulties, due to many factors that affect students' self-confidence when they communicate an idea, answer a question, or deliver a presentation.

Over recent years, I have observed the students when they have been engaged in oral activities to identify their strengths and weaknesses. Núñez and Téllez (2009) and Núñez, Téllez and Castellanos (2012), pointed out that needs assessment is one of the most important stages in a research because with it, the teacher makes decisions with regards to the goals, strategies, activities, and materials. Besides, the efficacy and success of the pedagogical intervention depends on these decisions. Based on the aforementioned ideas, I took notes in a teacher's journal and conducted a needs assessment survey to collect information concerning specific problems arising in the classroom. I noticed that the students mispronounced some words and showed difficulties expressing their ideas in English due to their lack of vocabulary. Moreover, the students seemed to be afraid of speaking in English. In addition, they highlighted that the topics seen in class were not interesting to them; consequently, they did not enjoy learning English. However, they mentioned their desired to work on cultural topics. Bearing in mind the problems I had observed, the way the students were learning, and the way they expressed their ideas in the

foreign language, I decided to develop materials based on cultural awareness to foster students' oral communication.

The present research study was conducted over three months at a Public School in Ciudad Bolívar in Bogotá, Colombia. This institution is involved in a bilingual project, which has contributed to strengthening students' oral communication skills in the foreign language.

Research Question

How do the development and implementation of worksheets based on cultural awareness enhance students' oral communication skills?

General Objective. To explore the influence of developing and implementing worksheets based on cultural awareness in enhancing students' oral communication skills in the immersion classroom at Cundinamarca School.

Specific Objectives. (a) to assess the suitability of worksheets based on cultural awareness to improve students' oral communication skills; (b) to analyse students' oral communication skills; (c) to observe how students' cultural awareness influences their oral communication skills.

Related Studies

In this section, I describe some research studies that supported and guided my own. They deal with the three constructs of this research study: materials development, cultural awareness, and oral communication skills.

In relation to culture and materials development, Castañeda (2012) studied how students recognized their own culture through the design of materials and expressed their opinions in relation to non-native cultures. This action research study was implemented in a public school located in the southeast of Bogotá and involved the participation of fifty-one

eighth graders. The objective of this study was to investigate learners' knowledge about culture, find out the connection between the culture-based materials implemented in the lessons, and examine students' opinions about culture in a semi-rural state school comprising large classes. During this study, the researcher used different instruments to collect the information, such as surveys, field notes, audio and video recordings, and students' artifacts. Through contextualized materials, the researcher observed the way students used their own world, experiences, and knowledge as instruments to understand foreign cultures, to establish a relation with their home culture. This study contributed to my research because its results demonstrated that culture is essential in the learning of a foreign language; besides, it highlighted the importance of developing materials according to students' context and needs.

Similarly, Zuluaga, López and Quintero (2009) conducted a research study to stimulate pre- services teachers to preserve the cultural identity of rural school students, as well as the significance of understanding the connection between the rural context and the teaching-learning processes of a foreign language. This study took place at some public rural schools in the near zones of Manizales. These institutions had 251 students organized in seventh, eighth and ninth grade. The data collection instruments comprised observation, informal talks, audio, video recordings, field notes, transcripts, and document reviews. The researchers determined that considering students' context, their environment, and interests, they became more encouraged to learn English since their classes were meaningful as they included topics related to their lives. Besides, they concluded that creating materials has a great influence on teaching and learning English; specially if they are contextualized. Through this research study, the students got to value their traditions, their context, and their families, as well as they developed a closeness with the difficulties of their

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community; therefore, increased their cultural awareness and enthusiasm. This research's findings influenced my study because they demonstrated that including students' culture is motivating for the study of a foreign language.

Likewise, Saavedra and Arias (2012) examined the importance of cultural awareness as it allows students to value their background, beliefs, traditions, experiences, contexts, among others. This action research was conducted with 25 basic level students belonging to the Language Institute at Pedagogical University, in the public sector. The researchers used data gathering instruments such as surveys, video recording, and observation. They created workshops considering students' backgrounds, interests, opinions, experiences, and context for students to reflect on the fact that foreign cultures are showcased in textbooks and our own culture is unknown. Besides, they concluded that the students were not aware of the cultural issues when they learnt a language since they had experienced traditional teaching, where grammar and form aspects were more relevant than promoting the learning of grammar and forms but in a meaningful context. This research study was fundamental for my research due to its vision regarding the inclusion and improvement of the sense of belonging. By valuing their own culture students establish links between their and others' cultures.

Another study related to MD and culture is Barrera's (2011) who studied the importance of the cultural component as a strategy for students and teachers to share pedagogical practice. His objective was to use the foreign language not only to express ideas, but also to describe the local culture and become aware of their reality. This action research was conducted in sixteen basic English level students of the Universidad Pedagógica Sectional Sogamoso. The author collected the information through KWL charts, that mean K: what I Know, W: what I want to know, and L: what I have learned.

Besides, he used observations and field notes. The researcher determined that teaching cultural awareness is essential to learning a language and its culture; therefore, it is necessary that students have a sense of belonging to their own culture before learning a foreign language, so that they preserve the beliefs, values, traditions, experience, and background that identify their community. He observed that when teachers bear in mind the elements mentioned above in their materials, the process of learning a foreign language is successful. This pedagogical intervention helped me because the researcher also focused on how our own culture can be a vehicle for speaking another language.

Moreover, Parga (2009) analyzed oral communication problems, such as confusion facts and opinions, and a prevailing lack of argumentation in speech that obstructs the development of oral skills. The participants were eighth graders from a public school in the locality of Usme, southeast of Bogotá. The researcher focused on three main constructs: oral communication, materials development, and teamwork. During this action qualitative study, the researcher collected the evidence of the implementation using a technique known as "Class Language Social" through surveys, field notes, audio, and video recordings. This study identified and reflected on the most common topics that affected the students. At the end of this study, the students improved their oral communication. Besides, they were able to communicate and expose ideas and arguments in a coherent way and could make presentations. The researcher also noticed that students improved their pronunciation, stress, rhythm, and intonation during their oral presentations. This study is relevant to the present because it showed how students' oral communication improved through the topics that affected them, fostering students' interest to communicate ideas and opinions.

Julio (2015) conducted a qualitative - descriptive study that sought to identify how the use of project work based on Cooperative learning strategies developed oral

communication skills. The participants in this research were tenth graders, which presented

difficulties with terminology, intonation, syntax, written, and oral production at a public

school in Ciudad Bolívar, south Bogotá (social strata one). The researcher detected that the

dictionary was the only instrument that the students had to learn and express their ideas in

the Second language, hence they felt frustrated. The researcher supported her project using

Task-based learning activities. During this study, the researcher collected the information

through class recordings, field notes, and interviews for a period of three months. The

analysis showed that the students enjoyed working in groups. Although they did not have

clear ideas in terms of the role in the groups, this strategy encouraged students' confidence

and built trust among them; at the same time, cooperation resulted from the students'

interaction, which played an important part of the process of learning a foreign language.

Besides, students felt motivated, comfortable and ready to do tasks that prepared them for

the real world which allowed the development of micro speaking skills, which were

adapted to the students' context. This study was applicable to my research because it

focused on materials development to improve oral communication and used cooperative

learning as a strategy to stimulate students' oral communication skills.

Setting

I carried out this research study at Cundinamarca School. This is a public institution

located in Ciudad Bolívar, the nineteenth locality in south Bogotá. In terms of the school's

mission, the manual on coexistence considers the following essential:

Contributing to the formation of autonomous individuals from human development

and education quality based on communication skills, in the native and English

language, ludic, and critical thinking so that students can develop their life plan and

transform their individual and collective reality. (own translation - Manual de Convivencia, 2007, p. 4)

Therefore, my research looked to strengthen students' critical thinking through the development of cultural awareness and the value of our own roots. Besides, the institutional project of the school is called, "Human development, a life project" (p. 7), which looks for the participation of their students across different spheres, including human, social, and academic ones, as well as it develops students' responsibility and critical analysis of their reality. Thus, the institution adopted the pedagogic socio-critical model. Based on Freire (1998), McLaren (2015), and Nussbaum (2016) who conceive that school is a scenario where knowledge is an element that transforms the reality, taking into account the students' context, reality, and values as tools to educate complete human beings. According to these authors, the main objective of critical pedagogy is to help students develop freedom of thought without training. A classroom is the place where the students and the teacher can construct their reality and transform it to have a better future.

Finally, Cundinamarca School is one of the public institutions that adheres to the bilingual syllabus launched by the Ministry of Education (MEN). To support this process, the school has an immersion room where the students share culture, knowledge, experiences, and language with teachers from different countries strengthening their communicative skills in English.

Rationale

The current research study emerged from the observation of my English classes, which allowed me to identify that the students had some difficulties surrounding their oral communication skills. When I asked the learners to speak in English during an oral communication activity in class, I noticed problems, such as lack of vocabulary, incoherent

sentences, and mispronunciation. Besides, they expressed and organized the ideas in an inappropriate way. Accordingly, I expected to help students to improve their oral communication skills through culture awareness. In addition, I intended to motivate students to continue learning English and to contribute to the mission of the school, to improve students' communicative skills in English and foster students' sense of belonging to our culture. Besides, through this research study, I tried to influence the school context regarding the second language learning using their own culture since my students did not have any other contact with the foreign language, except from the one at school.

Likewise, this research study also contributed to the Research Line on Materials Development of the Emphasis on Didactic Materials from the Masters' Program in Education at Universidad Externado de Colombia, since it explores the development of materials focused on cultural awareness and oral communication skills in the first grades of a public school.

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Chapter II

Literature Review

As the general objective of this study was to explore the development and implementation of worksheets based on cultural awareness to enhance students' oral communication skills in the immersion classroom at Cundinamarca School, there were three main constructs that underpinned this research study: materials development, oral communication skills, and cultural awareness.

Materials Development

This section refers to the concept, importance, and fundamental aspects of materials development (MD hereafter). First, I define materials development and materials. Second, I describe MD foundations, teachers as materials designers, and principles of materials development. Then, I present the essential components to develop materials, the teachers' challenges, and the types of materials and requisites to develop them. Finally, I provide an explanation of the MD framework.

MD and materials conceptualization. Materials development is a field of study that entails the design of materials considering students' needs and interests. Núñez and Téllez (2015), considered that "language pedagogy and applied linguistics have recently recognised that MD is a field of study focused on the effect of materials on the teaching-learning process of a foreign language" (p. 58). This recognition of the impact MD has on the learning of a foreign language frames the necessity to reflect on the possibilities to teach the language based on language theoretical foundations and therefore, become aware of the development of materials as part of EFL didactics. In addition, Núñez, Téllez and Castellanos (2017a) mentioned that its concept "has evolved as a result of teachers' awareness of the massive industry built around teaching methodologies and the importance

of listening to students' voices to respond to their learning needs and interests" (p. 22). This kind of awareness is fundamental to reflect upon the best methodologies they can use and therefore, the materials they design. According to the authors, one of the most representative aspects regarding materials development is to select adequate methodologies that guide students toward language learning, considering their preferences and necessities. Additionally, we bear in mind students' background, experiences, ideas, and personal style. Students learn in different ways and, consequently, teachers cannot expect them all to make the same level of progress. Thus, teachers need to reflect on the type of materials and learning styles students favor to achieve their goals in terms of learning a language.

Moreover, materials are an essential part of the teaching and learning processes, as they promote students' language learning. Tomlinson (1998) defined materials as "anything which is used to help to teach language learners" (p. 2). Also, Núñez, Téllez and Castellanos (2013) stated that "materials … are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Furthermore, the same authors further affirmed that materials "are forms of social mediation that allow flow of knowledge" (p. 10). Materials are all the resources that can be used to improve the learning of the language and they provide students with long-lasting learning. Likewise, they encourage students not only to use the language but also to connect the language they are learning with their own culture. To achieve that goal, there must be a combination of elements in the materials teachers use. In the case of this study, it was worthy to conceive materials as a way to foster students' oral communication skills taking into account their context and culture.

Basic aspects of materials development. Teachers have access to several tools to design appropriate and significant materials to reach students 'goals according to their

needs, level, and expectations. Núñez and Téllez (2009) mentioned that educators have the aptitude to create innovative materials using their experience. They can involve both knowledge and experience in the classroom. Teachers have the advantage of distinguishing the sociocultural and linguistic environments of the students, which are vital elements that help generate motivation, learning, and success.

In addition, some basic aspects to consider when creating materials involve students' needs, interaction, motivation, creativity, and beliefs. Núñez and Téllez (2015) supported the idea that materials cannot be seen as simple instruments. On the contrary, they contain goals, context, and strategies to promote significant learning. Furthermore, materials development gives the power to teachers to transform their pedagogical practice, and to generate innovative changes in the EFL classroom. Teachers should listen to students' thoughts if they want to foster meaningful learning. In my view, materials development accomplishes an important role in students' learning process because it requires strengthening, not only students' language learning, but also their self-confidence through different methodologies and teaching practices.

Teachers have the ability to transform their practice when the materials reflect students' experiences, knowledge, and thoughts, among others in their content. Tomlinson (2003) stated a series of principles for teachers to transform their pedagogical experience into an innovative and attractive practice; educators have the ability to create adaptable, different and flexible materials to satisfy students' needs and learning styles. Besides, teachers can create comfortable environments for students.

Essential components. Developing materials is not easy; it needs dedication, creativity, and the discovery of new ways of teaching and learning. It also needs continuous assessment. In this respect, Núñez and Téllez (2009) stated some essential components to

adapt and design didactic learning materials. First, teachers require checking and evaluating throughout the whole process. Second, it is important to establish aims and achievements. Third, teachers need to organize the process to develop materials step-by-step and this aspect implies designing a program too. Finally, they must assess and think about objectives and the aims proposed; this action has to be continuous and concrete to include the changes that appear along the way.

In addition to this, the selection of materials is key to achieving the goals proposed. Núñez and Téllez (2009) asserted other essential components to adapt didactic learning materials: the choice of materials must align the needs and interests of the students, together with the topics and the way in which the materials will be presented. After that, the materials developer should organize the content and activities. This process involves organizing the content, from the simplest to the most complex, and reflecting on the impact the materials could have on students. In addition, constant revision is important to achieve students' learning goals. It determines the incorporation of modifications within the syllabus and students' interests and the selection of activities, and teaching and learning methodologies. The combination of these factors should help students' learning in a favorable way.

Finally, it is worthy to mention that there are some benefits and constraints, which are vital to consider in the pedagogical intervention. Núñez and Téllez (2009) mention that there are resources such as visual, auditory, and electronics aids, among others that benefited teaching practice and constraints such as time, discipline, and students' context that an institution needs to take into consideration to improve students' learning. They indicate the way materials developers should proceed with their materials. They cannot be obstacles to developing materials; thus, teachers have to look at how to introduce new

things every day, by adapting and creating materials. At the same time world changes, new technologies, theories, and styles should be reflected in the development of materials to make progress for the new generations.

One of the challenges that teachers have to face is creating flexible materials focused on their students' needs, as stated by Núñez, Téllez, Castellanos, and Ramos (2009) who mentioned that in the daily life teachers tackle difficulties, scarcities, and challenges regarding resources and problematic situations that teachers may face in the classroom. Many public schools in Colombia do not have access to manuals, cards, computers, among others. Therefore, teachers resort to copy and paste activities from books or web pages; since those activities are decontextualized from students' reality, they do not motivate or impact students.

However, when teachers design materials for their students, the atmosphere can change in the classroom and students can become more confident regarding their own learning. This implies that materials should be interesting and motivating for students to learn. According to Núñez and Téllez (2009), "Effective materials make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives" (p. 184). Hence, when teachers design materials, they must be careful about choosing appropriate activities to achieve students' goals and objectives.

