CULTURAL SPEAKING EXPERIENCE IN AN EFL CLASSROOM THROUGH WHATSAPPTM VIDEOS

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Dedication

This achievement is dedicated to Óscar Julián González Carreño for his guidance and unconditional support on the research process. He was an essential agent who did not hesitate to share his knowledge when it was needed, especially in the planning stage which gave us the basis to build this study. Moreover, we want to recognize his large understanding on teaching and researching as a colleague example to follow.

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Abstract

This action research project provides a pedagogical proposal on the use of WhatsApp videos as a pedagogical tool, both to build oral production skills, and raise cultural awareness among EFL eighth-grade students at Instituto Pedagógico Nacional in Bogotá, Colombia. This study was carried out by two preservice teachers of Universidad Pedagógica Nacional. Field notes, interviews, surveys, audio and video recordings were collected during the pedagogical interventions, following the design of two cycles that used the blended learning academic field to detail learners' improvement. Throughout the triangulation, the findings were analyzed and additionally, the conclusions, implications and limitations of the project were presented.

Keywords: WhatsApp, Oral production, Cultural awareness, EFL classroom.

Este proyecto de investigación acción proporciona una propuesta pedagógica en el uso de videos de Whatsapp como una herramienta pedagógica para construir producción oral e incrementar la conciencia cultural en un aula de inglés como lengua extranjera entre los estudiantes de grado octavo del Instituto Pedagógico Nacional en Bogotá, Colombia. Este estudio fue llevado a cabo por dos docentes en formación de la Universidad Pedagógica Nacional. Diarios de campo, entrevistas, encuestas, grabaciones de audio y video fueron recolectados durante las intervenciones pedagógicas, siguiendo el diseño de dos ciclos basados en el campo académico del aprendizaje combinado para describir la mejoría de los estudiantes. A través de triangulación, los resultados fueron analizados; adicionalmente, las conclusiones, implicaciones y limitaciones del proyecto fueron presentadas.

Palabras clave: WhatsApp, producción oral, conciencia cultural, aula de inglés como lengua extranjera.

Ce projet de recherche action présente une proposition pédagogique concernant l'usage des vidéos de WhatsApp comme outil pédagogique servant à développer la production orale et à favoriser la connaissance culturelle dans une salle de classe d'anglais langue étrangère, celle des étudiants du huitième cours de l'Instituto Pedagógico Nacional de Bogota, en Colombie. Cette étude a été menée par deux étudiants de l'Universidad Pedagógica Nacional en cours de formation. Des journaux de bord, des interviews, des enquêtes, des enregistrements audio et vidéo ont été collectés pendant l'intervention pédagogique, suivis par la conception de deux cycles basés sur l'apprentissage combiné pour décrire l'amélioration des élèves. La triangulation a permis d'analyser les résultats ainsi que de présenter les conclusions, les implications et les limites du projet.

Mots clés: WhatsApp, production orale, connaissance culturelle, salle de classe d'anglais langue étrangère.

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CHAPTER I

CHARACTERIZATION AND RESEARCH PROBLEM

This chapter presents the information regarding the characterization of the context.

Moreover, the diagnosis, the statement of the problem, the rationale of the study, the research question and the objectives that underpinned this research project.

Local context

This project took place at Instituto Pedagógico Nacional (IPN). This school is located in Usaquén, Bogotá, Colombia. Usaquen is specifically known for its safety and commerce as the main path to develop the economy for its inhabitants. According to the report of the Chamber of Commerce of 1990, 60% of the population in this locality belongs to strata four, five and six (IPN's Institutional Educational Project, 2001).

Institutional Context

The Instituto Pedagógico Nacional (IPN) is an administrative academic school branch of the Universidad Pedagógica Nacional characterized for being a space in which innovative research and teaching take place. This public school was founded on March 9th in 1927 during the Second German Pedagogical Mission in Colombia when the Escuela Normal Femenina del Estado de Cundinamarca was replaced by the IPN School under the direction of the German educator *Franzisca Radke*. The IPN School was created with the purpose of training female teachers who obtained the professional title of "Teacher Educators". Currently, its aim is the continuous improvement of the public education through the research and applied experiences for both genders in the different levels of education.

In other respects, the school has an Institutional Educational Project (IEP) that remains open to modifications, whose slogan is: "Laboremos con amor, respeto, honestidad y responsabilidad". The IPN school's Emphasis is based on the theory of multiple

intelligences by Howard Gardner, and one of its purposes is to offer an accurate educational environment to promote multiple developments following the national educational requirements.

The Mission of the IPN School is to acknowledge the challenges of the current society throughout pedagogical processes in Formal and Special Education, Education for work and Human Development of children, adolescents, and adults. For that purpose, the IPN School guides the integral education of its students having in mind five principles which are: philosophical, scientific, pedagogical, ethical and aesthetic which foster different values such as respect, equity, peace, freedom, autonomy, tolerance, care for the environment, among others. In regards to the vision of the school, it looks up to be recognized as an innovative leader in pedagogical research, teaching practicum and qualified education to build citizens with ethical and aesthetic values in order to create a democratic and pluralist society in three levels: local, national and international (Instituto Pedagógico Nacional Institutional Educational Project, 2001).

On the other hand, the second part of the IEP incorporates The Integrated Pedagogical Project (IPP) which is an instrument of reflection to articulate pedagogical processes by groups of teachers called communities. The purpose of the IPP is to integrate the different areas of knowledge in one project throughout Cross-disciplinarity and interdisciplinarity. Hence, the IPP aims not only to make teachers build knowledge but also to recover the interaction among the different areas of learning.

Participants

The participants in the research were eighth grade students from 803 and 804, the intervention process was carried out in 2019. They were expected to continue the following academic year in the process but it was not possible due to the health problem that the

¹ Our own translation

world experimented in 2020; taking this into account, the 803 and 804 graders were the participants throughout the whole research process. The following results were taken from a survey administered to both grades (see Annex A). The first group (803) was conformed by 30 students. From those 30 students, 16 students were girls and 14 were boys, whose ages ranged from 13 to 16 years, there were not students with special needs.

In terms of the demographic background, most of the students were from Bogota, and belonged to strata 2, 3, 4 or 5. Most of their parents worked in the education and communication fields, while a few worked in manufacturing or independently. Regarding the types of families, some of the students belonged to a regular one while many were part of mono-parental families, a few lived in an extended family context and only a very small group of them coexisted in a stepfamily environment. The previous information showed that not even half of the participants lived in a family compounded by a father and a mother.

In the socio-cultural dimension, the student's hobbies, extracurricular activities and opinions about the school were taken into account. Most of the students mentioned having hobbies while a few did not assure it. Most of the students pointed out sports as their favorite leisure-time activity while some preferred audiovisual or indoor activities, and a few pointed out video games. It was inferred that the learners preferred to focus on their kinesthetic and linguistic skills.

Foremost, the academic development, their perceptions about school life, classmates and English activities were asked. Most of the students said they did not have a favorite subject since they were not interesting, many chose mathematics as their favorite subject arguing that it was interesting, necessary, easy and applicable in life but only a small number claimed to like English. To continue, most of the students felt good about the school, highlighting the quiet environment; they said to enjoy the variety of activities and to

learn from the good teachers. Also, the majority of the students had a positive opinion about their classmates, they felt comfortable and claimed they were supportive and respectful. In terms of the type of interaction, most of the students liked teamwork, some liked to work individually and a few agreed on both, the main reasons were that it was better for them to listen to different opinions and it helped to improve their confidence. The majority had a positive perception about the English class since the teacher was cordial, they described the language as fun, useful, interesting and practical. In complement, the students expressed that they would have liked to have activities such as acting and singing in the English class.