Authentic and non-authentic materials. Materials are classified into authentic or non-authentic, depending on their purpose. Tomlinson (1998) affirmed that there are two kinds of materials: "Global and local". The former is related to manuals made by editorials; and the latter is about materials constructed by teachers, which on some occasions are modified according to students' requirements and their own environment. However, other

authors classified materials in different ways. According to Spratt, Pulverness and Williams (2005), authentic materials are defined as editions, manuals, publications, editorials, and ads, among others, which were not created to teach. Their main objective is to communicate something. In addition, the authors highlighted that when educators select authentic materials to work in class, they should also bear in mind students' needs, context, and interests. In the same way, one of the advantages of working with adapted materials is that they increase students' motivation and interest, which allow positive results in learning.

On the other hand, the non-authentic materials are those created by teachers according to the contexts, needs, and interests of the students. Duarte and Escobar (2008) pointed out that "the materials used in the classroom represent one of the main elements of a language class. Not only do the materials support the teaching process, but they can also affect, positively or negatively, students' motivation" (p. 65). Consequently, the process of planning, designing, and implementing materials has to be done carefully since; on the one hand, materials can increase students' interest toward the language learning; on the other hand, they might create a barrier between the students and the foreign language.

Thus, teachers' perception regarding materials has changed. It implies an active and purposeful endeavor. Tomlinson (2003) argued, "Giving teachers new knowledge about materials development might provide them with some interesting new insights into teaching and learning" (p. 2). These new insights help teachers to be empowered due to their role in education. They can propose new ideas regarding teaching and learning through materials.

However, teachers need to be aware of the importance of designing meaningful materials by following MD foundations and their influence in students' learning. Besides, teachers should be organized, have a clear goal, and know their students too.

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In this regard, the development of the materials needs a set of stages. Núñez, Pineda, and Téllez (2004) mentioned that there are some necessary requisites to develop materials: "clarify goals, motivate to introduce the topic, keep the interaction with the material during all sessions, explore the background of the students, propose individual and team work practice, and involve continuous assessment to undertake changes" (p. 131). In other words, teachers have a great challenge when they design materials because they have to reflect upon several factors such as students' context, interests, and assessment to foster learning and motivate them to achieve their objectives.

Framework to develop materials. Developing materials is a multifaceted task; the developers should be organized and careful when selecting them. Tomlinson's framework (2003) to develop materials involves the following stages:

Experience as learners of demonstrations of novel approaches and tasks; analysis and evaluation of the approaches and tasks; impressionistic evaluation of textbook materials; development of criteria for materials evaluation; criterion referenced evaluation of the same material as in above; reading of relevant articles, extracts and chapters; evaluation of relevant articles, extracts and chapters; context specific adaptation of materials; context specific design and production of materials; self- and peer-evaluation of the materials produced; revision of the materials; demonstration and theoretical justification of the materials and further revision. (pp. 6-9)

Therefore, developing materials helps teachers to improve their pedagogical practice and follow reflective processes. They can reflect upon their materials, their knowledge, their experience, and the impact they have on students' learning process. Producing materials is a process that involves observing the learning, persistence, and the conditions

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learners need to face, as well as constant evaluation, and adaptation according to students'

own environment. Furthermore, materials development is a challenge that teachers face

regarding students' needs and motivation; students increase their learning; they become

more confident and they obtain significant learning. Consequently, the process to create

materials should be based on students' specific characteristics and needs, having clear

objectives and goals.

Cultural Awareness

In this section, I provide a definition of culture and its characteristics. Likewise, I

address the concept of cultural awareness. Besides, I explain some aspects on the

implications for the foreign language's teaching and learning. Finally, I present an

explanation of context and speech acts.

Definition of culture. Culture refers to a set of characteristics, attitudes, beliefs, and

behaviors from each town, city, country, or community. It has its own characteristics,

which are built up by citizens. In addition, Nieto mentions that culture is "dynamic and

always changing. In reality, people select and reject particular elements of culture as they

fit in their situational contexts" (as cited in Mercuri, 2012, p. 15). In other words, culture is

a complex set of conducts, habits, and practices of people that can choose according to their

own setting and interests. It includes rules, artistic expressions, beliefs, and knowledge

acquired by human beings in a society. Therefore, culture can be constructed.

Schwartz affirmed that:

Culture consists of the derivatives of experience, more or less organized, learned or

created by the individuals of a population, including those images or encodements

and their interpretations (meanings) transmitted from past generations, from

contemporaries, or formed by individuals themselves. (as cited in Avruch, 1998, p.

17)

Hence, culture is a series of practices built by people who have their own symbols

and understandings of reality. In addition, culture is transferred in time. Moreover,

Spencer-Oatey (2008) expressed that:

> Culture is a fuzzy of basic assumptions and values, orientations to life, beliefs,
>
> policies, procedures and behavioral conventions that are shared by a group of
>
> people, and that influence (but do not determine) each member's behavior and his/
>
> her interpretations of the meaning of other people' behavior. (p. 3)

Since culture is part of society's everyday life, it constitutes a set of knowledge,

attitudes, and behaviors which are constructed, fed, and transformed by the same

community; in which members preserve their individuals' characteristics although they are

influenced by it.

Cultural awareness definition. Awareness is a process of personal evolution in

human beings, it is the connection between communication and culture. It is the ability to

analyze our cultural values, beliefs and perceptions. Tomalin and Stempleski (2013)

explained that "cultural awareness is the term we have used to describe sensitivity to the

impact of culturally-induced behavior on language use and communication" (p. 10).

Cultural awareness is a social construction, because we have to interact with people from

other cultures, which involves others' beliefs, values, attitudes, feelings, and relationships.

In my research study, raising students' cultural awareness implied being sensitive towards

their culture to establish links to another culture. In relation to this, Tomlinson (2001)

stated that cultural awareness is about:

Gradually developing inner sense of the equality of cultures, an increased

understanding of your own and other people's cultures, and a positive interest in

how cultures both connect and differ. Such awareness can broaden the mind,

increase tolerance and facilitate international communication. (p. 5)

Enhancing our cultural knowledge helps us to develop a cultural connection and

develop our own cultural awareness. It is necessary to understand what the role of our own

culture is. Besides, it can contribute, facilitate, and motivate students' language learning.

Hymes (1972) affirmed that the context is essential to develop others' skills since when the

students face real situations in the foreign language class, there is a positive interest and

knowledge in knowing their own culture.

Moreover, the inclusion of culture when we learn a language can enhance people's

language skills and cultural awareness; they are essential when we learn a language.

Knutson (2006), Tannen (1992), and Woodward (1997) pointed out that when we recognize

our traditions, background, and values, we are growing and strengthening our cultural

awareness; therefore, when we, as human beings, know who we are, our own ethnic roots,

conviction, and dogmas, we are more prone to embrace the knowledge of and respect for

other cultures.

Teaching culture in the foreign language classroom. Language teachers have the

responsibility to introduce and connect students with the foreign language's culture. Byram

and Risager (1999) stated that language teachers have the power to motivate and arouse

curiosity in the students so that they are to achieve a sense of ownership and recognition of

their own culture, in the same way, create a bridge between their own and foreign cultures.

Besides, some researchers affirmed that to learn a language, people not only require

knowing its grammar and vocabulary, but also understanding its culture. Hinojosa (2000)

stated that "in foreign language learning, knowledge of linguistic structures alone is not enough; we also have to understand the way of life of a foreign culture and the individuals living it" (p. 112). In particular, to acquire a foreign language properly, it is necessary to recognize, understand, and live our own culture and the foreign language's culture as much as possible.

In addition, teachers should be conscious that learning a foreign language is more than identifying linguistic structures to speak with people. Cook (1993) explained that language is one of the most important ways to communicate with others; it is the heart of human life. In particular, through language, people can search about other cultures and comprehend their behaviors, feelings, traditions, and acts. Language is the distributor of culture, it is the main instrument of internalization and externalization of culture.

Cultural awareness and ELT. Language teaching has two sides: language and culture; accordingly, the task of language teachers is integrating the two sides so that students can understand and identify that language entails culture. Thus, context plays a role in the communication process because through it we can interpret messages. Hymes (1972) affirmed that the clue to understanding the language in context is first to comprehend the context and then the language. When students learn a new language, it is not very effective to do repetitive exercises; what they really need, is to understand their context to develop communicative skills; especially, speaking.

Besides, when we as speakers defined wishes, intentions, and the purpose of a message we are talking of linguistic forms, which determine the meaning of the sentence. Additionally, there is the external context, which implies gestures, glances, and mimics that occur in the communicative act.

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Cultural awareness tries to develop and rescue our traditions, roots, values, etc. Brislin (1993); Byram (2000); Cortazzy and Jin (1999); Damen (1987); and Porto (2000) stated that cultural awareness in the classroom focuses on the development of the capability to recognize and appropriate our traditions, conducts, values, and establish differences and communalities with other cultures. In other words, the main objective of language teachers should be creating environments whereby students are motivated to increase their awareness of their own culture, before they are prepared to learn about and understand other cultures.

In conclusion, culture includes patterns, behaviors, traditions, and customs of human beings. It is an integral part of the language; thus, there is no reason to teach and learn it in a separate form. Each individual in a society helps to build his/her own identity and culture because each person provides a specific contribution in a community. Moreover, language and culture cannot be separated because they are the center of communication; without culture people cannot properly interpret language since they should ponder habits, beliefs, traditions, and customs, among others to understand the language. Culture should be viewed as a development of our identity; that is, as a way of identifying, understanding, getting a sense of, and being appreciative. Based on this point of view, culture is seen as an essential part of a whole: the world. Therefore, in this study fostering students' cultural awareness implies boosting the construction of their identity based on traditions and beliefs.

Oral Communication

In this section, I provide a definition of speaking and explain some micro skills that are crucial for students' oral communication. Likewise, I address the challenges of oral communication in a foreign language classroom.

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Communicative competence. Communicative competence is the result of developing language proficiency through the interexchange of ideas, thoughts, and opinions in determined environments. Canale and Swain (1980) stated that communicative competence refers to the relationship and connection between syntactic competence, sociolinguistic competence, language competence, paralinguistic competence, pragmatics competence, and body language used in a foreign language with specific purposes determined by their settings. Thus, EFL teachers should focus on learning and teaching processes within the real contexts of the students and the way they connect with their reality. The idea is to create an atmosphere where students can express their feelings, emotions, opinions, and practice the language in a context.

Human beings use the speaking skill in their daily life. It is a natural and essential skill in their existence and a way of communication. Thornbury (2005) suggested that "there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them. For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns" (p. 4). That is, when we produce statements in a consecutive way, they do not follow a script but emerge as the conversation evolves. In this research study, it is fundamental to know that students need to produce their communication in a foreign language within a context and within a period. This communication implies a concatenation of words that make sense and knowing the elements of language.

Stages. Speaking is a skill that not only requires vocabulary, grammar, and syntax, but also needs interaction and communication among the participants in the communicative act. Thornbury (2005) affirmed that "the process of speaking consists of three stages: conceptualization, formulation, and articulation" (p. 4). In particular, this process starts

when the interlocutor defines the theme, the dialogue kind and its objective, after that, the speaker stablish vocabulary and the word order; finally, the discusser join the words, organize the words and its intention and produce the discourse. Therefore, these stages show that speaking requires the ability to work in a jigsaw puzzle way; for instance, it includes all the elements of the communicative process. However, grammar of spoken language is different from grammar of written language; for this reason, grammar is not the only element used when speaking.

Besides, within these stages of speaking there is a constant element of revising the utterances according to a specific situation. Furthermore, Thornbury (2005) stated that there is a "process called self – monitoring inside conceptualization, formulation, and articulation and repair stages" (p. 5). In other words, this process is the ability to make own observations of the messages transmitted by the interlocutors when communicating with others.

Oral communication. Speaking is a skill that needs to be developed and practiced independently from the written one. It implies focusing on both the forms of language and the functions of language. Moreover, oral communication is the process where the actors of the communicative act, share and discuss information, opinions, and ideas among others. Mackey (1965) stated that "oral expressions involve not only … the use of the right sounds in the right patterns of rhythm and intonation, but also the choice the words and inflections in the right order to convey the right meaning (p. 266). In particular, the author proposed an ideal model of communication where the actors use the correct way of intonation, meaning, etc., but in real life in a conversation, people can face unexpected situations where the conversational partner has to be prepared to answer and keep the communication flow.

Oral communication micro skills. These micro skills help people to build a bridge between the form and functions of the language. Brown (2001) presented 16 micro skills of oral communication, but for this research study, I have chosen two that I can implement in my proposal: "Appropriately accomplish communicative functions according to situations, participants, and goals, … and use facial features, kinesics, body language and other nonverbal cues along with verbal language in order to convey meaning" (p. 272). In particular, using their body to communicate an idea and create a situation whereby students can put into practice the different communicative functions. Therefore, I considered that developing these micro skills could help students improve their oral communication and their communicative skills. In addition, micro skills help students to achieve an effective communication. Students are used to daily conversations. They provide tools to perform in oral communication properly. These micro skills guide teachers to see the small pieces of the language, its composition, its essence, and its details to express the different ideas or opinions.

Types of classroom speaking performance. Speaking is a skill that needs attention and the use of different strategies. Sometimes, people tend to think that teaching speaking is limited to learning grammar, vocabulary, and developing fluency; but speaking is a more complex process. Brown (2001) stated six types of classroom speaking performances: "Imitative"; it refers to practice, such as, pronunciation of words. The second one is "intensive performance"; it is planned to practice some phonological or grammatical aspects of language. The third one is "responsive"; it implies practicing short questions and answers to get meaningful learning. The fourth one is "transactional"; it entails switching particular information. The fifth performance is "interpersonal"; it focuses on other form of conversation; its purpose is to create and keep relationships. Finally, "extensive"; it

includes monologues; for example, reports, and short speech, among others (pp. 271 –

274).

For this reason, all these types of class performances are used to improve oral

communication; for example, through role play and survey activities, among others, which

are used in context and in daily situations helping students to communicate in English.

Educators face some problems and obstacles in the classroom; specially, to develop oral

communication skills. Ideally, teachers should create an atmosphere where students can

learn the foreign language in a natural way and overcome the speaking problems that might

appear. Brown (2001) considered eight main speaking difficulties that may occur in a

classroom. One of them is clustering; the second is redundancy; the third are reduced

forms; the fourth, performance variables; the fifth, colloquial language; the sixth, rate of

delivery; the seventh, stress rhythm and intonation, and finally, interaction is the

interchange of ideas, culture, feelings, etc., in a conversation. Thus, teachers should create

an atmosphere where students feel confident and comfortable to surpass these difficulties.

Linguistics and extra linguistics knowledge. To develop a communicative skill, it

is necessary to consider students' background; which includes, their previous knowledge.

Thornbury (2005) stated that when a person is a native of a language their knowledge is

instinctive and he/ she does not need to know grammar rules to establish a conversation.

Thus, knowledge can be classified into two: "linguistic and extra - linguistic language" (p.

11). The first group is about structural knowledge related to syntax and terminology. The

second group is about culture knowledge, and knowledge of the environment. These two

kinds of knowledge allow speakers to make conversation, bearing in mind context, place

and the form of the communication.

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In synthesis, speaking is a communicative skill, which is used in our daily life which allows people to express ideas, feelings, and thoughts in real time. Besides, to teach speaking, it is necessary to apply different strategies and techniques. Thus, in this research study it was fundamental to be closer to the students' reality, interests, their own culture, the needs, and the learning styles to improve their communicative skills.

For this research study, the topics selection and methodology to enhance my students' oral communication skills are based on cooperative learning activities. They entailed that students could work in groups sharing their abilities, functions, achieving objectives, and building on their own culture. Therefore, these activities intended to enhance students' motivation to communicate in the foreign language.

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Chapter III

Methodological Design

This chapter is divided into two sections: the research design and the instructional design.

Research Design

The ensuing information is included in following section: research approach, type of study, participants, and instruments for data collection.

Approach. Considering that the observable behaviors that I intend to analyze in this study are difficult to measure by means of numbers or quantitative instruments, the type of research that best fits this study was the qualitative approach. According to Burns (1999); Litchman (2006); and Marshall and Rossman (1999), the qualitative approach consists of explaining the reality that is experienced. It is a progressive process, in which the researcher understands the present time bearing in mind specific environments. Therefore, this study is understood as an interactive and humanistic research since it aims at interpreting students' behavior regarding cultural awareness to enhance oral communication skills.

In addition, the heart of the communication is the interchange of ideas, opinions and thoughts between the participants. Merriam (1998) mentioned that its essence is natural and it promotes interaction among participants so that all members of the group build knowledge. Also, it is a descriptive and flexible process that generates discovery.

Type of study. For this research study, I selected the action research; which, according to Burns (2010); McKernan (1996); and Nunan (1992), is defined as a search and analysis process starting with identifying the problems arising through the pedagogical practice and from the perspective of those experiencing it which in this case are the

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students. It is also a systematic approach. This type of study is commonly used in education

because it intends to solve a problem or concern in a particular group or community, as

well as it allows the teacher-researcher to explore new ways for improving both teaching

and learning in the classroom.

Action research proposes a set of stages to develop research. Kemmis and

McTaggart (1988) suggested that there is: A cycle of seven stages to implement action

research: the first stage was "initiation"; which was to recognize a difficulty in the

classroom. Second, the researcher started "collecting the data" through observation or other

instruments. Third, the teacher "established a hypothesis" based on the preliminary

information gathered. Fourth, it involved "the intervention". Fifth, "the evaluation process".

Sixth, "the dissemination". Finally, "the follow-up stage" entailed continuing the cycle of

the investigation by working diverse alternatives or adjusting practices (as cited in Kemmis

& McTaggart, 1998, pp. 11-14).

For this research study, I followed all stages suggested in the action research theory

developed by Nunan (1992) which helped me to initiate and finish it thoroughly.

Participants. The participants of this study were nine students who belonged to an

immersion classroom program in the afternoon shift and the teacher-researcher and

materials developer.

Students. The participants were nine students from cycle three (fifth, sixth, and

seventh graders) whose age range oscillated from 10 to 13 years old. They belonged to low

socio-economic strata. These students attended the immersion classes voluntarily once a

week, by staying in school after their normal academic day and schedule, for a four-hour

session. In these immersion classes, there were five groups from cycle two to cycle four.

This program, launched by the MEN aimed at strengthening the English level of the

students through social, environmental, and cultural activities. The British Council and Aiseec, brought foreign employees to support students' learning process and teachers' practices.

To select the participants, I chose the convenience sampling technique because it allows the researcher to select the participants based on her interests; for example, "accessibility or disposal" (Stevens, 1996, p. 3). This group was the most convenient one for conducting this research since these students joined this program two years ago, and therefore, they had taken a process to undergo the intervention.

Teacher-researcher and materials developer. I had three different roles throughout the implementation of this research study. Firstly, I worked in a teacher's role since I was the first mediator that interacted with the learners and with the action field. Secondly, I was a researcher because I identified students' difficulties, strengths and interests, designed and developed an intervention, and collected and analyzed data to make adjustments to continue the research. Thirdly, I was a materials developer since I designed worksheets based on cultural awareness to enhance students' oral communication skills.

Data gathering instruments. An important aspect to develop this kind of research study is to select the appropriate instruments which are used to understand the results of the intervention. According to Lankshear and Knobel (2003), data collection tools are a set of mechanisms used to gather the information provided by participants through surveys, questionnaires, and audios, among others. The instruments that I employed in this research study were students' artefacts, field notes, and video recordings which were piloted and adjusted to improve them.

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Artefacts. This instrument involves the tangible evidence that is gathered during the research. Mann (2005) affirmed that artefacts are physical supports that the researcher uses to demonstrate what has occurred in the classroom. Hence, I designed and implemented six worksheets based on cultural awareness to enhance students' oral communication, having the cooperative learning techniques as the methodological approach; finally, I collected some evidence from students' worksheets.

Teacher's Field notes. The objective of field notes is to monitor the actions that take place in the setting that the researcher observes. In this respect, Burns (2001) argued that field notes are "descriptions and accounts of events in the research context which are written in a relatively factual and objective style. They generally include reports of non-verbal communication, physical settings, group structures and records of conversations and interactions between participants" (p. 87). This instrument allows the researchers to reflect on their pedagogical process; in this case, I pondered upon the effects of cultural awareness on the students' oral communication. In the field notes, the teacher writes down students' reactions towards the activities implemented and the aspects that might be improved. In sum, field notes imply getting written information regarding specific teaching and learning aspects that take place in the EFL classroom (See Appendix A).

Video recording. Elliot (1991) pointed out that videos are used to record either whole lessons or parts of them. Filming is useful to acquire data. Likewise, Burns (1999) and Hall (2000) stated that videos provide the researchers with the opportunity to observe the details of their intervention in real time. Besides, with this tool it is possible to analyse the participants' interaction, the way students communicate in the foreign language, and their behaviour. For this study, I examined how learners reacted and developed the worksheets based on cultural awareness to enhance their oral communication.

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Instructional Design

The instructional design focuses on the pedagogical intervention, its general and specific instructional objectives, the intervention as innovation, the theory of language and language learning, and the methodological approach. In addition, it explores the connection of this pedagogical intervention with the research question, the instructional phases and a sample of one of the worksheets.

Pedagogical intervention. The objective of this pedagogical intervention is to develop and implement worksheets based on cultural awareness to enhance students' oral communication. According to Hadley (1993) and Stern (1992), the cultural perspective must be fostered in different ways so that students get ready to live in harmony, which is an element that helps the learners to understand their culture, its values, and develop respect to the differences in others.

Thus, culture is a vital topic when teaching a foreign language as language and culture cannot exist individually: one depends on the other. In this regard, Maley stated that culture is an essential element that should be included in foreign language curriculums. It is also worth mentioning that materials used to teach EFL should not only consider the design and organization of the activities; but also, students' needs, interests, and their culture. (as cited in Shemshadsara, 2012). Thus, I created six-worksheets to guide the students' process and help them accomplish their group goals.

I followed six of Tomlinson's (1998) Second Language Acquisition (SLA henceforth) principles for materials development: First, I kept in mind that "materials should achieve impact" (p. 7). Therefore, materials must be contextualized and include the students' reality. They must also be attractive, engaging, self-inspiring, meaningful, and innovative, according to the interests, needs and life style of the learners.

Second, it is essential to design materials that help learners to feel at ease because students need to be comfortable, relaxed and assured. When materials have an appropriate balance of activities and level of difficulty, they help the students to engage in the tasks. Therefore, reluctant students that do not usually participate in oral activities might express their feelings and experiences in a more confident way.

Third, I bore in mind that "what is being taught should be perceived by learners as relevant and useful" (p. 10). This principle highlights the importance of both students' life-long learning, and attaining a language is a vehicle to help achieve life and professional goals. Besides, since language is fundamental to communicate ideas, this principle allows students to reflect upon their oral communication skills and find a way to improve them.

Fourth, I considered that "materials should require and facilitate learner self-investment" (p. 11). By using this principle, students became aware of the learning strategies they require to achieve a better learning process. Hence, the worksheets that I developed include explicit learning strategies so that students understand the purposes they need to achieve.

Fifth, I focused on the fact that "materials should take into account that the positive effects of instruction are usually delayed" (p. 15). This principle is crucial to this research due to the acquisition of language. Its purpose involves students' internalization of rules, vocabulary, and grammar, among others. To achieve this objective, it is necessary to repeat the instructions and to practice the language constantly.

Finally, Tomlinson (1998) mentions that "materials should take into account that learners differ in affective attitudes" (p. 18). This principle highlights the importance of creating materials having in mind students' different learning styles and points of view. Therefore, teachers should develop materials to face multiple challenges such as life styles,

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interests, needs, and learning processes. In other words, it is important to include

contextualized activities that are sensitive to students' difficulties and foster meaningful

learning.

Then, according to the information collected in the needs assessment, I started to

design six worksheets that were structured in three parts: pre- speaking, while speaking,

and post-speaking. In the first part, I presented the vocabulary, expressions, and some

grammar structures worked in class. In the second part, I put into practice the vocabulary

and expressions learned in the first section through conversations, questions activities,

mimic games, and videos, among others. Finally, in the last part the students could practice

the structures, vocabulary, expressions, culture knowledge and communicative functions

learned through role-plays, interviews, shows, exhibitions, and jigsaw activities.

Moreover, all the worksheets included cooperative learning techniques, which let

students work together to accomplish their goals and achieve both individual and group

objectives. I added different techniques such as three-step interview, three-minute review,

numbered-heads together, and jigsaw which allowed students to strengthen their oral

communication and cultural awareness.

Regarding cultural awareness, students explored, worked, and increased their

knowledge about Colombian's culture based on aspects such as traditional activities,

famous Colombian people, typical food, art and crafts, and myths and legends. These topics

contributed to motivate and improve the cultural awareness of the students and value our

culture.

In sum, this pedagogical intervention showed the importance of creating effective

materials to cope with students' needs and interests. In addition, in this research study,

students could achieve their learning goals, increased their cultural awareness and improved their oral communication skills.

Instructional objectives

General objective. To develop and implement six contextualized worksheets based on cultural awareness to enhance students' oral communication skills at a public school.

Specific objectives. The study included four specific objectives as follows: (a) To develop contextualized worksheets based on cultural aspects such as celebrations, customs, behaviors, and values that increase students' cultural awareness; (b) to promote learning environments that enhance students' oral communication skills; (c) to foster students' oral communication through communicative functions and body language use.

Intervention as innovation. Innovation is fundamental when we develop materials; thus, in this process it combines the teacher's creativity and experience and the context, needs and interests of the students. Núñez, Téllez and Castellanos (2012) affirmed that "teachers acquire the ability to generate something that may be regarded as new and their answers showed that innovation has a major role in MD and that teacher-developed materials can be seen as an innovative practice" (p. 24). In other words, when teachers create new strategies, methodologies and activities in their pedagogical practice, they innovate and transform.

Additionally, innovation means breaking models, schemes and adopting a new strategy or approach to solve problems and change the social practices. According to Markee (2001); Rudduck (1991); Wedell (2009); and Willis and Willis (1996), innovation is a process that involves gathering data, renovating constantly, preparation, and taking into account students' characteristics, interests, and setting. It implies developing new resources and approaches to generate a meaningful change in the teaching and learning processes. It

also involves three phases: identifying the area of intervention, planning the pedagogical

intervention and implementing it. Besides, according to Cooper, innovation requires a

framework that entails answering and reflecting upon the following questions: "who, what,

where, when, why and how" (as cited in Markee, 2001, pp. 118-126). In this point,

innovation intends to solve certain problematic issues and improve students' language skills

in an organized way, having achievable objectives and following a definite framework.

Nuñez, Téllez, Castellanos, and Ramos (2009) affirmed that:

Most EFL/ESL teachers are creative professionals who have the potential to explore

their creativity and embark upon the fascinating task of developing their own

didactic materials based not only on their teaching experience, but also on their

expertise in the cognitive and learning processes needed by EFL/ESL learners. (p.

16)

Therefore, teachers should be aware of their capabilities as materials developers.

They should be confident of their creativity, experience, potential and knowledge. These

features are essential to develop and implement meaningful materials for learners based on

their needs, interests and context. Núñez, Téllez and Castellanos (2017) affirmed that when

the teachers develop materials from the students' needs and thoughts, these materials are

innovative, and this process helps them to progress their pedagogical practice. Thus,

materials designed by teachers inspire and encourage learners to improve communicative

skills each day more and more; and when teachers consider the specific needs of their

students, their materials become meaningful for students. The development and

implementation of worksheets based on cultural awareness to improve the students' oral

communication constituted an innovation since these materials were created based on the

real context and from students' culture. Núñez et al., (2009) stated that "teacher-developed

materials that fulfil students' needs can be seen as an innovative practice in the EFL classroom" (p. 18). The idea of designing and implementing the contextualized cultural awareness worksheets to enhance students' oral communication is a way of becoming successful in EFL practices, which enhanced my academic and professional growing as well as benefited my pupils. Therefore, I tried to create interesting worksheets by identifying learners' interests, knowledge, and experiences. To achieve that goal, it was also essential to bear in mind the theory of the nature of language and language learning to seek effective learning environments.

Theory of the nature of language and language learning. Language implies knowing about several issues related to semantics, pragmatics, phonology, and linguistics, among others. Nevertheless, culture is also central. The above-said aspects are crucial when learning and teaching a foreign language. Learners should know not only the structure that composes the language and communicative functions, but also to know about their own culture and the culture of the foreign language. According to Tudor (2001), there are "four main visions of the nature of language: language as a linguistic system; language from functional perspective; language as self-expression; and language as culture and ideology" (p. 49). These language visions fit this pedagogical intervention because they consider language as a tool to attain communicative objectives and as a vehicle that allows the individuals to express their ideas, feelings, and opinions. However, I centered my study in two visions: language as self-expression and language as culture and ideology.

The first vision that supports the theory of language is the self-expression perspective, which states that each has the capability to construct, cultivate and communicate his/ her sentiments, thoughts and interests. Tudor (2001) affirmed that "language learners find a sense of personal meaningfulness in their language study" (p. 69).

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To improve oral communication in this intervention, it was necessary to be conscious and prepared for communicative practices. Finally, the last vision proposed by Tudor is the culture and ideology perspective, which represents an essential component due to the essence of the language. Stevick expressed that "learning or seeing the world through the eyes of a different culture may be one of the most broadly educational advantages of learning" (as cited in Tudor, 2001, p. 70).

In other words, knowing a language entailed being aware of the sociological and sociocultural context to which the participants of a specific community belong to. This category was appropriate for the present study because its objective is to use the language in real contexts where students feel identified. One of the goals was that students familiarized themselves even more with their own culture, and so they were more prepared to receive knowledge and learn from other cultures.

Language learning is defined as developing communicative abilities in a second language including its context. Tudor (2001) affirmed that teachers could identify the strategies and activities implemented in the classroom and the students' improvement concerning language; however, they cannot enter the learning process itself. For this reason, the author stated four visions of language learning. Bearing in mind that the main goal of this study was to develop and implement six contextualized worksheets based on cultural awareness to enhance students' oral communication, the role of affect vision was the most appropriate one.

According to the author, these visions show the language learning process as the interaction between students and learning activities. Besides, they involve cognitive, psychological, and experimental factors that generate affective interaction with the learning process. Tudor (2001) claimed that "if the student enters the classroom with a positive

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affective predisposition to the language or to learning process, there is a good chance that

productive learning can be achieved, whatever the practical conditions of learning and

teaching, or methodology used" (p. 96). According to Wedell (2009), when teachers use

strategies in their classroom such as motivation and curiosity to awaken students' interests;

the results may be positive in terms of attaining effective and durable learning. Therefore,

students should have a positive and effective disposition towards the learning process and

there could be more possibilities to foster their motivation to improve their oral

communication skills.

      Methodological approach underlying the pedagogical intervention. The

methodological approach that underlies this pedagogical intervention is Cooperative

Learning (CL, henceforth). Richards and Rogers (2001) defined it as "an approach to

teaching that makes maximum use of cooperative activities involving pairs and small

groups of learners in the classroom" (p. 192). This approach allowed students to work

together to achieve specific objectives and obtain both individual and group benefits.

Besides, CL focused on students' attention and the way they develop their communicative

competence through social interactions or pedagogical addressed situations.

      According to Richards and Rogers (2001), CL brings many benefits when

developing communicative competence as it entails that students adopt an active role in the

learning process and it permitted the increase of cognitive development and the language

skills. Therefore, the CL approach supported the aim of enhancing students' oral

communication skills with other students and sharing their experiences, interests and

abilities so that they could achieve the same objective.