In the academic field, the survey focused on language skills, resources and ways of learning English. The English skill they liked the most was speaking since it was necessary, funny, easy and helped to know other cultures; writing was in the second place, the following ones were listening and reading. Most of the students thought listening was the most complicated skill due to the fact that they did not have enough vocabulary to understand. Even though a lot of students seemed to like speaking, many thought it was difficult due to the pronunciation gaps that the students may have had. The majority of the students seemed to prefer a multimodal way to learn English (games and audiovisual aids), some would have preferred more dynamism, many of the students agreed on the methodology used by the English head teacher which consisted on practicing grammar through worksheets and also on using the textbook for listening and grammar exercises, and a few received help not only from the English teachers but also from family members living in the country and abroad. The resources used by the students were mostly books and notebooks, which meant that the internet, audiovisual aids, and human interaction were needed.

The second group (804) was formed by 32 students; 19 female and 14 male whose ages ranged from 13 to 16 years old; nobody with special needs. Most students were from Bogotá and they lived in an area where the social stratum was from 2 to 5. A lot of students belonged to a regular family, some were part of a single-parent family, and the rest had an extended family. Regarding their parents' job, some of them worked as self-employed, while many worked in the education and communication field. The possible problems they could have shown during the research process were related to family issues and self-esteem.

In the socio-cultural dimension, the students' hobbies and extracurricular activities were taken into account. Almost all students had a hobby. The most popular hobby was sports. In terms of extracurricular activities, sports and languages were their favorite ones. Briefly, it was possible to infer that these eighth graders gave priority to activities that developed their bodily-kinesthetic and linguistic intelligences.

Regarding the academic development, perceptions about school life, classmates and English activities were taken into account. Even though, the majority of the students claimed not to have any favorite subject; they said English and Physical Education were the ones they could deal better with. Some students liked learning new languages throughout different activities; it had a significant value for their future plans. Hence, most of students preferred doing activities such as acting and many would rather dance in the English class. To continue with, most of eighth graders mentioned they felt good at school because their teachers treated them well and there was also a good coexistence with the other classmates. In conclusion, dynamic English activities to use the body such as role plays, performances, etc, could be proposed.

Finally, in relation to the academic aspect, the English skills students preferred were speaking, listening, and writing, leaving reading to the last position; however, they found them difficult. In addition, most of the students liked learning English dynamically using

resources such as books; many of them used apps and the internet, and a few leaned on English teachers and family members. As a conclusion, speaking and listening were the skills students needed to improve the most through resources related to books, the internet, apps and human support.

Diagnosis

For this diagnosis, a placement test was made following the *Estándares Básicos de Competencias en Lenguas Extranjeras: inglés* (MEN, 2006) to assess the 803 and 804 grade students in the four skills: Listening, Reading, Writing and Speaking. Additionally, Grammar was also taken into account (see Annex B). The students answered multiple choice questions with only one option in most of the cases referring to their personal and academic experiences; they looked for general and specific information from paragraphs and from an audio file. The eighth-grade students were expected to show a B1.1 English level proficiency by describing people based on the topics seen in class during the last and the current school year.

The first section was listening. The audio file was about a teacher asking questions to two students. The teacher researchers designed 5 questions based on detailed and gist listening exercises. There was an image placed next to each question to help the students understand better. The first group (803) obtained 0,7/1 as the average for the total of the students while the second group (804) obtained 0,8/1, leading this skill to the second position in the best result ranking.

The students showed better results answering the questions for specific information but weaknesses first on the questions where answer options were not given showing misspelled words or not providing an answer as a result, for example, in question number 4 where they needed to write the location of Lucas's college; second, not answering or giving an incorrect answer when inferring was expected. It could be inferred that listening was not

the most complicated skill for them, thus it could be used to improve speaking since the two skills are extremely related and they are needed to make the practice of each other possible.

The second section was grammar. Topics such as *there is, there are, wh questions, articles, present simple* and *present continuous* were asked. Those topics were selected since they had already been practiced in class during the current and the previous school year. The results of both grades showed the lack of knowledge the students had in grammar topics since 803 achieved 0,4/1 and 804 obtained 0,5/1. Even though, grammar is not recognized as a skill itself, it is a necessary component in the practice of the four skills, it must be worked in the classroom to help the students become able to communicate.

The third section was reading. It was proposed a small text written in simple present about a History teacher's routine in South Africa. We designed 5 questions as we did in the previous sections, asking the students about the main idea of the text, its purpose and a few details that had to be taken from the paragraphs. 803 obtained 0,7/1 while 804 achieved 0,8/1, taking into account that the students answered nearly all the questions correctly. Then, it could be seen that both grades had a similar performance in terms of reading and that it was the skill at which they were the best.

The next section was writing. The students were asked to compare two relatives or favorite people they had and to write a short paragraph. Some of the information required was their names, ages, nationalities, likes and dislikes by using simple present, but they also were supposed to use some verbs followed by a gerund such as *like*, *love* and *hate* to give characteristics and adjectives of the people chosen. The results were 0,5/1 for 803 and 0,6/1 for 804. The most common mistakes were made using the verb *have* to talk about ages and not to conjugate the verb in the third person singular in present simple giving a biased idea of what they wanted to say.

The final section was speaking. Four cards with four different characters were proposed. The students were expected to pick up only one card and to introduce the person in the picture in the third person singular. They had to use the information included on the card and any extra information they wanted to add. They also had the opportunity to read a small example given in the test. To diagnose this skill, it was taken into account the qualitative grading system used in the school: low, basic, high and superior scores.

The results, which were 0,5/1 for 803 and 0,6/1 for 804 showed that Speaking was the skill both groups of graders had more difficulty with. Neither 803 nor 804 obtained a high score. Some students did not try answering the question because of their lack of vocabulary, while others hesitated and could not add extra information other than the one given in the cards, providing answers such as: *he have a blue jeans, she favorite place is Paris, she's favorite book,* and *he father live in New York.* Therefore, speaking was the second section with most inconveniences after grammar.

Both grades' students had similar results. In terms of individual work, the maximum score obtained for one of the students from 803 was 4,6/5, the same as one student from 804, while the lowest score achieved by one of the students was 1,9/5 for 803 and 2/5 for 804. However, the whole group 804 did better than 803. They obtained 3,5/5 in the average of all the sections while 803 achieved 2,9/5, which was not even the minimum score required to obtain an average score in the English class.

For this reason, it could be interpreted that the 803 and 804 learners had a low proficiency level of English. In general terms, they were not familiar with enough vocabulary and it was even more difficult for them to understand the instructions of the speaking section since it was a face to face interaction. Most of the students used Spanish to verify they had understood the instructions. Besides, they could not use the dictionaries or any help, which made the test more difficult to be answered. To conclude, in regards to the

information provided by the diagnosis, the students were only able to understand basic information and to manage simple sentences which showed the students' weaknesses that had to be worked on to improve their English level as a foreign language, especially their speaking, which was the feeblest skill throughout the test.

Statement of the problem

Based on the diagnostic test, it was found that the most challenging skill in the pupils was speaking. According to the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006), in the activities of producing spoken interactions, it was assumed that eighth grade students should achieve the pre-intermediate English level (B1.1) because they needed to be able to "participate in a conversation once the speaker gives them time to think of a response²" (p.25). Nevertheless, most of the students did not have this level because eighth-grade students' speaking skill results were the lowest scores in the Tabulation of the Diagnostic Test (see Annex C). On the other hand, during the oral part of their Diagnostic test, when the students were asked to expand on their ideas about the character they chose to talk about, most learners gave limited information to answer the questions and they based their ideas on the information proposed on the card about the character instead of creating new details. The students had an evident difficulty to pronounce their speech due to the lack of coherence and fluency. Additionally, some of the students did not complete this task because they claimed not to know enough English vocabulary in terms of physical appearance and likes.

In addition to what was previously mentioned, based on what the Estándares propose about the use of the oral language through monologs, eighth graders should have been able to "express a personal opinion about general interest issues for them and for their

² Our own translation

classmates³" (p.25). Nonetheless, this ability was not evident in both 803 and 804 grades during the class observations. One evident reason for this problem was the frequent use of Spanish as the main language of interaction and communication between the teacher and the students. This meant that the teacher interacted in Spanish when she gave instructions and explained the class activities, another fact that might have contributed was the usage of Spanish by the pupils among themselves while they were in the English class.