      On the other hand, I bore in mind the five principles that Johnson and Johnson

(1999); Johnson, Johnson and Holubec (1991); and Kagan (1994) stated in terms of CL:

"Positive interdependence", "group formation", "individual accountability", "social skills" and "group processing" (as cited in Li & Lam, 2013, p. 3-4). Additionally, I applied the techniques presented by Kagan (1994) such as "think pair- share", a pair technique distributed into three steps to meditate, interchange and report information about a question. The "Three step interview" is where the students exchange data about themselves and then, report it to their classmates; the "Three-minute review" consists of having three minutes to summarize a certain discussion; and "Numbered-Heads together", where the learners are distributed in groups of four and they are asked some questions, which all of them should be able to answer (as cited in Li & Lam, 2013, p. 21- 28). By using the CL strategies described above, I expected that the students became more confident when expressing their ideas in English.

Connection of the pedagogical intervention with the research question. Through the needs assessment and class observations, I noticed that the students mispronounced some words and showed difficulties expressing their ideas in English due to their lack of vocabulary; besides, they highlighted that the topics seen in class were not interesting to them. Thus, the classes were neither contextualized nor meaningful for the students, and they did not understand the importance of the topics worked in class.

In light of this, the question that leads this study is aimed at developing and implementing contextualized worksheets based on cultural awareness to enhance students' oral communication skills, taking into account their needs, interests and learning process. According to Richards (2005), "Effective instructional materials in language teaching are shaped by considerations of a number of factors, including teacher, learner, and contextual variables" (p. 1). More specifically, the materials' success depends on taking into account

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numerous aspects such as the teacher's experience and the students' opinions, interests, culture, context, and learning styles.

Apart from this, Schumman (1976) stated that students will have enormous problems to learn a foreign language if they keep considerable social distance between their own culture and the language that they are learning. Therefore, when teaching and learning a foreign language, it is important to bear in mind the art, theatre, literature and traditions of other cultures because they are the essence of the language.

Therefore, I decided that the most convenient methodological approach was the cooperative learning. On this matter, Kagan (1994) pointed that cooperative learning promotes and motivates the development of oral communication skills in learning environments which generate confidence to students. Subsequently, when the learners work in small groups, they feel more comfortable and motivated to express their ideas and opinions. Likewise, they can share their knowledge and skills easily.

Finally, the contextualized worksheets focused on cultural awareness that might be considered as a new glance at a strategy to teach English and improve oral communication skills which teachers foster by creating learning environments where students feel encouraged and comfortable.

Instructional phases. The instructional design that I implemented comprised six phases that bore in mind the learners' background, their necessities, and their views, among others.

Proposed materials development framework. Different researchers such as Graves (1996); Jolly and Bolitho (1998); Masuhara (1998); Núñez et al., (2004); Núñez and Téllez (2009); Núñez et al., (2012); and Núñez, Tellez and Castellanos (2017b) agreed on following certain stages concerning materials development: identification of needs;

establishment of objectives; definition of the methodological approach; selection of content and activities; the physical production or development of the activities; and revision or assessment of materials. More specifically, Graves (1996) and Núñez and Téllez (2009) included in their framework the resources and constraints related to the materials development. Masuhara (1998) focused on the design of a syllabus; Jolly and Bolitho (1998) bore in mind the identification of a problem and the development of contextualized materials; Núñez, Pineda, and Téllez (2004) explained the learning and teaching activities required for students' performance, the type of participation, and the way students use their background knowledge. Besides, Núñez et al., (2009) and Núñez et al., (2012) integrated the issue of making adjustments. Also, Núñez, Téllez and Castellanos (2017b) included materials developers' self-assessment through a checklist. In light of this, I was challenged to create my own proposal based on a MD framework.

Exploration of students' interests. I kept in mind all the components mentioned above; also, I considered learners' background knowledge, ideas, opinions, and needs to improve their oral communication skills through the enhancement of cultural awareness in situations of their daily life through a survey.

Students' profile on their oral communication skills. Bearing in mind the aforementioned ideas and the process that the immersion classroom has in new students each year, I needed to conduct a survey to identify students' personal information, English level, oral communication skills, speaking experiences, favorite topics, and difficulties when expressing ideas in English. Therefore, at the beginning of the year through a test and different activities which explored students' oral communication skills, I identified students' language level and the area they needed to strengthen.

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Informed consent. After observing the class and conducting a survey and diagnosed activities to identify students' needs, it was necessary that students and parents received an explanation about the research study and the interest in improving students' oral communication skills related to Cultural awareness. Thus, students and parents were informed through a meeting about the pedagogical intervention and they received a complete explanation about the research process, the ethical aspects that it comprised and the impact it could have on the community. In the same way, I asked for a permission to the school's principal to conduct the study who gave me his full support during all my research process (See Appendix D).

Sensitization. In this stage, I explained to the students the pedagogical intervention and the strategies used to develop the oral communication skills through worksheets based on cultural awareness.

Implementation of the materials**.** Based on the theories mentioned in the framework, I designed and implemented six worksheets. They were organized into three stages: pre-speaking, while speaking, and post speaking. The first stage introduced the topic of the class and motivated the students to develop the activities. The second stage put into practice the vocabulary, expressions, and structures learned in the first stage. Finally, students showed results regarding their oral communication skills and cultural awareness. At the end of each worksheet, there was a self-assessment section where students had the opportunity to recognize their progress and aspects they needed to improve.

The implementation of the worksheets took around two sessions, except the last worksheet, which was developed in three sessions. Each session lasted three hours. As a result, the intervention took three months approximately. However, due to the teachers' strike we had during the intervention process, it lasted four months. On the other hand, the

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topics selected for this research were Colombians' people, traditional activities in my

family, famous Colombian people, food from Colombia, art and craft from Colombia, and

myths and legends from Colombia. It is worth mentioning that during each session,

students were receptive to the suggested activities.

Worksheet Sample

| **Worksheet No. 4**

## *Art and Crafts in Colombia*
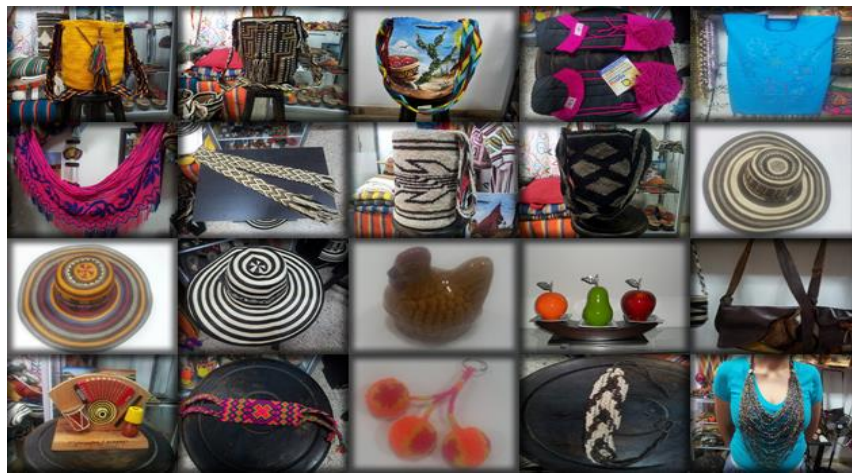
General Objective:
  ➢ To talk about materials related to traditional arts and crafts (handicrafts or handmade) from Colombia through an exhibition.

*Specific Objectives***:**
  ➢ To describe and classify Colombian arts and crafts' (handicrafts or handmade) materials.
  ➢ To use vocabulary related to traditional arts and crafts (handicrafts or handmade) from Colombia.
  ➢ To plan, organize, and set up an exhibition about art and crafts (handicrafts or handmade).

Pre- speaking
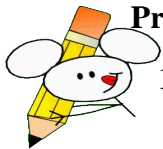
1. **Choose the handicrafts that you like from the following pictures. Write the Colombian region they belong to.**

Learning strategy: Grouping

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Region: _____   **Region:** _____   _____

Region: _____   **Region:** _____   **Region:**

Mochilas   **Hammock**   **Pottery**

Region: _____   **Region:** _____   **Region:**

Poncho   **Vueltiao hat**   **Chivas**
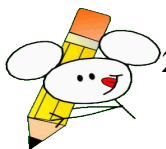
2. **Write the chosen words and the materials they are made of. Use the words bank to complete the table below.**

Learning strategy: Making associations

clay- wood - cotton - caña flecha - fibre – leather - wool - seeds – cloth - glass – plastic - silver - fur - silk - straw

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Craft	Material

3. Practice in pairs. Student A interviews Student B using the following questions. Then, switch roles. You can use the words in the Word bank.

Learning strategy: Practicing naturalistically

Big – small – hard – soft – colorful – beautiful – ugly – expensive – cheap – soft – rough – sweet – sour – colorful – bored – practice –unpracticed – useful – useless –

What is your favorite Colombian art and craft?

I like mochilas

Why do you like them?

Because they are colorful

What Colombian art and craft do you dislike?

I don't like hamacas

Why don´t you like them?

Because they are useless.
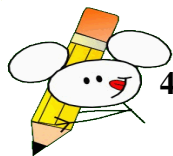
4. Match the questions with the answers. Follow the example.

Learning strategy: Make associations

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While – speaking

Questions		Answers
A. What is your favorite Colombian art and craft?	**F**	People buy handmade bracelets, necklaces, hammocks, etc. when they visit Colombia
B. Why do you like vueltaio hat?		They are made of caña flecha, fibre, leather, wool, seeds, straw, etc.
C. What are the typical crafts from the coast?		My favorite Colombian arts and crafts are necklaces.
D. Do you like Colombian bracelets?		Because it is comfortable and practical.
E. What are some of the materials Colombian handicrafts are made of?		Mochilas are typical crafts from the coast.
F. What souvenirs do people buy when they visit Colombia?		Yes, I do. I love them.

5. **Use the questions from the previous exercise and practice with your partner. Follow the example.**

Learning strategy: Practicing naturalistically

My favorite Colombian arts and crafts are

What is your favorite Colombian art and craft?

What materials are Colombian handicrafts made of?

They are made of caña flecha, fibre, leather, wool, seeds, straw.

6. **Get into groups of four. The teacher puts the name of the adjectives in a bag (See the Word Bank). Take turns to mime in front of the group. Use the words from exercise 2. The groups who guess the word correctly win a point. Look at the following pictures to get ideas.**

Learning strategy: Using mimic or gesture

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7. Work in pairs. Complete these sentences with the vocabulary in the box. Then practice the short conversations with your partner.

Verbs
Weave ⟶ wore
Sew
sewed ⟶
Carve

Nouns
Drop
Wood
Daylight
Straw

Adjective
Broad

Learning strategy: Placing new words into a context by using the dictionary

How **are** the Colombian crafts made?

They _____with the richest of our country.

How are our crafts sewed?

They are_____ with _____of rainbow.

When were our crafts born?

They were born in _____ _____

What material are Colombian hats made of?

They are made of _____.

Are there crafts made of_____?

Yes, they are_____. Piece**s** of wood become works of art.

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Video

8. Watch the video "Artesanías de Colombia". Teacher can stop the video any time and give teams three minutes to review what has been said. Then, she asks clarifying questions.
Retrieved from https://www.youtube.com/watch?v=I1rlI3JXEfo

CL: *Three-Minute Review*

- ✓ The students will split into four groups and every member will be numbered from 1 to 5.
- ✓ The teacher will play the video and stop it at any time.
- ✓ She will give you two minutes to review the information with your classmates.
- ✓ Then, she will assign a number, from 1 to 5, and that student will report the information to the whole class.
- ✓ She will continue playing the video and stopping it. Students will socialize the information until reaching the end of the video.

Learning strategy: Using resources for receiving and sending messages

Post –speaking

9. **Work in groups of four. Set up an exhibition of Arts and Crafts from Colombia. Each group chooses some arts and crafts or souvenirs that they will present to their classmates. The group members should organize the information gathered, prepare an exhibition, make a poster, develop the publicity, and the information to set up the exhibition.**

Learning strategy: Practicing naturalistically

Example:

Good morning everyone. Today we would like to show you, different types of souvenirs from Colombia.

They can be the perfect present for friends or family

members in your country.

Hints!!!!
Please, don't read, use mime or gesture.

This is a/an __product____ (show the picture). This is very popular in Colombia. It is made of _____. It costs about $_____

10. **Let us discuss. In the same groups, speak about Art and Craft in Colombia.**

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Learning strategy: Self-evaluating

a. The final presentation allowed us to:	b. The process of creating the final representation allowed us to:
☐ become confident to speak in front of the class. ☐ socialize our ideas about the characteristics of Colombian Arts according to each region with my classmates ☐ value our Colombian arts.	☐ work and communicate in groups. ☐ listen to and take into account our classmates' opinions/ ideas/ thoughts. ☐ put into practice the vocabulary learned. ☐ learn English while having fun

Self-assessment

My worksheet… *Mi taller…*	Yes	Needs to improve
offers newness, attraction, diversity in content and oral communication tasks. *ofrece novedad, atractivo, variedad en contenido y tareas de comunicación oral.*		
made me feel comfortable *Te hizo sentir cómodo*		
has useful content. *tiene un contenido útil.*		
facilitates the learning *facilita el aprendizaje*		
Takes into account my learning' rate *Tiene en cuenta mi ritmo de aprendizaje*		
sequences the learning activities gradually so that I can learn in a relaxed way. *secuencia gradual de actividades que me permiten aprender de manera descomplicada.*		
Cultural awareness ... **Conciencia cultural…**	**Yes**	**Needs to improve**
I recognize and value materials, which are made Colombian crafts. Reconozco y valoro los materiales del cual están hechos las artesanías colombianas.		
I use vocabulary about crafts in real situations. uso el vocabulario sobre artesanías en situaciones reales.		
I present and exhibit arts and crafts and can use the expressions learnt in class Presento y exhibo artesanías y uso expresiones trabajadas en clase.		

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To develop my oral communication… *Para desarrollar mi comunicación oral…*	Yes	Needs to improve
use idiomatic expressions according to the topic. *uso expresiones idiomáticas de acuerdo a la temática.*		
I use facial features and body language to complement verbal language and convey meaning. *uso gestos faciales y lenguaje corporal para complementar el lenguaje verbal y trasmitir un significado.*		
I get to communicate according to the situation, participants and goals. *me logro comunicar de acuerdo con la situación, participantes y metas.*		
What do I need to improve in relation to my oral communication? *¿Qué necesito mejorar en cuanto a mi comunicación oral?*		
Why do I need to improve it? *¿Por qué necesito mejorarla?*		

Note. Adapted from Munévar (2017)

Images selected from:

https://www.google.com.co/search?q=humble&espv=2&source=lnms&tbm=isch&sa=X&ved=0ahUKEwikenlgrHTAhXC4CYKHfvYDOIQ_AUIBigB&biw=1366&bih=662#tbm=isch&q=artesanias+de+santander&imgrc=ROamp2RBmJQflM:
https://www.google.com.co/search?q=Handicrafts&rlz=1C1NHXL_esCO721CO721&espv=2&biw=1366&bih=662&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiwrtXQrqvSAhXKKiYKHaX9AjQQsAQIIw#tbm=isch&q=artesanias+del+choco+colombia&imgrc=qT69NTJ5aQpOeM:
https://www.google.com.co/search?q=Handicrafts&rlz=1C1NHXL_esCO721CO721&espv=2&biw=1366&bih=662&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiwrtXQrqvSAhXKKiYKHaX9AjQQsAQIIw#tbm=isch&q=artesanias+de+los+llanos+orientales+colombianos&imgrc=SEydtwaLkS5DXM:
https://www.google.com.co/search?q=imagenes+aprendizaje+cooperativo&rlz=1C1NHXL_esCO721CO721&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiWhoqTh5bSAhUI42MKHZtGBLYQsAQIGQ&biw=1366&bih=662#imgrc=OSgz8G7QzJGpmM:https://www.google.com.co/search?q=Handicrafts&rlz=1C1NHXL_esCO721CO721&espv=2&biw=1366&bih=662&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiwrtXQrqvSAhXKKiYKHaX9AjQQsAQIIw#tbm=isch&q=Flowerpots&*&imgrc=v9spzdSa7tOtXM:https://www.google.com.co/search?q=Handicrafts&rlz=1C1NHXL_esCO721CO721&espv=2&biw=1366&bih=662&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiwrtXQrqvSAhXKKiYKHaX9AjQQsAQIIw#imgrc=PBYIATUP5FnkQM:
https://www.google.com.co/search?q=Handicrafts&rlz=1C1NHXL_esCO721CO721&espv=2&biw=1366&bih=662&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiwrtXQrqvSAhXKKiYKHaX9AjQQsAQIIw#tbm=isch&q=artesanias+colombianas&*&imgrc=zNoHJ3hx7M9eQM:
https://www.google.com.co/search?q=Handicrafts&rlz=1C1NHXL_esCO721CO721&espv=2&biw=1366&bih=662&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiwrtXQrqvSAhXKKiYKHaX9AjQQsAQIIw#tbm=isch&q=plegar&*&imgrc=EzH3xH7z-I1jiM:
https://www.google.com.co/search?q=colorful&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjWk8WN0rPTAhUK4SYKHRn_D38QsAQIMg&biw=1366&bih=662#imgrc=cvzlz1KgE93XTM:
https://www.google.com.co/search?q=colorful&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjWk8WN0rPTAhUK4SYKHRn_D38QsAQIMg&biw=1366&bih=662#tbm=isch&q=expensive&imgrc=wAEX5KO_nn_rJM:
https://www.google.com.co/search?q=colorful&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjWk8WN0rPTAhUK4SYKHRn_D38QsAQIMg&biw=1366&bih=662#tbm=isch&q=soft&imgrc=ymLtByRSMTAzBM:
https://www.google.com.co/search?q=colorful&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjWk8WN0rPTAhUK4SYKHRn_D38QsAQIMg&biw=1366&bih=662#tbm=isch&q=comfortable&imgrc=YdV91lkdBTRBKM:
https://www.google.com.co/search?q=colorful&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjWk8WN0rPTAhUK4SYKHRn_D38QsAQIMg&biw=1366&bih=662#tbm=isch&q=rough+texture&imgrc=FjTHRf00Jj0LeM:

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Chapter IV

Data Analysis

Data Analysis Procedure

The processes of data analysis and interpretation helped to answer the research question proposed in this research study. Thus, the information that I gathered guided me to study how the development and implementation of worksheets based on cultural awareness enhanced students' oral communication skills.

After implementing all the instruments during the intervention, it was necessary to organize and analyze the data collected. For this research study, I selected the grounded approach, Jolly and Bolitho (1998), which was used to identify the categories and subcategories. Charmaz (2008) defined grounded approach as "a systematic, inductive approach to collecting and analyzing data to develop theoretical analyses. The method also includes checking emergent categories that emerge from successive level of analysis through hypothetical and deductive reasoning" (p. 115). Considering the author's definition, I looked for the repeated patterns or commonalities from the three data instruments (students' artefacts, field notes, and video recording). Then, I organized the information using the color-coding technique for reducing it and identifying the emergent categories and subcategories. To this respect, Zieman identified the color coding technique as "an effective way to begin thematic analysis of written data" (as cited in Klein, 2012, p. 62). This is a method to organize information with the objective of answering the research question.

Finally, once I had organized the information, the triangulation process was carried out. According to McMurray, Scott and Pace (2004), "Triangulation refers to the use of several research techniques in the same study to confirm and verify data gathered in

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different ways" (p. 263). The previous information let me compare the information I had

obtained from the instruments to corroborate the advances in my students' abilities in

relation to the impact of MD, the improvement of their cultural awareness and oral

communication skills, which represented the methodological triangulation (Denzin &

Lincoln, 1994). Then, with all the information gathered from the instruments, I started the

process of analyzing and interpreting the data from different theories; this triangulation

process is called theoretical triangulation according to Denzin and Lincoln (1994). Bearing

this in mind, I selected both types of triangulation: methodological and theoretical.

Research categories. The following categories and subcategories emerged from the

data triangulation to answer the research question, as it is shown in the table below:

Table 1

Categories and Subcategories

Research Question: How do the development and implementation of worksheets based on cultural awareness enhance students' oral communication skills?		**Categories**	**Subcategories**
	MD	Sequenced materials achieving engagement through appealing content and sources	• Sequenced materials supporting learning process • Images supporting vocabulary learning • Appealing content contributing to engagement
	Cultural Awareness	Enhancing cultural understandings through interaction and videos	• Building together new understandings around culture • Broadening views of culture through contextualized videos
	Oral Communication	Communication through vocabulary and mime	• Mime: key element while speaking • Vocabulary and expressions to engage students in oral descriptions

Note. Table 1 Categories and subcategories

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Sequenced materials achieving engagement through appealing content and sources. This category is relevant to my research study since I could see the effect that the design of materials caused in students. In this design, it was relevant to include students' interests, levels and context. Low (as cited in Johnson, 1989) stated that "designing appropriate materials is not a science: it is a strange mixture of imagination, insight, and analytical reasoning" (p. 153). Likewise, Núñez and Téllez (2009) mentioned that "materials development entails a rational process and artistic inspiration that together perform a central role in attaining appealing teaching-learning resources" (p. 175). The design and implementation of materials implies the knowledge of students' interests, opinions and styles of learning; these elements were taken into account to create an impact and successful materials. Teachers should create an atmosphere where students feel motivated, comfortable, and confident to express their ideas and explore new knowledge. In this study, the students felt motivated to learn more about their own culture; they could study new aspects that they had not studied before; it was interesting for them to understand Colombian behaviors, traditions, and patterns of the other regions in the country.

In sum, the influence that offers the design of contextualized and attractive materials in the students' learning process was fundamental since when we as teachers, based materials on learners' needs and context, it generated students' motivation, impact, and eagerness to learn and improve their abilities.

Once I triangulated the data results from the three gathering instruments, they brought to light three subcategories for the first category: Conceived materials for students to follow sequences and examples; the importance of associating vocabulary to pictures and words as an MD activity to foster oral communication; and MD: A way to generate students' expectations towards learning.

Sequenced materials supporting learning process. This first subcategory describes how one of the second language acquisition (SLA) principles was meaningful to MD. Tomlinson (2003) stated that "materials should take into account that the positive effects of instruction are usually delayed" (p. 21) and they had an important influence on the students since this component let students achieve the objectives proposed in each worksheet in a comfortable and confident way. Demonstrating that through this process, teachers can improve the students' oral communication process. In light of this, Graves (1997) stated that "two of the most important factors that teacher must consider when teaching with contextualized materials are effectiveness in achieving the purposes of the course and their appropriateness to the students and teacher" (p. 26). In this regard, this principle showed that contextualized materials contributed to improving the oral communication skills in my students.

First of all, the materials were positive regarding the activities because the students were familiarized with the worksheets due to its gradual sequence and the objectives accomplished from the development of materials. Second, they were appropriate due to the organization and distribution of activities to achieve their goals. Thus, worksheets helped students' oral communication process. These findings were evidenced in the following information from the self-assessment form in the artifacts:
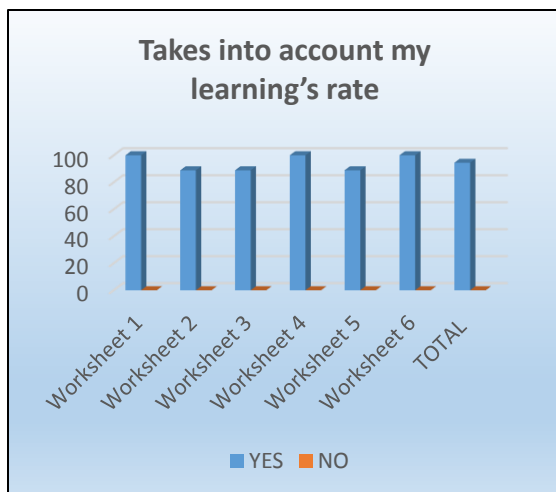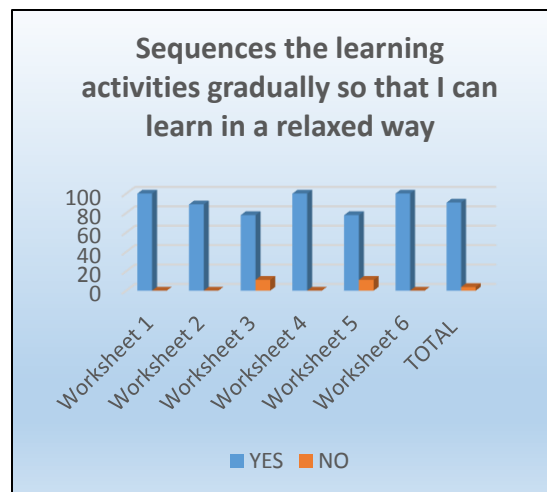
Figure 1. **Artifacts: Self - assessment**

Figure 2. **Artifacts: Self – assessment**

As it can be seen, figure one displayed students' answers regarding the aspects related to their learning rate and sequences of the learning activities that were gradually relevant factors to foster their oral communication process in the English class. Berman (1999) expressed that "we learn best when we see things as part of a recognized pattern, when our imaginations are aroused, when we make natural associations between one idea and another, and when the information appeals to our senses" (p. 2). Hence, the design of materials and activities must be linked in such a way that one is the consequence of the other; therefore, the results showed that 94% of them considered that the worksheets helped them to support their learning rate, while 6% mentioned they needed to improve their process. On the other hand, in figure two, it can be seen that 91% of the students mentioned that the materials were crucial while they were working because the activities followed a gradual sequence allowing them to achieve their objectives. These findings were demonstrated in the following data from the field notes:

> In exercise 11, students followed the examples of the previous exercises. Some students focused their conversation on their own experiences. [*sic*]
> In exercise 12, most of the students demonstrated that they had learned the structures and vocabulary. [*sic*]
> **(Field notes – Worksheet 3)**

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As it can be observed, in these excerpts, the examples used in each exercise (11 and

12) were essential for students to develop the oral communication skills. At the same time,

the examples proposed in the activities helped students make connections with each one of

the exercises and their own experiences, particularly in oral activities. Besides, the

structures of questions and answers based on the vocabulary worked in each worksheet

helping learners to organize their ideas and use new structures properly. The following

findings show evidence from the video transcription form in which the importance of

examples and questions is evinced:

> **T:** students who want to participate, raise your hands. First picture, what about it? You
> mentioned that they are Bogotanos.
> **S4:** Bogotanos
> **S1:** Medellín… de medellín… medellinenses
> **T:** Antioqueños, no? antioqueños You mentioned antioqueños and you say
> bogotanos? Ok, this is the example, llaneros. Next? costeños?
> **S4:** Costeños, yes costeños.
> **T:** And these?
> **S2:** Antioqueños?
> **T:** What about them? Are they Costeños again? Costeños here and costeños there. And
> them? And her? Excuse me, her? What about her?
> **S7:** Santandereana?
> **T:** Ok. And What about the people in this picture?
> **S4:** Bogotá?
> **T:** They are… bogotanos? Ok! and now? They are antioqueños. They are choquanos. She is
> santandereana. They are costeños. He is boyacense. And they are bogotanos. [*sic*]
> (**Video Recording transcription - worksheet 1**)

In the excerpt above, it can be seen that students were guided by the pictures and

teacher' questions. The activity was designed to lead students to work from the simplest to

the most complex; also, the aim was that learners started with their own information to

continue with unknown knowledge. The objective was for students to discover and build

the new knowledge. It was achieved thanks to the gradual sequence of activities proposed

in the worksheets. In the end, students could identify all the images related to people from

different regions in Colombia. Thus, there was a gradual organization of activities and

exercises within the worksheets to achieve students' goals.

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Images supporting vocabulary learning. This subcategory refers to the use of images to understand new vocabulary and the relation between the words and the pictures. According to Bamford (2003), with visual aids such as drawings, photographs, and videos, we can achieve more lasting and meaningful learning in students.

It is important to point out that students brought to the classroom their own knowledge and experience, which was linked to the images and activities proposed in the worksheets. This connection was useful to facilitate learning and made it meaningful to them because through the images they could remember with ease the vocabulary worked. The pictures were the bridge between the meaning and the word.

Similarly, Harmer claimed that "course books must have attractive layout/ design and be interesting by including a variety of pleasing, challenging and motivating task" (as cited in Núñez et al., 2009, p. 43). A feature that stands out here is that when the students received the worksheets, they were interested and amazed due to the printed materials which were in color. Besides, they found convenient the fact that the vocabulary was associated with images because they found images attractive and this fact helped them to remember the meaning.

This is proof that incorporating attractive and appropriate images facilitated the learning, helped students to memorize information, vocabulary, and organize structures. For them, it was easier to re – use the vocabulary as many times as they wanted.

In Figure 3, from the artifact below, there is evidence of the importance of images to associate the vocabulary and meaning.
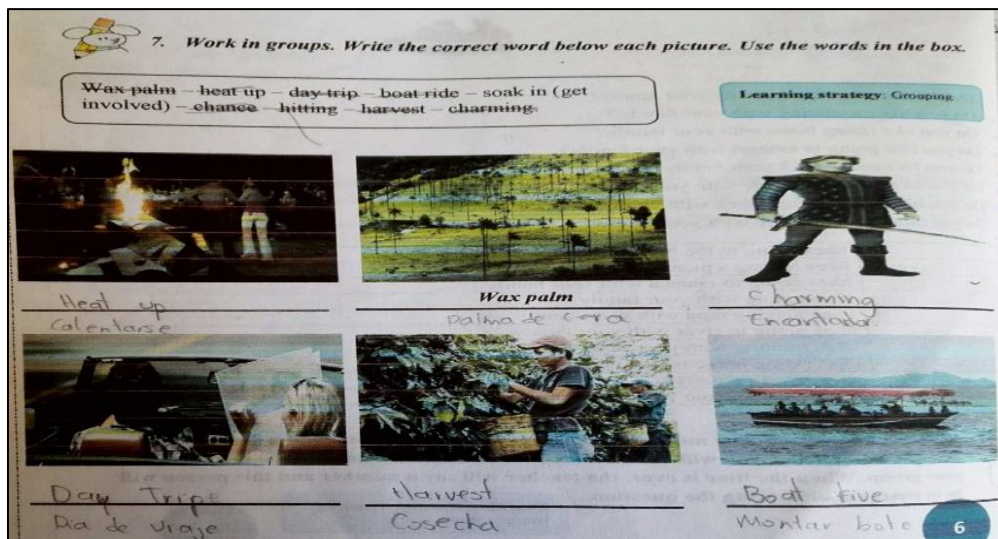
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Figure 3. **Students' artifacts: Worksheet 2**

In general, I noticed that when students had attractive visual aids it was useful to them. Núñez, Pineda and Tellez (2004) stated that "a central aspect in the design of appropriate materials for our EFL classes is motivation. Ideally, we should call and maintain our students' attention by using meaningful, well-elaborated, updated, challenging, enjoyable, and relevant materials" (p. 131). Consequently, vocabulary learning and the expressions used in the worksheets were presented in an attractive way, which made the learning easier and more meaningful because as it can be seen through the examples, they could apply it in the different activities developed in class.

Similarly, the exercise seven from worksheet two confirmed the aforementioned information regarding the importance of images to guide students in the development of the exercise. These pictures were useful to understand and memorize new words; they could take notes and translated the difficult words. This combination of pictures and list of words proposed in the activity made students to learn easier and apply the new words because they could associate the images with the expressions or words.

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The following findings were evidence of the previous explanation. They belong to field notes and video transcription form:

> S7, S4, S1 and S9 mentioned that they liked the colors and pictures.
> Most of them considered that the <u>materials were a novelty, were comfortable for them to work on, and had useful content.</u>
> <u>The materials let them review and re-use the vocabulary worked in the different exercises.</u>
> [*sic*]
> **(Field note – worksheet 2)**

As it is seen in the field notes from exercise one, students' opinions about the materials is evidenced. They considered that the exercises were interesting because they could re-use the information in other activities.