Furthermore, having in mind the Common European Framework of Reference for Languages, students who belong to the B1 level in terms of spoken interaction "Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information" (p.26). This competence was not evident throughout all the class observations. To exemplify, in the oral test students took (see Annex D), they were expected to have a conversation by groups and to perform it in front of their classmates, they also had to choose a free topic and put the grammar structure they had learned in class through the textbook into practice; however, it could not be seen because they prepared their scripts in advance and memorized what they had to say during the presentation.

Finally, the constant use of the textbook, as a requirement for the class, might have been the cause why they did not frequently work on Speaking in the classroom. It reduced the time to practice oral interaction due to the length of the lessons and the result was a weak speaking production. That was why, the main difficulties these students showed during the observation time were related to low fluency, pronunciation, grammar mistakes and lack of vocabulary; even though, they had the option to practice, they did not do it other than in the classroom time.

Rationale of the study

³ Our own translation

Speaking is a very demanding skill in the process of Learning English as a Foreign Language. Currently, English is the most spoken language in the world. In order to have a communication among the human beings, it is necessary to work on the speaking skill as well as to consider cultural topics as the content in the oral interaction. Therefore, the development of the speaking skill through the teaching-learning process must include not only grammatical aspects, a big amount of vocabulary and good pronunciation, but also the ability to deal with the language appropriately in different contexts and the capacity to express ideas with coherence and cohesion. That was why, Bygate (1991) recognized the difference between knowledge about a language, and skill in using it. He declared that "a fundamental difference is that while both can be understood and memorized, only a skill can be imitated and practiced" (p, 4). Thus, because of the few options students had to put into practice the target language acquired during the English lessons, besides the sociocultural limitations students had to face daily, speaking had to be enhanced along with cultural awareness to communicate efficiently.

In addition to what was just mentioned, Colombia is a country where English is taught as a Foreign Language. Hence, The Ministry of National Education (MNE) through the National Program of Bilingualism seeks to foster different education policies to promote the English learning. However, in the current educational system, specifically at public schools, most of those criteria proposed are not met in a proper way. It is because of the lack of a real communicative language teaching to achieve both a fluent speech and appropriate language proficiency in different cultural contexts. It is evident in High School students who do not speak English after almost eleven school years.

On the other hand, taking into account that nowadays young learners live in a technological world, the main way of communication is through the use of social media apps such as WhatsApp, Snapchat, Facebook, Instagram, among others. Therefore, English

Colombian teachers must take advantage of social media to encourage EFL learners to practice their English by sharing experiences, ideas, and knowledge about their culture. That is why, WhatsApp was considered as a tool to achieve this purpose, since students claimed to like social media as a way of communicating with each other, and to use WhatsApp as their favorite and easiest social media (see Annex D). Thus, it was very important to develop communicative activities to enhance students' speaking skills using technology as a learning and pedagogical tool.

Furthermore, oral interaction with people from a different country was an effective way to establish intercultural knowledge and communication because according to the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006) students should be able to "recognize elements of the foreign culture and relate them to their own culture" (p, 25). To sum up, EFL eighth grade students at the IPN school, assisted not only by native but also by non-native English speakers were able to construct an oral production using WhatsApp videos to discuss cultural topics, in order to enhance their speaking skill and to foster cultural awareness.

Research Ouestion:

How might EFL eighth grade students from IPN School build oral production using WhatsApp videos to raise cultural awareness?

Objectives:

- To identify the role of using WhatsApp videos in the development of oral production in an EFL classroom.

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⁴ Our own translation

Cultural speaking experience in an EFL classroom through WhatsApp™ videos

- To describe the cultural experiences that the students can have throughout the interaction with native and non-native English speakers in an EFL classroom.

CHAPTER II

THEORETICAL FRAMEWORK AND STATE OF ART

This chapter presents the state of the art as well as the theoretical constructs that underpinned this research. These are: *Oral production among EFL learners, Blended learning* and *Cultural awareness when learning EFL*. Additionally, these main constructs were selected as well as studies based on other types of social media such as skype and facebook taking the main objectives of this monograph into account to establish a relevant research background in order for it to serve as a guide.

Research background

The first study that was important for this research is named *Video Blogs: An* interactive experience in the EFL classroom. This study was developed by Cristian Chaves and Luisa Fernanda Cuervo from Universidad Pedagógica Nacional in 2018. The researchers of this project analyzed the impact of video blogs and blended learning to strengthen the four English skills in a group of high school students from Rafael Bernal Jimenez School. The results of this qualitative action research in terms of speaking are related to the importance of being conscious about the students' own learning, the impact of interaction in the target language, and the improvement of pronunciation features. This project was helpful because it confirmed that technology plays a fundamental role in the process of learning a foreign language and that results could be tangible after following a process where the videos are the main tool to practice a foreign language. Furthermore, this project was a reference for the researchers because it showed pronunciation as one of the micro speaking skills that can be enhanced through videos.

The second relevant study was *Impact of Communicative Activities supported by Technological Resources on Listening and Speaking Processes in an EFL Classroom* by Juan Carlos Beltrán and Cristian Palomino from Universidad Pedagógica Nacional in 2016. This

qualitative action research took place at Prado Veraniego School and its population was EFL seventh grade students. Through the communicative approach, this project focused on fostering communication in a learning environment. Therefore, one of the main results of this study was the improvement of the speaking production skills because the students, eventually, could express their ideas easily using the vocabulary learned as well as the meaningfulness of the learning environment, thanks to the use of technological resources. The monograph complemented this research because it showed that the students could assume an interactive role in their own English-speaking process leaned on technological devices.

The third useful monograph was Fostering the construction of Colombian identity by means of cultural-awareness-based speaking activities by Erika Viviana Velandia Otálora from Universidad Pedagógica Nacional carried out in 2015. This action research was executed at San José de Castilla School with the fifth-grade students. Its aim was to include students in an environment in which Colombian and anglophone cultures were compared, analyzed and discussed in order to construct identity while English speaking skills were enhanced. The results demonstrated a significant advance in terms of oral and intercultural competences in the foreign language. This project was essential since it proved that cultural awareness helps students identify diverse perceptions about their own culture and the foreign one while practicing speaking skills.

The fourth pertinent research project was entitled *SkypeTM Conference Calls: A Way to Promote Speaking Skills in the Teaching and Learning of English* by Yeferson Romaña Correa from Universidad Distrital Francisco José de Caldas, Bogotá, Colombia in 2015.

This study took place at the language institute of the previously mentioned university with a group of 12 EFL adult learners. Its main purpose was to promote speaking skills through SkypeTM conference calls while its main finding was related to the influence of social

networks in the learning process of English as a foreign language, especially if they are used as pedagogical tools to enhance both social interaction and oral reinforcement. This monograph supported the ideas of interaction and speaking skills since it showed that interaction competences are needed to foster oral communication and that fluency can be noticed through them.

The following research was *Critical Intercultural Learning through Topics of Deep Culture in an EFL Classroom* by Luis Fernando Gómez Rodríguez from Universidad Pedagógica Nacional in 2015. This qualitative research study was performed in an advanced EFL class of a language program from a public university and aimed to raise critical intercultural communicative competence. This study revealed that by talking about cultural topics, the students built a critical thinking and could relate them to their life and context. Therefore, this project contributed to the purpose of this research because it allowed to reflect on the importance of including deep culture content in the learning of a foreign language while enhancing speaking skills.

Another key study for this research project was Facebook to promote korean EFL learners' intercultural competence by Seunghee Jin in 2015. This study aimed to maximize the target language interactions and to develop Intercultural Competence of Korean EFL learners through Facebook as a new computer-mediated communication (CMC) tool in a college classroom, based on a telecollaborative project between the U.S. and South Korea. In terms of results, this study revealed that Facebook is a practical, easy, and innovative way to allow intercultural interactions as well as to foster Intercultural Competence in EFL classrooms. That is why, this study helped to reflect about the necessity of creating a bridge between the target culture and the students' native culture as an important aspect during the process of learning a foreign language using technology as a tool and through the interaction with native English speakers.