> **Exercise No 1**
> **T:** ok, students look at the pictures and tell me: What are they doing?
> **S7:** In the first pictures they are riding horses
> **T:** <u>Do you like pictures?</u>
> **S4:** Yes, I do, <u>it is beautiful and real.</u> [*sic*]
> **(Video Recording transcription - worksheet 2)**

In the video recording transcription of worksheet number two, students answered that due to the pictures used in the worksheets, they could answer the teacher's questions by using vocabulary related to traditional activities. Moreover, the field notes and the corresponding video recording transcription demonstrated how the use of images to teach vocabulary had a positive effect on the students when they could link the pictures to the list of words and could answer the teacher's questions.

Appealing content contributing to engagement. The third subcategory is about the creation of attractive and useful materials, which the students had curiosity of, explored and learned because they felt motivated to discover new things. Tomlinson (2003) indicated that the central aim when the teachers create materials has to stimulate curiosity to discover and construct new knowledge, and leverage their experience and skills.

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In my worksheets, when it was time to show students the new topic, they felt so pleased with the design and the activities because they could give their opinions or tell anecdotes about the topic worked.

This supported their interest in learning English and they showed changes in their attitude toward the materials and the topics they were working on. This demonstrated that incorporating the SLA principles regarding presenting innovation, benefits, multiplicity in topics and oral communication tasks provided enjoyment and satisfaction as mentioned by Tomlinson (2003). This finding was evinced in the following figure.
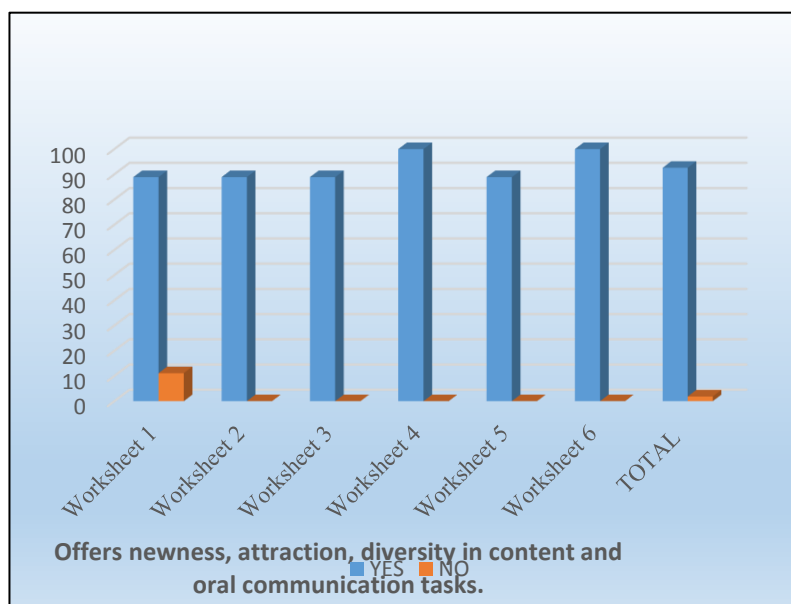
Figure 4. **Self – assessment section**

Figure 4 displays a bar graph that confirmed the afore said explanation. The students were fascinated and encouraged when they noticed that the worksheets included interesting content. In addition, worksheets had pictures and internet links that students enjoyed exploring. They could describe and looked for new information. When it was time to start working on a worksheet, they were curious about knowing what was going on. If

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there were more pictures, they were even more stimulated to participate in the activities, as

it can be observed in the field note below.

> Students were happy and their expectations were met with this topic because they spoke about the famous Colombian person that each one liked. They talked about young famous Colombian people. [*sic*]
> **(Field notes - Worksheet 3 Exercise 8)**

As we can see in the field notes and its corresponding video recording transcription,

students felt motivated and went beyond the proposed activity. They could describe the

information about their famous Colombian people.

> As a warm-up activity, students remembered the topics they had learned in all the previous worksheets by talking about them informally. This occurred because I started the lesson by mentioning that this was the last worksheet they had to work on. Suddenly, they discussed about what they had learned and I could realize they were really engaged and they had learned vocabulary and structures due to their conversation. In particular, S1 and S4 remembered the topics in more detail. They talked about the famous Colombian people and traditional food eagerly and confident. Besides, they evoked some anecdotes that happened in class … After that, when we started working with the worksheet, students had a lot of expectations about the new topic. They saw the title of the worksheet called Myths and Legends from Colombia. Then, they started talking about some stories that they knew about the theme. In that way, I could notice that they were motivated. This topic allowed them to speak about their previous knowledge.
> S8 and S7 also participated enthusiastically. [*sic*]
> **(Field note - Worksheet 6 Exercise 1)**

In the previous field note, it is evident the fact that students felt motivated with the

topics worked in the worksheets. These topics allowed them to foster oral communication

skills because they spoke with their classmates spontaneously and they also remembered

expressions and structures seen during the lessons.

> **T:** Let's start!
> **S4**: Radamael Falcao Garcia. He is a Colombian soccer player. He made his professional debut in Lanceros, Boyaca Colombia. Currently, he plays in Monaco.
> **S9**: Now, we can talk about, Sebastian Yatra…
> **T**: Who is he?
> **S9**: Is a regueton singer, he was not in the video, but we want to investigate about him [*sic*]
> **(Video Recording Transcription – Worksheet 3)**

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In the video transcription, student nine mentioned Sebastian Yatra profile. This student brought new information about this famous Colombian singer as her decision to do it without having it as an assignment. This evinced that student seven was engaged with the topic from the activity. It also helped the student improve her oral communication skills, because she showed interest, answered questions, and proposed a new adjustment for the activity by including information about this Colombian singer.

The following excerpts corroborated that students were engaged in the topics worked.

> **S7**: OK, <u>what is your eating favorite?</u>
> <u>**S4**</u>: <u>Envueltos, we like envueltos.</u>
> **S2**: What is your favorite activity with your family?
> S4: <u>outdoor activities, playing tejo.</u>
> **T:** another question?
> **S4**: What activity indoor do you like?
> **T:** indoor or outdoor? Remember last question. Last question was indoor
> **S7:** We like ride the bicycle [*sic*]
> **(Video Recording Transcription – Worksheet 2)**

Similarly, in the previous video recording transcription, it is observed that students were involved in the *Traditional activities in family* worksheet. As it is seen, they started talking and trying to ask and answer questions using vocabulary and simple structures to talk about the topic. In sum, the topics were an ignition to foster oral communication skills.

The second research category emphasizes that sharing practice and group work can strength students' cultural awareness. Besides, the use of technology tools such as videos and internet activities helped students to learn new vocabulary and cultural aspects from Colombian people. This category emerged from the following subcategories: *Building together new understandings around culture and Broadening views of culture through contextualized videos.*

Enhancing cultural understandings through interaction and videos. This second

category, on the one hand, is related to cultural awareness and how this can be strengthened

through shared experiences, group discussions, and interactions. Weedon stated that in

> … face-to-face interactions, students are seen as constructing their own and others'
>
> subject positions through the questions they ask and the topics they choose to talk
>
> about or to avoid. These subject positions constitute … a discursive practice that we
>
> call 'culture'. (as cited in Kramsh, 2102, p. 68)

Students were able to share, consider, and construct their own conclusions. They

shared their knowledge and enhanced their cultural awareness discussing about the topics in

the worksheets. Under these circumstances, the previous data are relevant to my research

inquiry due to its relation between culture awareness and oral communication, which will

be described below.

On the other hand, this category highlights the use of videos to boost students' oral

communication skills. In some cases, students cannot travel and know some places of our

country or other countries. Therefore, the videos represent a tool to get close to the reality

and students' context. Berk (2009) affirmed that "the research on videos and multimedia

learning provides an empirical foundation for their use in teaching, especially with

introductory courses and novice learners, to increase memory, comprehension,

understanding, and deeper learning" (p. 14). In this research study, the videos were

essential to explain cultural realities, behaviors and traditions that happen in other regions

in Colombia. Through them, the students had a closer contact with lifestyles and beliefs that

are unknown for them. They could also compare these situations to their own realities.

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In the following part, I explain the corresponding subcategories of the second research category: *Building together new understandings around culture and Broadening views of culture through contextualized videos.*

Building together new understandings around culture. This subcategory emerged from the need to build students' cultural awareness, and the use of students' knowledge to achieve it. Culture has become a social construction. Native and non-native speakers are likely to see their cultural visions changed and displaced in the process of trying to understand others, or, as Geertz said, in trying to "catch 'their' views in 'our' vocabularies" (as cited in Kramsch, 2013, p. 68). Culture has the richness of having several perspectives and all people can contribute to building and modifying it. Teachers should see culture as an active discursive process, constructed and reconstructed in various ways by individuals and in group settings.

In sum, culture building is a social process in which the actors of a group construct their own knowledge. We can see this fact evidenced in the implementation of the worksheets. The next excerpts exemplify how students shared their own experiences, reflected on them and built their own conclusions about cultural aspects.
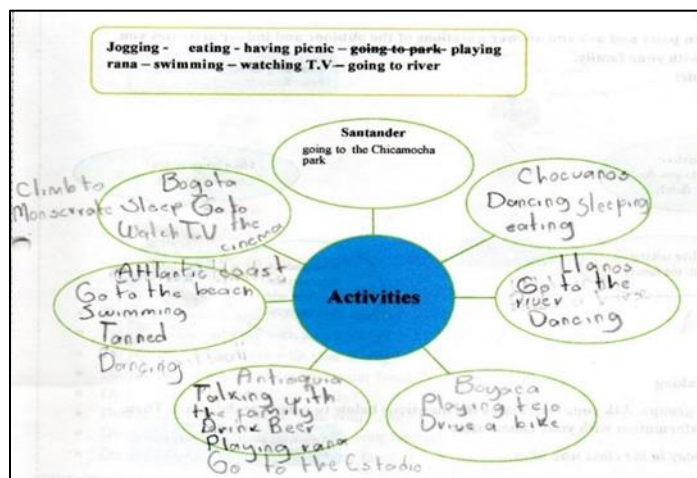

Figure 5. **Students' artifacts: Worksheet 2**

Figure five, in worksheet two, demonstrated how students had worked in groups by completing a brainstorming activity related to indoor and outdoor traditional activities that families in Colombia do. They discussed how to fill in the exercise, shared their ideas and drew their own conclusions. According to Ferraro,

> Culture is shared by at least two or more people, and of course real, live societies are always larger than that. There is, in other words, no such thing as the culture of a hermit. If a solitary individual thinks and behaves in a certain way, that thought or action is idiosyncratic, not cultural. For an idea, a thing, or a behavior to be considered cultural, it must be shared by some type of social group or society. (as cited in Spencer-Oatey, 2012, pp. 7-8)

Therefore, in order to complete the activity, students needed to discuss, reflect and share information about other Colombian regions. Students could improve, increase their cultural awareness and built their cultural awareness by sharing with others their cultural experiences.

The following figure summarizes students' choices regarding cultural aspects that appeared at the end of each worksheet.
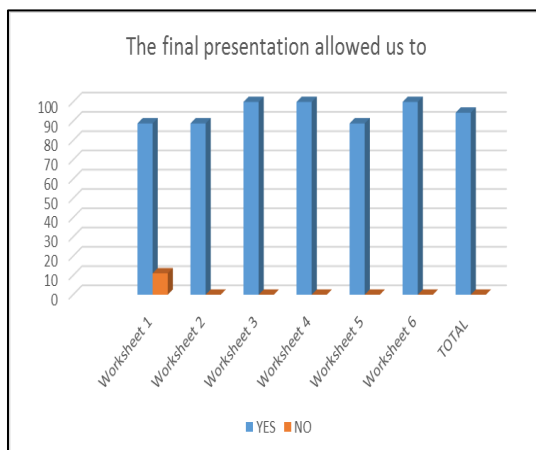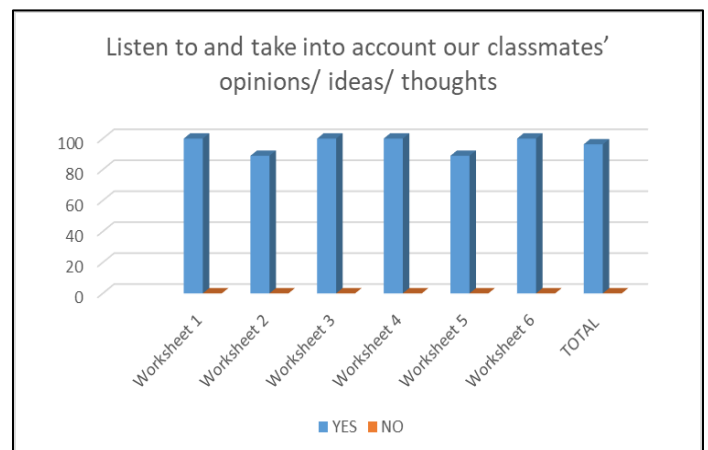

Figure 6. **Artifact - all worksheets**   *Figure 7.* **Artifact - all worksheets**

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In figure six, students chose aspects such as cultural ideas, thoughts and opinions as relevant ones. It was worthy for them to highlight Colombian cultural topics. In sum, this figure shows that 94% of students expressed that they had amplified their cultural knowledge and awareness through the worksheets.

As shown in figure seven, it is evidenced that 96% of the students expressed that through the worksheets development they could work and communicate in groups and considered the views and experiences of their partners.

The field notes below evidenced that working together and sharing ideas with others facilitated the enhancement of cultural awareness.

> In the exercise 1, they shared their experiences with the class about the dishes that they had tasted and had not tasted before. For instance, "culonas" ants are eaten in Santander and they are considered typical food. Most of the students did not know about this food and they have not eaten them, but one student which is from Santander explained everybody their taste and how they were eaten. [*sic*]
> **(Field note - Worksheet 5)**

In this field note, worksheet five, learners worked on the Colombian typical dishes they had tasted. It was a rewarding experience because they exchanged knowledge about this topic. The students discussed and reflected the origin of the dishes and why some food was different in some regions. Moreover, they could compare food from their own region by working in groups.

> In exercise 2 students discussed the typical activities according to regions in small groups and after that they made a general socialization. The students that expressed their opinions were: S4, S8, S7, and S1. Some students expressed that they didn't know about the typical activities from other regions. [*sic*]
> (**Field note - Worksheet 2)**

Moreover, their examples showed that the work in groups strengthened their knowledge about their own culture. Besides, they enriched themselves by speaking about their background and personal circumstances. In the class, there were students from other regions that worked in the different groups helping others to understand the cultural

differences. The team work was more productive because they received explanations and

help from others to develop their worksheets.

In addition, cultural awareness was evidenced when students worked together after

watching a video related to positive and negative aspects of Colombian people. The activity

was composed of giving students a set of questions to answer in groups of four for them to

discuss about the video. After that, they shared the answers that they built up together as it

can be seen in the following video transcription.

Exercise No 8
T: Ok <u>what is the stronghold of Colombian people?</u>
S2: Good dancers
T: <u>Another quality?</u>
S7: Responsible
T: What more?
S8: We are happy
S1: ingenious
S8: hardworking
T: what more?
S7: some of us are honest
T: <u>What is the new image that Colombian people are building up nowadays?</u>
S7: Our country is save.
T: Ok, what more?
S2: Estamos cuidando la naturaleza
T: In English, please. We are not violent, we are not all part of the guerrilla, we are not drug dealers.
S1: We are combination the nature and culture.
T: <u>What stereotypes have existed in Colombia?</u> I had explained that before.
S4: In this moment?
T: stereotypes that have existed… In the past and in the present, …
S7: Un estereotipo?
T: <u>other stereotypes that we have as Colombian people</u>
S8: Drugs
T: What more?
S9: guerrilla
T: We are not a safe country. what more?
S7: Prostitution
T: Violence. [*sic*]

(Video Recording Transcription – Worksheet 1)

As we can see in the video recording transcription, the students discussed about

different aspects of our culture. They tried to understand some cultural aspects such as

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beliefs, point of view, and stereotypes. Therefore, it was corroborated that working in

groups boosted students to participate and share ideas related to cultural aspects. When

teachers propose to work with the cultural characteristics with their students, there is a

significant cultural awareness increase which depends on the collective construction

students and teachers build up.

However, few students did not want to work in groups, specifically those with a

better English level, because they thought they were going to be evaluated according to

their group performance. Therefore, the cooperative learning method was of great help to

students with weaknesses and even to those with a good level because this approach created

an English environment where they felt the necessity to speak the language. Badaki (2007)

argued that one who pursues teamwork "collaborates with others in own unit and across

boundaries, acknowledges others' contributions; works effectively with individuals of

different culture and gender; willing to seek help as needed" (p. 192). Teamwork was

enriched and productive, since students could express their opinions, thoughts, or

experiences. They could build new knowledge and draw conclusions. For example, some

students had not had opportunity to travel to other cities in Colombia, so other students that

had had the chance to do it, could share their traveling experiences with the them.

In sum, students were motivated when they worked in groups and had the

opportunity to talk and listen to their classmates' experiences and cultural differences.

Broadening views of culture through contextualized videos. This subcategory is

important since it represents novelty in this research since I did not focus my study in

working with videos. The use of this tool was considered as an activity to promote oral

communication skills as all the activities intention. Berk (2009) affirmed that "the verbal

and visual components of a video potentially provide a best fit to the characteristics of this

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Net Generation of students and a valid approach to tap their multiple intelligences and

learning styles" (p. 1). Our society has been invaded by technological advances, such as

mobile phones, tablets, and internet facilities containing links to watch videos, among

others. Therefore, we as teachers must examine which tools can be used in the classroom to

generate learning; however, they are novel and attractive for students and can be used with

educational purposes, such as the use of multimedia tools (videos) in the EFL classroom.

Moreover, it is worth mentioning that the use of videos can be applied for different topics

and purposes. In this research study, the video was implemented to explain cultural topics

that were linked to the worksheets themes.

One positive aspect of watching videos in the English classes is to allow students to

learn key words that help them to organize and understand the information because they

can join it to the images and the verbal language they found in the videos. Students

connected the new information with their background and constructed new knowledge

because they complemented the information watched with their own experiences. The next

samples demonstrate that watching videos called students' attention and nurtured their

learning.

Figure 8. **Students' artifacts - Worksheet 2**

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Figure eight from worksheet number two shows how students took notes about the relevant aspects of the video. This verifies that students paid attention to the learn key words to understand the information in the video. They could link the images and the verbal language they found in the videos to apply learning in their context.

In addition, the videos that were purposeful selected helped students to understand some cultural aspects that they do not have access to in their daily life and were an incentive to learn. Berk (2009) highlighted that "multimedia auditory/verbal and visual/pictorial stimuli increase memory, comprehension, understanding, and deeper learning than either stimulus by itself. Learning in the pictorial conditions tested (video and audiovisual) was superior to learning in the verbal (audio) conditions" (p. 5).

Hence, the contextualized videos are a resource that can instill significant learning in the students since they are attractive and considered as a novelty. Through videos, students can collect information, understand concepts, and relate words and images due to the combination of visual and oral aspects that can capture students' attention. In addition, through the videos students get new vocabulary and expressions, using the images to increase visual memory and verbal language, and build up new knowledge.

The next samples demonstrate that this tool caused a positive effect on students' learning.

> In exercise 8, students kept their expectation in the worksheet development especially during the video activity because they took notes about relevant aspects such as Colombians art and crafts and their characteristics; due to the fact that they had to be more attentive to interpret the information given through the images and the verbal language, they could understand and interpret the video. Besides, they mentioned that it was interesting and that they could see examples of the worksheets topics and class discussions. The video helped them to practice the visual memory too. It also led them to reflect and speak[sic]
> **(Field note - Worksheet 4)**

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As it can be seen from field note- worksheet four, students expressed their understanding when they watched a video by generating productive discussions. We can observe the previous information in the following example from the video recording form:

Exercise 10
T: ok, <u>what is the image the video shows of Colombia?</u>
S6: <u>cultural and emotional.</u>
T: ok, cultural and emotional. This group? Who is number three? S9?
S9: <u>they show to Colombia with talent and happiness</u>.
T: <u>Question: what qualities do you consider these people have to be famous?</u> Student number 2, number 2. Who is number 2 here?
S9: <u>Humanitarian, confident, optimistic and persistent</u>.
T: ok, this team who is number 2? S2? What qualities can you see, S2?
S3: ehh… <u>confident</u>
T: confident
S3: <u>Humanitarian</u>… [sic]
(Video Recording Transcription - Worksheet 3)

In the video recording transcription of worksheet three, which was about different famous Colombian people who have excelled around the world with their different professions. The video explained what some famous people have done for our country and what have been their achievements. Besides, the students gave opinions about the qualities of these characters and mentioned other examples of famous people that have represented honorably our country.

Communication through vocabulary and mimes. This third category is associated to ways that people use to communicate. When we speak, we employ words, gestures, and signs. We also communicate with our face, our hands, and even our body. Folse (2004) affirmed that "learning a language entails learning numerous aspects about that language, including its pronunciation, writing system, syntax, pragmatics, rhetorical modes for reading and composition, culture, and spelling, but the most important aspect is vocabulary" (p. 1). When we speak with others, we use words. They are relevant vocabulary that help us to communicate. Human beings do not only speak using words,

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they also employ their body, gestures and even more, when learning a foreign language. This was evidenced during the development of worksheets, where the students use words and mime to communicate.

To describe its outcomes in a better way, I will explain two subcategories; *Mime: a key element while speaking; vocabulary and expressions to engage students in oral descriptions.*

Mime a key element while speaking. This subcategory was key in the advances that students made along this process, since mime developed another way of communication in the students. Tai (2014) expressed that "when the communication between teachers and students becomes more and more important with the developing of English education, the use of body language can support teaching and help teachers get better teaching results" (p. 1205). In other words, body language as a kind of nonverbal language that plays a substantial function in the interaction between teachers and students. It cannot only define the speakers' intention more precisely and successfully, but also it makes simpler the teaching instruction, encourage the students' interest, enhance the goal of English learning and increase learning effectiveness. They also enhance students' listening, speaking, and reading.

Through body language, students could learn vocabulary and communicate their ideas in different ways. They increased their motivation to communicate their ideas in English; therefore, its effectiveness of their oral communication. Also, in the succeeding findings there was evidence in the following information from the artifact below.

6. Get in groups of four. The teacher puts the name of the adjectives in a bag (See the Word Bank). Take turns to mime in front of the group. Use the words from exercise 2. The groups who guess correctly win a point. Look at the following pictures to get

Learning strategy: Using

Big – small – hard – soft – colorful – beautiful – ugly – expensive – cheap– rough – sweet – sour– bored – practice –unpracticed – useful – useless – comfortable – uncomfortable.

Figure 9. **Students'artifacts: Worksheet 4**

As we can see in figure nine of worksheet four, there is an exercise where students put into practice their body language; the idea was that students performed the vocabulary through gestures and mime. This kind of activity was present in all the worksheets. The students felt comfortable, confident and pleased with it. Besides, through it, learners applied some vocabulary and expressions.

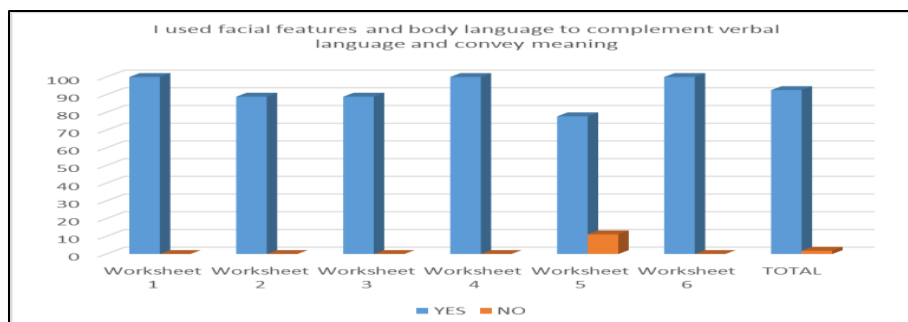The following excerpts show how this strategy helped students to improve their oral communication.

Figure 10. **Self-assessment section**

As we can observe in figure ten, 93% of the students expressed that they used gestures to communicate and understand the vocabulary. It should be noted

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that students enjoyed themselves on this kind of strategy, since they found a fun way to

learn and remember the vocabulary.

> In exercise 6, it was useful that students understood the vocabulary before they started with the mime activity. Besides, they knew the dynamics of the exercise because this activity was present in all worksheets. Also, they used the vocabulary worked from the previous worksheets. They made their own mime to communicate. [*sic*]
> (**Field note- worksheet 4**)

> The students were excited about doing exercise 9, which involved mime; each group created strategies to be understood vocabulary through mime. They created gestures and mimes to represent the words. [*sic*]
> (**Field note - Worksheet 6**)

In the samples from field notes- worksheets four and six, the students demonstrated

how they enjoyed this strategy, it resulted in the learning becoming a fun experience. Tai

(2014) argued that, "human body language, as a nonverbal communication, including

gestures and facial expressions, is actually often used to communicate in countless subtle

and complex ways" (p. 1205). Therefore, body language is a powerful strategy in language

teaching. This fact can be observed in the the following video transcriptions.

> **Exercise 6**
> **T:** Ok group number two, who come?
> **S7:** Me (he take a piece of paper, see the word… student take a dictionary, look it, and try to find a word)
> **S2:** Expensive
> **T:** It's not expensive
> **S1:** cheap
> **T:** It´s not cheap, continue with the mimes
> **S7:** (he continue as if he was looking for in the dictionary)
> **S2:** Practice
> **T:** Correct. [*sic*]
> (**Video Recording Transcription - Worksheet 4**)

In this excerpt, the students tried to represent the vocabulary worked in this class

with gestures and the body language; for them it was extraordinary and generated positive

enviroment.

> ***Vocabulary and expressions to engage students in oral descriptions.*** Vocabulary

was for long an ignored aspect of learning a new language. However, vocabulary has

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moved from the edge into an essential position. Coady and Huckin (1997) affirmed that lexical competence is at the center of the communicative competence, the skill to communicate effectively and properly. Vocabulary is important, since it includes not just words but also their meaning, orthography, pronunciation, context and conjugation; it is in the very essence of the process of learning a new language.

During the development of worksheets, I observed that vocabulary acquisition improved students' oral communication skills – supported through the following examples.

Besides, we can see information from students' artifacts in the following findings.
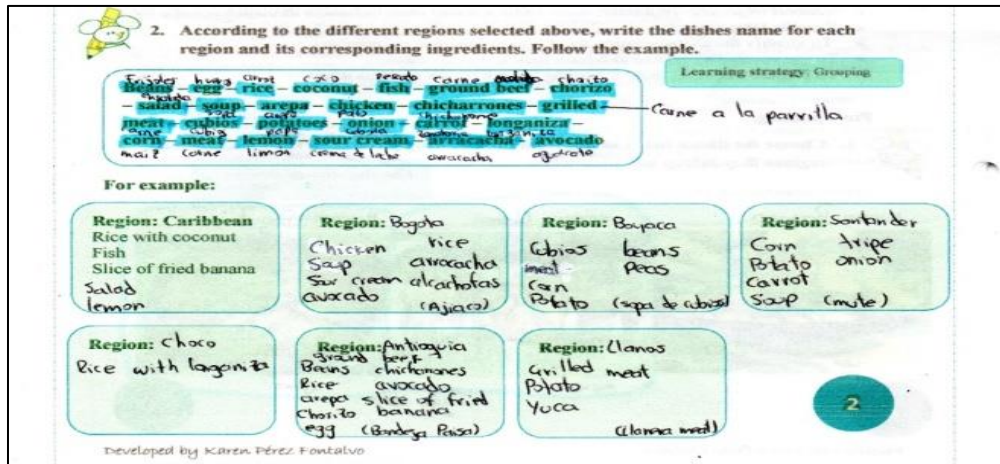

Figure 11. **Students' artifacts: Worksheet 5**

In figure 11 of worksheet five, students had to place the ingredients from the different dishes according to the Colombian regions. Therefore, for this exercise the vocabulary was important in the teaching and learning of the language.

The following figure shows the importance of vocabulary for students' learning process.
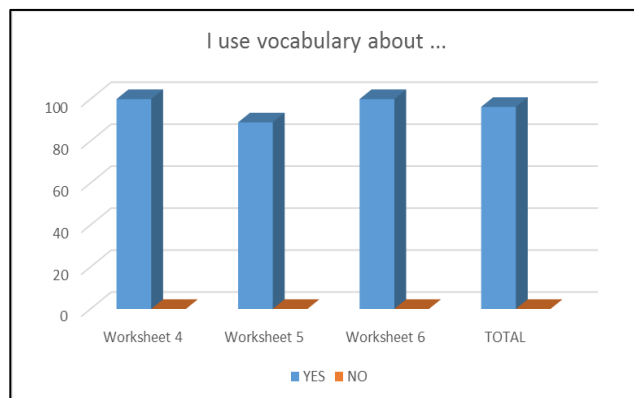
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Figure 12. **Self – assessment section**

Figure 12 showed that 96% percent of the students used the vocabulary from each worksheet to express ideas and thoughts according to the topic worked. Folse (2004) stated that:

A good curriculum is based on student needs, and vocabulary knowledge is high on student priority lists. It is time to listen not only to the data from these studies but also to our students who are all too aware of their lack of vocabulary knowledge. (p. 10)

Vocabulary is essential to communicate and understand the ideas for oral communication. Besides, in the excerpt from the video recording transcription, worksheet five, we can see the significance that the acquisition of vocabulary has to advance in the oral communication skills development for the learners.

In the exercise two, <u>students started to explore the vocabulary, and the meaning of some words that were unknown for them.</u> They used the dictionary to understand the vocabulary as a learning strategy. [*sic*]
(**Field note - Worksheet 5**)

In the exercise, three <u>students shared their knowledge about the meaning of words in groups; they distributed themselves the unknown words and looked for them in the dictionary.</u> Everybody understood the vocabulary and found the words in the puzzle. [*sic*]
(**Field note - Worksheet 6**)

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In the excerpts from the field notes number five and six, we can observe that students recognized the vocabulary and tried to understand the meaning as a first step to produce effective communicative functions.

In addition, in the following example we can see how students use the vocabulary through short descriptions and simple sentences:

S1: What is your favorite Colombian food?
S2: My favorite Colombian food is Ajiaco.
S1: What exotic of dish have you tasted?
S2: I have tasted Lechona Tolimense with …
S1: What is the ingredients of Bandeja paisa?
S2: The ingredients of bandeja Paisa is beans, rice, eggs, avocado and arepa. [*sic*] (**Video Recording Transcription - Worksheet 5)**

In the video recording transcription of worksheet number five, the students put into practice the vocabulary worked, through short descriptions and simple structures (questions and answers); they corroborated that the vocabulary is essential when we want to communicate a message.

Finally, it is important to raise awareness in the teachers regarding the effectiveness and the impact caused when we develop materials according to students' needs, interests, and styles of learning since through them, the learning and teaching processes of a foreign language are promoted. When students felt motivated and arouse their curiosity, the learning was easier and more significant. The results of the research suggest that teaching and learning a foreign language was developed and improved regarding their cultural awareness and oral communication skills through active student participation.

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Chapter V

Conclusions and Pedagogical Implications

This chapter presents the conclusions, the pedagogical implications, limitations and further research.

Conclusions

The conclusions of the research study are related to the main question: How do the development and implementation of worksheets based on cultural awareness enhance students' oral communication skills? This question was worked and analyzed along this research study. First, the implementation of worksheets based on cultural awareness generated contributions for the students because they enjoyed talking about people in Colombia. They could discuss about the different cultural aspects we have in our country; for instance, food, arts and craft, famous Colombian people, traditional activities, and myths and legends. Besides, students felt comfortable and confident while developing the activities, since they were designed in sequential learning activities considering their different learning styles.