"Experience to Share" by Mona Hamad published in 2017 is another important study. The population of this research was a group of 36 female beginner learners who attended a Listening and Speaking course at the College of Science & Arts Majarda King Khalid University, in Saudi Arabia, from 2013 to 2014. The general objective of this study was to describe the impact of using WhatsApp with didactic purposes in the process of learning English taking into account the students' progress. As conclusions, positive results supported the use of WhatsApp to enrich students' vocabulary, to motivate them in their learning process, to develop English skills, and to take advantage of learning from their own mistakes. Therefore, it was important to recognize this study as a useful reference because it made possible a reflection on the use of WhatsApp as a current tool that helps students develop oral skills in the learning of EFL. Hence, this study had a resemblance to the one carried out in IPN school because WhatsApp helped the students to develop their speaking skills through cultural content.

The last convenient project was *Mobile Instant Messaging: WhatsApp and its*Potential to Develop Oral Skills by Alberto Andújar and María Cruz published in

2017. These researchers aimed at studying the benefits of using Mobile Mediated

Communication (MMC) to enhance speaking skills in a group of 80 ESL students, English level B1 at Almeria University in Spain who were divided into two groups: experimental and control. Results such as significant improvements in oral proficiency, comfortable environment to negotiate meaning, self, group assessment and authentic interaction were achieved through a mixed approach. This research was considered useful because it showed WhatsApp as a way of assessing self and group speaking skills.

Theoretical framework

Oral production among EFL learners

Communication involves the development of oral production among EFL learners. Therefore, it was necessary to define this ability as the one used to communicate effectively with others and to express ourselves naturally and fluently through different activities. According to the Common European Framework of Reference for Languages: learning, teaching, assessment (2001) "in oral production (speaking) activities the language user produces an oral text which is received by an audience of one or more listeners" (p.58). For example, public address (information, instructions, etc.), and addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.). These activities involve reading a written text aloud, speaking from notes, a written text or visual aids, acting out a rehearsed role, speaking spontaneously or singing a song. This definition set to this project because this competence was practiced to have oral communication based on the students' contact with both native and non-native English speakers through different speaking activities.

Additionally, Bygate (1991) claimed that speaking as a skill is based on motorperceptive skills and Interaction skills. The first ones "involve perceiving, recalling, and
articulating in the correct order sounds and structures of the language" (p.5). That is why
this action research project looked for the improvement of pronunciation, the better use of
grammar structures, and the enrichment of English vocabulary. The second ones were
Interaction skills which involve making decisions about communication, such as: what to
say, how to say it, and whether to develop it, in accordance with one's intentions, while
maintaining the desired relations with others. Thus, fluency was another aspect EFL
learners enhanced throughout this inquiry. Moreover, Harmer (2010) affirmed that
"speaking activities provide rehearsal opportunities - chances to practice real-life speaking

in the safety of the classroom" (p. 123). Hence, EFL students had the chance to practice oral production in the classroom based on cultural topics that reflected real-life situations to set up cultural awareness among them. Harmer also said that speaking tasks in which learners make an effort to use the language they know "provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing" (p.123). Therefore, in this project, students practiced their oral production by using WhatsApp videos and commenting on their classmates' videos to give and receive feedback about their oral performance.

On the other hand, it was necessary for the pupils to become familiar with the process of expressing themselves in order to be capable of communicating with their classmates in the classroom. However, to understand what others say, not only speaking was mandatory, but listening needed to be considered as well. With regards to this, Brown posed that the wide range of pronunciation styles is one of the options that could limit the natural development of listening competence from speaking competence (Brown, 2007). That is why, the interaction with native speakers helped the participants of this study become aware of the variety of accents that exists in the world so that they started understanding them, a fact that helped them enhance their speaking skills progressively.

Blended learning

Having defined oral production, which was the one that was developed among the EFL learners, then, it was relevant to frame the field and the tool that were used to achieve this goal. Regarding the field, it is known as blended learning, which potential, according to Thorne (2003) "is almost limitless and represents a naturally evolving process from traditional forms of learning to a personalized and focused development path" (p.5) having in mind the impact that not only having contact with a person had but also with mobile devices in terms of interaction strategies when a learning environment needed to be present.

It was understood the importance of using online tools. Thus, it was proposed WhatsApp to have an oral interaction among the learners to discuss cultural issues because it was considered as the right online path to make possible the development of oral production for the learners in an innovative way. This was supported by Warschauer (1995) who stated that "teachers have been using online communication in the language classroom for more than ten years now" (p.1). This utterance supported the fact that blended learning has helped students learn EFL content successfully. This is an important factor to take into account in the teaching and learning process of the apprentices because thanks to this, it could be seen that the contact with language cannot only happen through notebooks, but also by using the daily applications. In complement, it was important to consider that nowadays the classroom offers the opportunity to create a significant relation to internet tools.

Besides, there was no doubt that WhatsApp was one of the tools the group of learners used the most and that it could be implemented as a pedagogical tool in the EFL classroom. Having this in mind, it was pertinent to define WhatsApp in its own essence. Gon & Rawekar (2017) declared that "WhatsApp is a free messenger application that works across multiple platforms like iPhone and android phones, and this application is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages" (p.19). That is why, WhatsApp was considered as an essential tool that the students could use to have a significative learning process thanks to the fact that they were already familiar with this application and with the different features that it offered to communicate such as video recording and voice notes.

Taking into account the previous information, WhatsApp was implemented as a pedagogical tool. One of the evidences that supported this premise was stated by Benson & Morgan (2014) who said "As social technologies have earned their place as pedagogical

tools; the understanding of their pedagogical potential has increased" (p.17). This was the case of WhatsApp, which could offer the pupils different interactive means to enrich their learning process. Therefore, during the implementation of this project, WhatsApp videos were used to talk about the culture in their own country and in others; having an interaction with their classmates and with native and non-native English speakers in order to enhance the oral production while using WhatsApp. Thus, it could be claimed that the content and the activities that the pupils developed in the classroom using this application amused them while learning EFL.

Cultural awareness when learning EFL

After explaining the tool that was used by the learners in order to discuss cultural topics with their classmates, now, it was important to go in depth into the perception of cultural awareness because this term was what mediated the content that students acknowledged. According to Flohr (2007) "Cultural awareness entails an understanding of how a person's culture may inform their values, behavior, beliefs and basic assumptions" (p.3). This definition reinforced the idea of having the learners talking about their culture and customs while learning to identify the characteristics of their own society. The students understood better what the purpose of the culture was and took their assumptions into account to establish a connection between themselves and their classmates. The learners also used speaking to have a bidirectional enrichment with both native and non-native English speakers since they learned about Colombian and foreign cultures from their videos recorded, the interaction in the EFL classroom and through WhatsApp videos.

Similarly, Kramsch (cited by Arias, Gómez, and Vera, 2015) stated that "Culture should be seen as a language practice and as the core of language teaching" (p.33). This had an impact in the learning process of the students because they became aware of their surroundings and were able to talk about them. Hence, working on the speaking and

listening skills without taking into account the cultural content would have not contributed to the learning process of the students, it would not have been either significant or useful for their lives. From this extent, the culture was thought as a way to enrich not only the language but also the perceptions of the participants about their context and identity. In fact, Atkinson (cited by Arias, Gómez, and Vera, 2015) asserted that "a received view of culture sees the most typical characteristics of a community as relatively unchanging and homogeneous, and as a system of rules that substantially determine the personal behavior of all individuals that belong to a given community" (p.34). This to conclude by stating how important it was for the pupils to take into account the knowledge of the culture in order to interact with others. By understanding their own culture, students could embrace a new one no matter the differences that existed between both of them. For this project, countries such as The United States and Scotland were proposed as target cultures to help students achieve this goal.

In this chapter, the basis for the state of the art and the theoretical framework of this research project were presented. The constructs that were developed in this chapter were Oral production among EFL learners, Blended learning and Cultural awareness when learning EFL. In the next chapter, the research design of this project will be explained.

CHAPTER III

RESEARCH DESIGN

In this chapter, the research design that framed this proposal is explained. The research paradigm, type of study, data collection instruments and the procedures are explained as well. All of this, in order to clarify the way in which this research project was arranged and developed.

Research paradigm

This research project was framed within the qualitative research paradigm due to the importance that social and cultural aspects have in education, and in this case, in EFL eighth graders' learning process. Qualitative research is an inquiry paradigm focused on understanding the different factors and interpretations implied in daily social interactions. According to Marshall and Rossman (2016) "qualitative research is pragmatic, interpretive, and grounded in the lived experiences of people" (p.26). Those elements are related to subjective areas of the human being such as history, social work, community development, ethnography and, of course, culture and education. Thus, this study was developed in the qualitative research framework because its aim was to analyze how eighth grade students at the IPN school created cultural awareness through oral interaction with native and nonnative English speakers by using WhatsApp videos. Moreover, based on Patton (1990) Qualitative research "typically focuses in depth on relatively small samples, even single cases, selected purposefully" (p.169). Thus, the findings of this study were established using an inductive method.

Type of Study

Action Research is considered as a qualitative methodology. It is also a systematic inquiry used by teacher researchers to know how their schools work, how well teaching methodologies are implemented, and to verify if their students are learning. Furthermore,

AR is the combination of two modes of activity: action and research. The first one, showed in the action plans, is developed to improve social situations of a particular community. The second one is the research put into practice through systematic observations, data collection, analysis of this data and the establishment of the findings. Hence, maintained by Burns (2009) the purpose of AR is "to bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation" (p.290). Therefore, this project belonged to the action research type because the goal of this project was to enhance the oral production of the eighth graders from the IPN school as well as to promote the direct personal contact of each individual to the English culture.

Regarding the process that AR follows, it is compared with a spiral or a cycle because of the unpredictable changes that might happen in the results, new and unexpected action plans have to be put into practice for improving the inquiry. Thus, concluded by Burn (n.d) it is necessary to follow the next phases in the cycle of AR: (1) "Develop a plan of critically informed action to improve what is already happening" (page, 290). In this research, this step was carried out through the observation of the population which was registered using field notes. (2) "Act to implement the plan" (page, 290). The second step in this study was developed implementing different class sessions that contributed not only to the improvement of the learners' oral production, but also to the raising of cultural awareness. (3) "Observe the effects of the critically informed action in the context in which it occurs" (page, 290). This stage was evident through the students' performance, assessment and the activities that were done in the classroom. Finally, the last step is (4) "Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages" (page, 290). Thus, there was a reflection about the results obtained to improve the pedagogical intervention when it was necessary to

guarantee that the students became progressively better in their oral production and raised their cultural awareness.

On the other hand, as an Action Research (AR) project, this study aimed not only at changing and supporting EFL learning at the IPN school among eighth grade students but also at enhancing the teaching practicum of the researchers during the process of the inquiry and practice. Action Research allowed to be more aware of the proficiency as future teachers, researchers, and cultural mediators in real contexts, being the IPN school an example of one of these contexts. Acknowledged by Marshall and Rossman (2016), AR guided "into the complexities of teaching and learning, and encourages us to reconsider not only our own practices, but our identities and roles as teachers" (p.32). Consequently, the role of the teacher researchers was to be participant observers because once a specific educational problem was identified in the classroom, the teacher researches became leaders who planned different strategies to find a solution and then, these strategies and action plans were put into practice. Therefore, for teacher researchers, teaching and learning was considered as a dynamic process which they could report, modify, and change through strategic planning, data collection, analysis of this data and a self- reflection (Marshall & Rossman, 2016). Thus, this study was a clear instance of the process, requirements and purposes of the AR type.

Data Collection Instruments and procedures

Data collection is the main source and evidence to confirm theory, to answer to the research question, and to ask new ones around the research objectives. Trustworthiness of the study, its measure, its usefulness and the value of the research is determined by Data collection (Marshall and Rossman, 2016). The data used in this research project were collected in the classroom using a set of four tools: Field Notes, Interviews, surveys, audio and Video recordings.

Field Notes. This instrument was used at the beginning of the research to establish the statement of the problem, and to characterize the study target population. It was also used to continue registering the observations done in the classroom. It was defined as an instrument that the researchers used to take extensive and very detailed notes of the phenomena that were observed, the participants and their behavior in their natural context (Mckernan, 2006). Field notes were used at the moment of observing the English classes during the first period of this project taking into account the details that were seen through the development of the classes and the interpretation of these details; then the field notes were used to establish different categories and to analyze the evidence collected during the first and second stages of the project (observation and intervention), being complemented with the relevant concepts related to the theories that supported this study. The main objective of this tool was to register the behavior, the interaction between teachers-students, foreigners-students and students-students plus the facts occurred inside the classroom during the pedagogical intervention.

Interviews. This source was used throughout the research study in order to enquire about the English class methodology and the students' knowledge and understanding of new cultural concepts for the researchers to obtain real information from both the head teacher and the students to establish a perspective based on all the possible angles.

Interviews is a concept defined by Phillips and Carr (2010) as an action "to inquire, to ask questions of students, and to listen to colleagues, supervisors, mentor-teachers, and others connected with your project" (p.77). In this study, they were used in order to have a deeper view on the research problem and also on the oral production which is the one students were practicing. The interviews were applied in order to measure the students' improvement and to know what knowledge they acquired.

One type of interview is the semi-structured interview, defined by Galletta (2013) as "one way to think big about one's variables and methods for addressing a research

question" (24). For this study, it was used in order to have appropriate questions and to lead the participants regarding speaking and cultural awareness.

Surveys. One instrument that is also looked attentively is the survey. According to Phillips and Carr (2010), they "are used to collect data primarily about students' perceptions, feelings, or attitudes about skills, concepts, or other classroom issues" (p.197). For this study, one was delivered at the beginning of the process to know the students' personal and academic information in order to establish a closer and human learning process with them; another one was delivered to the students during the intervention process in order to understand their perceptions and to receive feedback from them. This source was also used to become familiar with the progress that the students had in their oral production and cultural awareness through the implementation of this project.

Audio and video recordings. These tools are a source that offers a permanent record of what is fairly complete in terms of the speech that occurs. They also capture verbal as well as non-verbal communication which makes the recording process of events more complete during the interview or the activity that is being recorded (Denscombe, 2014). This instrument was used in the second term of the inquiry to collect information about the oral interaction between students and foreigners, students-students, and students-teachers, and to see how their learning process was developed. This tool was the main instrument used to determine the students' progress in their oral production thanks to the interaction they had with the native and non-native English speakers and cultural activities that they developed in the classroom. The most significant Data collected were reported by transcriptions in online documents.

Trustworthiness and Ethical issues.

It is important to clarify how researchers obtained validity and reliability from qualitative research evidence. They achieved it through the concept of trustworthiness

under four requirements. The first one was triangulation from multiple sources; the second was "thick description" that refers to a faithful characterization of the context and situations showed during the study, the third was a conscious and systematic data compilation and interpretation; the fourth was no biased stances; and the fifth was critical thinking during the interpretation of data, (Phillips and Carr, 2010). Therefore, trustworthiness was achieved in this study by using triangulation. That is why, it was essential to deliver at least four different data collection instruments to find precise information about 803 and 804 students, they were field notes, interviews, surveys, and audio-video recordings.

Regarding Ethical issues, it is essential to mention that, at the beginning of the process, a consent form was delivered to the participants' parents, so that their permission was obtained and the students could participate in the research study. It is also important to remark that to keep confidentiality, the initial letter of the first and last name were used having in mind that all the data were collected for only academic purposes and the students' participation was voluntary, that is to say they could decide to drop the study at any moment without future consequences in their academic life (See Annex E). In addition, all the videos recorded during the pedagogical intervention were edited to save identity of the participants by hiding their faces with blurring effects. Moreover, all the videos were saved in flash drivers to guarantee privacy and the information was only used for pedagogical purposes.