These materials constituted an instrument to motivate students to participate in the class activities since they mentioned they liked the worksheets' layout and the activities they worked on individually and in groups (Xiaotang, 2004). The materials developed by teachers, bearing in mind the opinions, interests and needs of their students is the most powerful weapon in education. Besides, through this research study, it became evident that as teachers bear in mind the rate of learning and styles of pupils, they can design materials according to students' needs; therefore, the results are more productive. As well as, the use of images to internalize the vocabulary to later put it into practice in real context, was vital

to develop oral communication skills. Thus, we as teachers can go beyond and seduce our students with learning.

Second, cultural awareness as the central topic in each worksheet awoke the students' interest towards the use of the English language and enriched students' knowledge about their own culture (Moran as cited in Alvarez & Bonilla, 2001). Language is the best vehicle to transport culture and give students opportunities to express ideas and opinions; through it, we can expand our horizons. In this research, the students felt identified and confident to speak about own traditions, roots, and qualities.

Moreover, they increased their cultural awareness through group's discussion, anecdotes sharing, and experiences. The students tried to understand some traditions and costumes that we live in our country by reflecting upon them and analyzed them thoroughly. Besides, a way to get closer to realities was fostered by videos. They became a suitable tool by which learners could know traditions, celebrations, food of others regions in our country, and understand some behaviors, which are not proper of our context. Hence, it is worth mentioning that culture is enriched through the language but the language had not meaning without culture.

Third, oral communication is a means to communicate students' ideas and information to others, share experiences, and build new knowledge. Therefore, throughout this research study, students could communicate through simple sentences, using the vocabulary properly. Besides, most of the students expressed ideas or phrases by short descriptions. Moreover, using body language to communicate and remember the vocabulary was an innovative strategy for them; this strategy activated their visual memory when they forgot a word. They could remember through mime how to represent vocabulary. Besides, for them, it was a remarkable strategy since in their regular English

classes, they did not use this kind of approach. (Fridlund as cited in Parkinson, 2005). In other words, the use the gestures or mimes are vital when the students cannot express with words that they want to express. Through body language, the students remember the vocabulary and clarified ideas. In addition, in the communicative act, people can use all their linguistic abilities and extra linguistics to communicate effectively. Therefore, by being based on the cultural aspects of our country, this pedagogical intervention enabled students to express their ideas and improved their communication skills since the topics for discussion were about their own culture.

Considering the previous conclusions, this study was important to continue growing in my pedagogical practice through the creation of materials from students' needs, interests, opinions, ideas, context, styles, and rate of learning.

Pedagogical Implications

There were some pedagogical implications for my students, for me as a teacher and materials developer, and for the school where the implementation took place.

Considering, that the main objective of this research was to develop and implement worksheets based on cultural awareness to enhance cycle 3 students' oral communication skills, the data analysis and its corresponding samples showed how the development of the worksheets based on cultural awareness, were key aspects in fostering oral communication skills in students. This result was beneficial to my students because they improved their oral communication skills through the materials developed and the methodology implemented to achieve the main concern. I consider that students got a meaningful progress regarding the fostering of cultural awareness and oral communication skills, the students could communicate through short descriptions, simple sentences and body language.

MATERIALS TO DEVELOP ORAL COMMUNICATION SKILLS

Therefore, I considered as fundamental pedagogical implication for them and for the school because it was an innovative proposal based on materials focused on cultural awareness to teach and learn English at school. Besides, another important implication was my role as a teacher-researcher and materials developer that had an influence on the cycle three students' results from the immersion room, since I considered the students' interests, needs, opinions, and styles of learning to create contextualized materials for language learning and cultural awareness.

Approaching materials through a Materials Development (MD) rationale had a positive effect on students' oral communication skills because the students expressed that felt comfortable, confident, and they took into account their rate and style of learning. Furthermore, working on cultural awareness as a topic was interesting to the students. It was an attractive topic to them because they learned information they did not know about their own culture, while at the same time enhanced their interest to improve their oral communication skills (Núñez et al., 2013). These worksheets let students know more about their own culture and aspects which they do not have knowledge due to limited contact that the learners have with other places of our country. In addition, when working and showing the students other cultural manifestations different from what they had already experienced, they motivated and interested themselves to know more and value other cultural expressions; thus, they improved meaningful learning through cultural awareness.

The use of culture to promote the strengthening of students' oral communication skills with contextualized materials helped students to feel more confident to speak because they already knew information, expressions and vocabulary to be able to speak with their classmates (Reyes, 2002). Therefore, the students could build their own understanding and knowledge of the world by reflecting on those experiences. When learners faced something

new, they reconciled it with previous knowledge and experience. This fact was relevant

thanks to the possibility they had to work in groups.

Limitations

Although the research study had good results, there were some limitations related to

students' time, since they worked beyond their normal school day in the immersion room;

therefore, we were only able to see each other once per week and in some occasions, they

had to do other activities, which conflicted with the class time. Because in the school there

is a program called "Tiempo Escolar Complementario" the students must attend this class

in the same schedule of the immersion room or our class coincided with parents' meetings,

teacher trainings, or strikes. Several school activities interfered with the development of the

worksheets (meetings, strike, extra-curricular activities).

Questions for Further Research

For further research, it will be important to keep in mind all the aspects related not

only to the students' knowledge about culture, but also to the specific use of oral

communication skills. Based on those aspects and the results of my research study, these

are some questions for further research:

What types of contents are most suitable to develop oral communication skills in

cycle 3 students? How does the use of videos related to cultural issues enhance students'

oral communication process? How do the development and implementation of deep culture

topics enhance students' oral communication skills?

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Appendices

Appendix A: Field notes format

Teacher: Karen Pérez Fontalvo 28th/2017.	**Grade: Immersion room**	**Date: April**
Topic:	**Worksheet**	**Session**

Research Question: How do the development and implementation of worksheets based on cultural awareness enhance students' oral communication skills?	**Research objectives:** a) To develop contextualized worksheets based on cultural aspects such as genre, rights, context, ideologies, behaviors, values etc., that increase students' culture awareness; b) to promote learning environments that enhance students' oral communication skills; c) to foster students' oral communication through chunks of different lengths, communicative functions and body language use; d) To provide students with learning environments where they can develop their oral skills.

	Analysis/ Reflection

Appendix B: Video Recording Format

COLEGIO CUNDINAMARCA
ENGLISH CLASS
CYCLE THREE
WORKSHEET No. 6

MATERIALS TO DEVELOP ORAL COMMUNICATION SKILLS

TOPIC: Myths and legends from Colombia.
TEACHER: Karen Johana Pérez Fontalvo
DATE: July 6th 14th 21st /2017.

Transcript No. 6:

Transcription	Research Category

Appendix C: Needs Analysis Survey

Cundinamarca School IED
Karen Pérez Fontalvo

Needs Analysis Survey

MATERIALS TO DEVELOP ORAL COMMUNICATION SKILLS

Dear student:

The objective of the present survey is to collect information about your needs, interests and perceptions related to your oral communication process in English as a foreign language classroom. Please, answer each question honestly (in many of them, you can choose more than one option). This information will be confidential and will only be used for research purposes.

1. Do you feel at ease when you speak in English?

    a. Yes, I do

    b. No, I don't

    Why?

    _____

    _____

    _____

2. How often do you speak English?

    a. Once aday

    b. Twice per week

    c. Once in a month

    d. Never

3. You consider that speaking English is

    a. Very easy

    b. Easy

    c. Difficult

    d. Very difficult

4. If your answer in the previous question is *rather difficult or very difficult*, why do you think this happens?

    (Many or all the options are possible)
    a. I do not know some words

    b. I do not know how to join words to make a sentence

    c. I do not like the strategies

    d. I do not like interacting

    e. I do not know how to speak a foreign language

5. To express an idea in English you (many options are possible)

    a. Use your body to communicate
    b. Translate the idea to English
    c. Use short phrases to express your feelings
    d. Write first before you say the idea
    e. Use the dictionary
    f. Employ environment elements to communicate
    g. Can say clue words
    h. Cannot express an idea

6. Would you like that the teacher to design interesting, easy and useful materials to improve your oral communication skills?

    a. Yes, I would

    b. No, I wouldn't

    Why?

    _____
    _____
    _____

7. You consider that expressing the ideas in English is easier and more interesting when the proposal activities have (many or all the options are possible)

    a. images and pictures

    b. key words

    c. titles

    d. examples

    e. structure

    f. instructions

    Others_____
    _____

8. What are the best materials that motivate communication in English?

    a. books

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    b. the internet

    c. music
    d. video games

    e. movies

    f. cartoons

Others_____
_____

9. What topics would you like to talk about? (many options are possible)

    a. Traditional Colombian sports

    b. Typical Colombian music

    c. Typical Colombian dance

    d. Colombian movies

    e. Colombian culture

    f. News

    g. Scientific themes

    h. Social problems of Colombia (poverty, drug addiction, unemployment, etc.).

    i. Politics

    j. Environment

    k. Colombian occupations

    l. Famous Colombian people

    m. Colombian myths and legends

    n. TV programs

    o. Technology

    p. Songs' lyrics

    q. Books

10. You consider that materials designed by the teacher for English class should help you to (many or all the options are possible)

a. Novelty, variety, attractive presentation, and appealing content.

b. Help learners feel relaxed and comfortably engaged in learning activities.

c. The topics taught are relevant and useful.

d. Take into account students' different learning styles and process of the students.

e. Regard students' emotions or affective.

11. Do you consider that culture is essential to learn a language?
    a. Yes, I do
    b. No, I don't
    Why?

    _____

    _____

    _____

12. What do you understand by culture?

    a. Group of persons

    b. Behaviours of a community

    c. Special thoughts or behaviours that individuals use to live in a place.
    d. A way of expression, in each town, city, country, or community. It has its own characteristics, which are formed by its citizens

13. What elements do you use to learn English? (many or all the options are possible)

    a. Dictionary
    b. Grammar
    c. Traditions
    d. Festivals
    e. Typical food
    f. Celebrations
    g. Dances
    h. Music
    i. Readings
    j. Listening
    k. Videos

14. Does your textbook promote cultural activities?
    a. Yes, it does

    b. No, it does not

MATERIALS TO DEVELOP ORAL COMMUNICATION SKILLS

Why?

_____
_____

15. What activities could help to know the language's culture?
   a. Make presentations
   b. Do exhibitions
   c. Conversations
   d. To travel
   e. Read books
   f. Watch videos
   g. Play video games

Others_____

_____

_____

Appendix D: Consent Letter

Universidad Externado de Colombia
Maestría en Ciencias de la Educación
Colegio Cundinamarca

Título de la investigación:

MATERIALS TO DEVELOP ORAL COMMUNICATION SKILLS

El Desarrollo de la Conciencia Cultural a través de la comunicación oral (The

Development of Cultural Awareness through Oral Communication)

Investigadora: Karen Johana Pérez Fontalvo
Directora de tesis: María Fernanda Téllez

Consentimiento Informado

Me dirijo a Usted para expresarle que estoy realizando una investigación relacionada con el desarrollo de la conciencia cultural mediante el desarrollo de habilidades comunicativas orales en lengua Extranjera. Esta investigación hace parte de mis estudios de Maestría en Ciencias de la Educación de la Universidad Externado de Colombia, patrocinado un porcentaje por la Secretaria de Educación de Bogotá.

El objetivo de mi investigación intenta explorar el desarrollo y la implementación de talleres basados en la conciencia cultural para mejorar las habilidades comunicativas orales en los estudiantes del aula de inmersión del colegio Cundinamarca. La población seleccionada como participantes en esta investigación hacen parte de mis grupos de trabajo (Ciclo 3). Durante las clases se abordarán temas sobre valoración de nuestra cultura, valores, derechos humanos, entre otros. Para conocer en profundidad los procesos de enseñanza y aprendizaje de la conciencia cultural en nuestra ciudad, para esto quisiera solicitarle la participación de su hijo (a) de la siguiente manera:

1. Realizar los talleres y las actividades propuestas durante la investigación.

2. Responder una encuesta como parte de las estrategias metodológicas de recolección de información con el fin de realizar la justificación y construcción del proyecto que vengo realizando.

De igual forma, es indispensable que Usted conozca que esta investigación preservará su anonimato e integridad. **S**u nombre no será divulgado y su rostro no aparecerá en los

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documentos escritos de la investigación. La información recabada a través de las estrategias metodológicas presentadas anteriormente aparecerá como evidencia del proceso de investigación para su divulgación y publicación exclusivamente con fines académicos. Asimismo, es pertinente que Usted esté al tanto de los beneficios de la investigación. En efecto, tienen que ver con explorar el desarrollo y la implementación de talleres basados en la conciencia cultural para mejorar las habilidades comunicativas orales en los estudiantes. Existen aclaraciones que debe conocer acerca de su participación en este proyecto: la decisión de participar de manera voluntaria, la no participación sin generar algún inconveniente como estudiante del aula de inmersión, la renuncia como participante en el momento que lo desee, la no remuneración por su participación y la posibilidad de preguntar acerca de la investigación y su proceso para su información exclusivamente cuando así lo desee.

Para su conocimiento, esta investigación se acoge a los lineamientos éticos establecidos por la Dirección de Investigaciones de la Universidad Externado de Colombia y al manejo ético y confidencial de la información según las normas constitucionales y legales sobre protección de datos personales (Ley Habeas Data) y Derechos de Autor (Ley 23 de 1982).

En consecuencia, para cualquier aclaración e información requerida en relación con la investigación y su proceso, puede comunicarse al correo electrónico *kapefo15@hotmail.com* , *karen.perez01@est.uexternado.edu.co* y/o al teléfono 3154037993.

Yo, _____ conozco, he leído con detenimiento este consentimiento informado y entiendo con exactitud y claridad la participación de mi hijo(a) en la investigación realizada por la profesora Karen Johana Pérez Fontalvo. Asimismo, he

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sido informado en relación con los beneficios y limitaciones producto de esta investigación.

De igual forma, tengo conocimiento acerca de la difusión y publicación de los resultados producto de la investigación y estoy de acuerdo con su socialización en la comunidad académica. Finalmente, acepto mi participación en la investigación y firmo a continuación dando mi aprobación y consintiendo con lo anteriormente estipulado.

_____

Firma de acudiente, cédula y fecha

Yo, **Karen Johana Pérez Fontalvo** como investigadora he informado y aclarado al participante acerca del procedimiento de la investigación, sus implicaciones y beneficios. De igual forma, he dado respuesta a preguntas por parte del participante en relación con la investigación. Finalmente, me acojo y reconozco la normatividad relacionada con la investigación en ciencias sociales y su incidencia en los seres humanos.

_____

Firma de la investigadora, cédula y fecha

Muchas gracias por su colaboración.

Bogotá, 21 de abril de 2017

Sr.
William Galvis
Rector
Colegio Cundinamarca I. E.D.
Ciudad.

Cordial saludo.

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Como es de su conocimiento, vengo realizando mis estudios de Maestría en Ciencias de la Educación en la Universidad Externado de Colombia, patrocinado un porcentaje por la Secretaria de Educación de Bogotá. El título de la investigación es: **El Desarrollo de la Conciencia Cultural a través de la comunicación oral (The Development of Cultural Awareness through Oral Communication)** y su objetivo es intentar explorar el desarrollo y la implementación de talleres basados en la conciencia cultural para mejorar las habilidades comunicativas orales en los estudiantes del aula de inmersión del colegio Cundinamarca. Para poder llevar a cabo dicha investigación, solicito, su aprobación para realizarla en el aula de inmersión y con los estudiantes seleccionados.

Del mismo modo, quiero manifestarle las diferentes herramientas que se utilizaran para a lo largo de la investigación, tales como encuestas, video grabaciones, notas de campo, implementación de talleres y para las cuales me someteré a la normatividad relacionada con la investigación en ciencias sociales y su incidencia en los seres humanos respetando el anonimato, integridad y confidencialidad de los participantes.

Adjunto el consentimiento informado que se utilizará para los padres de los estudiantes seleccionados.

Agradezco de antemano su colaboración y comprensión.

Cordialmente,

_____

Karen Johana Pérez Fontalvo

Docente de Inglés