Data Analysis approach

Since the method used for this study was inductive, the approach selected for its analysis was the Grounded Theory. According to Lehmann, Myers and Urquhart (2010), "grounded theory is a qualitative research method that seeks to develop theory that is grounded in data systematically gathered and analyzed" (p.3). That is why, this theory was used in this study, to be able to analyze the findings as many times as needed. That is to say, the teacher

researchers did not start with preselected categories but themes emerged from the data as they were analyzed. After some themes were found, some specific labels were put to chunks of data collected and there was a looking for regularities to find patterns. Continuously, they were grouped into pre-categories according to their similarities to, finally, lessen all those groups into categories with subcategories each.

To sum up, the previous chapter explained the description of the qualitative action research, the data collection instruments along with their procedures, ethical issues and the analysis methodology proposed for this study. The next chapter presents the pedagogical intervention that took place in order to reach the objectives of this research project.

CHAPTER IV

PEDAGOGICAL INTERVENTION

This chapter presents the visions of language and learning, the instructional design which displays the lesson planning for the pedagogical intervention as well as the chronogram of activities that were carried out in this research.

Vision of language

This research project saw language as a means of expression and communication. That is why, language as culture was the vision chosen for this research According to Tudor (2001), "a language will embody and express aspects of the culture and world view of its speakers" (p.69). Therefore, the culture dimension was an essential subject during the process of learning a foreign language because it allowed understanding how the language worked and how it was used in a specific context. The participants of this study were expected to have oral interaction among them, with their teachers and with foreigners in order to discuss diverse topics raising cultural awareness while English oral production was enhanced.

Vision of learning

This study focused on intercultural learning. Martinelli et al (2001) argued that "learning takes place on three different interrelated levels: on a cognitive, an emotional, and a behavioral level" (p.17). Thus, the acquisition of knowledge proposed in this research was essential throughout the process of experiencing a foreign language as well as knowing how to express one's own feelings, understanding the others' and as a final stage, the range of viewable actions to show that the learning was evident through the cultural awareness raising among students as well as the improvement of their English oral production.

Instructional design

During this pedagogical intervention, the main purpose was to build oral production among eighth grade pupils, who were the participants of this study, in order to enhance their oral production while cultural awareness was raised among them. In order to reach this main purpose, cultural topics that the participants had contact with daily were selected so that they felt familiar as well as free to have a discussion about them based on two English speaking countries: The United States of America and Scotland. Each cultural topic was used pedagogically in the two cycles that belonged to the action research, taking into account the three levels in the cultural awareness: getting to know their own culture, knowing a foreign culture and having a comparison between both cultures. Therefore, it was necessary to mention that the two cycles were developed through the lesson plans of classes (see Annex F).

Additionally, other two important characteristics of the lessons implemented to help students have oral production in an EFL classroom were the constant interaction with both native and non native English speakers and the use of Whatsapp videos. This motivated them to continue practicing the speaking skill and to improve their English level in a short term distance. Moreover, the pedagogical intervention was supported by controlled, semi controlled and free activities that the students did in the different classes. For the first cycle, just controlled activities were used as well as prompts to help students with their oral production, specifically pronunciation and vocabulary. During the second cycle, semi controlled activities were proposed to help students practice their vocabulary and pronunciation; also, free activities were carried out in order to enhance students' fluency.

Finally, along with the foreigners' assistance and with the use of WhatsApp videos, the cultural awareness was raised by approaching the students to new cultures without leaving the country, by connecting their own culture with unfamiliar ones through discussions and reflections in class time, and having interaction through WhatsApp videos

since this tool was already commonly used by them. Students made both videos about cultural awareness and comments on their classmates' WhatsApp videos to give feedback and to have an interactive communication.

Chronogram

CYCLE	MONTH	LESSON	OBJECTIVES	STAGES	ACTIVITIES DESCRIPTION	PEDAGOGICAL RESOURCES	
	August week 1	I'm a Cultural	To become familiarized with the terms of	Opening	Introduction of the main concepts.	Pieces of paper, tape, printed images, cardboard, markers.	
		student	Culture, cultural awareness, interculturality.	Application	Creation of an App mock.	cardboard, markers.	
A M			intercurturanty.	Closure	Agreements to follow in the classroom.		
E R I	August week 2	How much do I know	To identify the characteristics of	Opening	Small C and big C in an Iceberg.	2 Pictures of different Colombian cultural aspects, pieces of	
C A	August Gringos' week 3 idioms	about my country?	my own culture	Application	"What do I like the most about my country?" workshop.	paper with cultural concepts written on them, song, speakers, cell phones' cameras, form with the videos'	
				Closure	Creation of an anecdote on a video.	assessment.	
				Opening	Commenting on "did you know" sentences about American culture.	Cell Phone or tablet, board, markers, video beam or tv, speaker, computer, "Who wants to be a	
			Application	Idiom contest by the foreign guest "Who wants to be a millionaire".	millionaire" game.		
				Closure	Discussion on Colombian idioms.		
	September week 1	"My future leisure plans"	To share my future cultural plans.	Opening	Gathering on future cultural plans.	TV, computer, HDMI cable, speakers, video, workshops.	
		Piulis		Application	Prediction on classmates' future cultural plans.	жотконоро.	
2				Closure	Creation of a video containing future cultural plans.		
S C O	September week 2	"Becoming a Scottish"	To get familiar with Scottish culture.	Opening	Observing pictures of typical Scottish landscapes.	Pictures and papers printed, board, markers	

T L A N D				Application Closure	Speaking game using vocabulary and expressions for turism. Matching game about Scottish food.		
	September week 3	"Scottish Cuisine"	To improve oral production by interacting with a	Opening	List of vocabulary related to Scottish typical food.	Flashcards, tv, computer, powerpoint presentation, speakers,	
			native Scottish speaker	Application	Discussion on interesting facts about Scottish culture.	flash drive.	
				Closure	Dancing and interaction with the foreign guest.		
	October week 1	My favorite Colombian typical food.	To practice speaking through the creation of a video.	Opening	Flashcards about Colombian typical food.	Colombian typical food flashcards, T.V, speaker, board.	
3 C	October week 2 Cultura		viaco.	Application	Discussion on Colombian typical food: recipe and ingredients .		
L O S U				Closure	Creation of a video about Colombian typical food		
R E		Cultural closure	To close the cultural cycle by reviewing	Opening	Checking big C and small C examples.	Papers printed, board, markers and map.	
		meaningful cultural conc		Application	Speaking interaction based on a Colombian map		
				Closure	Opinions on Colombian tourist places.		
	March 2020	Cultural review	To help students improve their oral production through	Opening	Speaking warm up "The trip" by the foreign guest.	Board, T.V or projector, speaker, computer, printed	
	Week 1	eek 1	class participation based on cultural topics.	Application	Marching main cultural concepts.	images.	
				Closure	Short presentation about Colombian typical food to the Scottish guest.		

Chart 1: Chronogram

Possible impact and results

In terms of results, students were expected to advance in three main facets. The first one was the development of their speaking skill through oral production in an EFL classroom. Along with this, the participants were expected to identify WhatsApp videos as a pedagogical tool as well as seeing the interaction with native and non-native English speakers as a means of experiencing cultural acquisition of knowledge. Once the students were taught through this pedagogical intervention and were provided with the tools to enhance their oral production, they would be sure that EFL could be an easy and useful way of knowing different cultures and that modern social media could be applied to the same process.

CHAPTER V

Data Analysis and Findings

This chapter presents the concepts and the methodology related to the data examination as well as the categories and subcategories that came out from the evidence collected in the study and its analysis along with the findings of the research.

Procedures for Data Analysis

The method chosen to categorize and analyze the information collected in the pedagogical intervention was Grounded theory. It belongs to the qualitative research and aims to the construction of theory grounded in data pointing out general concepts, unknown theoretical explanations, and new perceptions in terms of experiences; some specific features are that the concepts that support the findings are not pre-established, the research analysis and data collected are in constant interrelation, and they continue in a cycle during the research project (Corbin and Strauss, 2015). Thus, the categories and subcategories of analysis in this research study were established once the data were interpreted.

Additionally, the Grounded theory was useful to the objectives of the research study since it helped to explain the function of the WhatsApp videos while enhancing the 803 and 804 IPN students' oral production. As Corbin and Strauss (2015) claim "the knowledge gained through grounded theory methodology enables persons to explain and take action to alter, contain, and change situations" (p.11).

On the other hand, this research study aimed to describe the cultural experiences that the students could have throughout the interaction with native and non-native English speakers in an EFL classroom, that is why, the Grounded theory helped to demonstrate the students' behavior and their response to the interaction with other English speakers while identifying emotions, believes and opinions as Corbin and Strauss (2015) state "the procedure can be used to uncover the beliefs and meanings that underline action, to

examine rational as well as non-rational aspects of behavior, and to demonstrate how logic and emotion combine to influence how persons respond to events of handle problems through action and interaction" (p.11).

Furthermore, in order to guarantee trustworthiness in the data analysis process, the Grounded theory studies the data from different perspectives based on the data collection instruments, which were video-recordings, surveys, interviews and field notes, ensuring efficiency and reliability. Therefore, Corbin and Strauss (2015) declare "the procedure enables researchers to examine topics and related behaviors from many different anglesthus developing comprehensive explanations" (p.11).

Taking into account the organization of information and establishment of categories, the implementation of a coding process was considered important. Thus, according to Corbin and Strauss (1990) the stages followed in this research were open coding, axial coding and selective coding. In the first one, information is compared to find similarities and differences followed by labels and groups of concepts to form categories and subcategories. In the second one, the categories are interconnected. In the last one, all categories are combined to establish the central phenomenon of the study which is the core category (pp. 12-14).

For analyzing the data collected and establishing the categories, the researchers proceeded to do the examination process by separated at first, focusing on their respective grades, 803 and 804 from IPN school, looking for similarities and differences between both data collected to organize the information and start processing the findings. To begin with, the answers found in the surveys delivered to the students were tabulated based on the responses frequency in order to use them as supporting examples and to identify the improvement of the students' oral production from their own perspective (see Annex J).

Additionally, the surveys helped the researchers to evaluate their pedagogical intervention as well as the results of the students learning cultural process.

Secondly, the interviews applied to some students made the researchers recognize not only the students' understanding of the main cultural concepts worked in class, as part of the intercultural approach developed along the inquiry process, but also their oral production performance through the interaction with the teacher researchers as non-native English speakers without previous preparation.

Thirdly, the WhatsApp videos made by the students at the end of each cultural process followed the respective criteria to be successfully recorded. They were a key tool at the moment of analyzing the data since they showed peculiar arguments that helped to build the ideas that supported the emerged categories. The WhatsApp videos were meticulously transcripted by the researches as well as the comments that the peers made on the videos (see Annex I). The transcriptions were numbered by lines for a better understanding and as reference marks, they also followed the next commands when the researchers thought it was necessary:

- (S): Spanish. - Wo-word: False start. - (@): Laughter. - (???): Unintelligible word.

Fourthly, the field notes were other useful data collection tool when analyzing the evidence (see Annex H). They were divided into 4 columns, including previous questions that worked as a base for the development of the classes, then the description of what happened in the classroom was given, followed by the interpretation of the aspects observed during the intervention, and closing with the concepts that emerged, which were highlighted by an analytic process named color-coding and grouped by similarities so that they could be analyzed.

Considering the research question of this study and the type of research that was carried out, the perspective that was adopted was not only taking into account the

participants' perspective, but also, following the observers' point of view. Thus, the qualitative paradigm that framed this research, and the active role of the teacher researchers as participant observers set the interpretations and analysis of the data collected from different points of view.

Categories of analysis

Since the objectives of this research study were to identify the role of using WhatsApp videos in the development of oral production in an EFL classroom and to describe the cultural experiences that the students can have throughout the interaction with native and non-native English speakers in an EFL classroom, it was necessary to examine the evidence collected and to analyze the findings from the categories emerged during the coding process set up by the Grounded approach to answer the research question proposed at the beginning of this study. Hence, the association between the objectives and the results are shown in the categories and subcategories suggested in the following chart:

Research Objectives	Category	Subcategory
To identify the role of using WhatsApp videos in the development of oral production in an EFL classroom.	WhatsApp videos as a cultural oral production tool.	Prompts as an encouraging tool to enhance oral production.
		WhatsApp videos as a result of a cultural oral production process.
To describe the cultural experiences that the students can have throughout the interaction with native and non-native English speakers in an EFL classroom.	Cultural awareness raised between L1 and L2.	Students Getting to know their own culture.
		Students approaching a foreign culture.



Chart 2: *Categories of analysis*

On the one hand, the research question is related to the first category: WhatsApp videos as a cultural oral production too, since it was the means shown during the pedagogical interventions which helped both teachers to follow students' speaking performance and students to find their encouragement to improve. As reported by Corbin & Strauss (1990) "In open coding, events/actions/interactions are compared with others for similarities and differences. They are also given conceptual labels. In this way, conceptually similar events/actions/interactions are grouped together to form categories and subcategories" (p.12) Therefore, the subcategories that emerged in this first stage were prompts as an encouraging tool to enhance oral production and WhatsApp videos as a result of a cultural oral production process.

On the other hand, the next category was Cultural awareness raised between L1 and L2. It was used to describe the cultural experiences that the students had inside the classroom and in their houses while recording their videos as well as the interaction with native and non-native English speakers. Thus, the subcategories that served as a base for the previous category were students getting to know their own culture, and students approaching a foreign culture.

Category 1: WhatsApp videos as a cultural oral production tool

The first category is related to the Blended learning didactic field in which the students' English practice was underpinned since their oral production progress was guided by the teacher researchers in the classroom time and at the same time, they were in charge of doing autonomous work at home to show their cultural learning and oral ability results. Therefore, the pedagogical tool used to achieve this goal was WhatsApp videos considering that it was an easy, fast and practical device which students were familiar with, and for the

amusement they had when using it. This premise was supported by Benson & Morgan (2014) who said "As social technologies have earned their place as pedagogical tools; the understanding of their pedagogical potential has increased" (p.17). Wherefore, one video was created at the end of each cultural topic and sent to the teacher researchers through WhatsApp; the recordings were named: anecdotes, future plans and favorite typical Colombian food. They were a key tool to measure the students' oral production improvement through a continuous feedback process (see Annex K).

Consequently, in order to guide the students through their oral production process, assistance was provided by the teacher researchers in the classroom by different content such as prompts, cultural vocabulary, grammar explanations and pronunciation steady practice to allow students to have different moments to practice during the class time. In view of this, Harmer (2010) affirmed that "speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom" (p. 123). Hence, topics worked in class were especially related to daily-life contexts such as food, celebrations, idioms, vacation plans and personal brief stories. For examining the findings of the research in terms of identifying the role of using WhatsApp videos in the development of oral production in an EFL classroom, the next subcategories emerged:

Prompts as an encouraging tool to enhance oral production

This subcategory determines the use of prompts as a way of initial assistance in the students' oral production process. That being said, British Council (2020) states "prompts are stimuli a teacher uses to get learners to give a response using target language. Prompts can be visual, spoken or written" (n.p). In this respect, the prompts were used as conversation starters for the students to feel confident enough to produce pieces of speech, and to motivate their course of ideas. The prompts provided to the students were both visual images and written sentences. On the one hand, some examples of visual aids used during

the intervention were the following:



Chart 3: *Visual prompts*

These visual prompts supported teacher researchers while they were explaining the development of the activities proposed in the target language evading the use of Spanish in the classroom. It also made the students avoid the use of their mother tongue because when they saw the image, they understood the definition of the word and they did not feel the need to translate the word into their first language. For example, in column number 2, from chart three, the pictures of the American idioms allowed pupils to understand their meaning and usage. The same happened with the images of the column number three which allowed students to have a closer contact with the Scottish cuisine and landscapes vocabulary.

Moreover, these visual aids worked as an input since they created the context

needed to start each class according to the topic of the day, that was why these images helped students understand what the class was about. For instance, in the first column of the chart number three, as it can be seen, the images showed characteristics of the students' own culture and made a reflection possible; they provided students with ideas to share in class as well as to think of previous knowledge that could be useful for the development of the lessons.

On the other hand, the following examples of written prompts that are highlighted in green color were used by the students during the recording of their first videos called Anecdotes:

803	804
HQ and SA 1. HQ: Hello, I'll never forget the 2. time when we planted potato, 3. tomato and onion, 4. after we cooked chorreadas 5. potatoes and we, we were 6. eating and dancing and. 7. SA: To cut a long story short 8. (???) we wanted more 9. chorreada potato, the 10. experience was nice.	JC and CG 1. CG: Hi JC! 2. JC: Hi CG! Did I ever tell you 3. about the time I was five years 4. old? I remember, 5. I went to the zoo in Villavicencio. 6. CG: What happened at the zoo? 7. JC: I was holding a piece of 8. bread (@) I saw a toucan, then I 9. give it to the toucan to 10. eat suddenly, the bird BIT me 11. and I was very, very afraid 12. CG: Ehhh (@) you are so stupid.

VC and VT

- 1. VC: Oh, do you remember the
- 2. day when we lost?
- 3. VT: In the meet in Cartagena,
- 4. right?
- 5. VC: Yeah, yeah when we were
- 6. in a boat with another people, in
- 7. a tour.
- 8. **VT:** Yes, we went to an island, I don't remember the name.
- 9. **VC:** The named was Barú and we lost because the boat went to Cartagena
- 10. without us.
- 11. **VT:** And a woman told us that we could sleep in her cabin.
- 12. VC: the (???) for us.
- 13. VC and VT: I couldn't see the face of the captain (@)
- 14. VC: A crazy day.

JB and JA

- 1. JB: You are not going to believe
- 2. this, but last Friday we eat a
- 3. bandeja paisa
- 4. and we got sick . The funny
- 5. thing was at night we had a
- 6. party.
- 7. **JA:** So we went to the party and
- 8. we were (???) felt terrible. And
- 9. the other
- 10. pointing was anyone payed
- 11. attention .So.
- 12. JB: At the end what happened
- 13. was we hit the sack with a
- 14. stomach ache.

Chart 4: *Written prompts* (see Annex G)

The teacher researchers gradually, provided the students with prompts for the recording of the videos. For this controlled activity, the students had the chance to elaborate a script to order their ideas and to have a previous preparation before being in front of the camera. As can be seen in the previous chart, the students used properly the prompts given, showing organization in their ideas when an anecdote had to be told as a result of their learning process through a correct prompts implementation.

To the correct development of the recording task in terms of the pronunciation of the regular verbs in past, the following prompts were given:

/ɪd/ Sound	Voiced Sound	Voiceless Sound		
T wanted D needed Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat. (Touch your throat to feel it)	L called N cleaned R offered G damaged V loved S used W followed Y enjoyed Z amazed	P helped K looked SH washed CH watched GH laughed TH breathed SS kissed C danced X fixed		

Chart 5: Regular verbs' pronunciation prompts

The students had access to these pronunciation posters to have in mind the correct way to say the verbs when writing their scripts under the constant teachers' guidance, and while they practiced their speech to be better understood while communicating in past.

Accordingly, Bygate (1991) claimed that speaking as a skill is based on motor-perceptive skills which "involve perceiving, recalling, and articulating in the correct order sounds and structures of the language" (p.5). That is why, pronunciation was enhanced through prompts as an important aspect in the training of a foreign language.

Additionally, the teacher researchers assisted the students during the class time with different written prompts to help them both build confidence when interacting with their classmates and start a conversation easily. They were mainly categorized in two different groups: for giving opinions and for interacting in the conversations. The first ones allowed the learners to express and share their points of view about the different cultural topics in the classes. By instance, in one of the classes where the main goal was to become familiar with the main concept of Culture, cultural awareness and interculturality, the prompts given were "I consider / I guess/ I consider that culture is_____ " (Field note 1: Week 1 -August 2019. Previous question 3. Lines 30-32). Thanks to this aid, the students were able to express themselves in a natural way, and the teacher researchers found out that the students had previous knowledge in terms of the concepts of culture but they struggled with interculturality and cultural awareness. Prompts of this type were provided throughout the whole intervention. It was relevant to mention that the students internalized the prompts until the point of using them in the last classes without previous instruction or writing them on the board. As a result of which, they learned to give their opinions confidently once the communicative moment required it.

The second group of prompts, which corresponded to the interaction ones, were

administered in order to enhance interaction among the learners while exchanging oral ideas about cultural subjects. For example, when students made comparisons to find similarities and differences between Colombian and Scottish landscapes, they used the following prompts: "- For me/ I guess this is a Colombian place _______. What do you think? - I think this is a Scottish place ______. - I like it because ______. - I don't like it because _____. - I don't like it because _____. (Field note 5: Week 2 - Sept 2019. Previous question 3. Lines 56-67). It emerged that students talked to one another without the instruction of the teacher researchers on how to use the prompts correctly, building the habit of applying them to communicate their ideas and to understand their classmates' in a spontaneous way as it was noticed during the interviews made by the teacher researchers to assess students understanding of the main concepts of the study, where students did not have the chance to prepare their ideas in advance or to create a script showing their real oral production fluency, such as in:

- 1. "-TR: What is culture for you?
- 2. AG:" ehmm for me culture is a tradition celebrate ehhh year and the persons ehh
- 3. unificate ehh the cultures and the different moments and traditions; for
- 4. example frood and things"
- 5. -TR What is interculturality for you?
- 6. -AG: "Ehh for me interculturality is the culture is unificate the world and
- 7. for example Ecuador, Colombia ehhh the tradition is dancing folclor for example, and
- 8. Mexico, Peru the food is... ehh
- 9. **-TR:** spicy?
- 10. -AG: yeah, spicy" (Interview: Week 2 Sept 2019. Lines 56-67).

WhatsApp videos as a result of a cultural oral production process

In this subcategory, it was found that the students enjoyed the recording of the videos since they were creative in the edition and added emojis, music and realia because of the different options that WhatsApp offers, as Gon & Rawekar (2017) claimed "WhatsApp is a free messenger application that works across multiple platforms like iPhone and android phones, and this application is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages"

(p.19). In fact, pupils showed excitement in their speech, commitment to the task and many of the participants recorded their videos in a real context such as different parts of the school, farms, restaurants, parks, and even the kitchen, as it could be seen in the following chart.



Chart 6: Edited videos.

Continuously, the oral production improvement was evident throughout the creation of the videos, the students enhanced their pronunciation, enriched their vocabulary, were more aware of the correct use of grammar structures, and became more fluent. It could be noticed when the feedback for each video was given by both the teacher researches and the classmates to allow students to identify the aspect to be improved, as Harmer remarked "everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing" (p.123). For example, referring to video 3, some students agreed with the fact that reading was not necessary, they argued:

- 1. Ss2: "Hello guys! He had a good pronunciation and the food information was fine.
- 2. We recommend that he doesn't read and use broader vocabulary to ??? describe the
- 3. dish".
- 4. Ss4: "I like this video. The Santiagos' video but I recommend you, but I recommend
- 5. you that eheheh try to stop to reading, try to improvise".
- 6. **S9:** "The Santiago's video I like but I recommend that is stop reading".

The recommendations were carefully taken into account by the students during the whole process. To show students' improvement in terms of oral proficiency, two specific cases were chosen; it is important to mention that the pronunciation mistakes were

highlighted with yellow color, and the conventions for the transcriptions were the same as mentioned in Procedures for Data Analysis:

803	804
 MA and LG. MA: We were in a travel to the Amazon. LG: we were Wo-word in a forest and I was very worried MA: it we very hot and I was worried. I have fear because we were lost. LG: I had the compass but we were completely lost. MA We were having in scare because we were thinking than a dangerous animal attack us. LG: Thank for god, we meet a nice man to help us to Both: back home 	 MD and AG MD: Hi Ana! AG: Hi Mafe! MD: Do you remember travel to Choco? AG: Yes! I remembered when I was in a Cocho and a person give me a pan de Yuca. MD: And we thought it was a rock and cause in the leg. AG: Yes! Ohh calling my mom. Bye Mafe. MD: Ok. Bye.
 Hello, my name is María Paula Alzate Vargas, in my vacation I am going to travel to Girardot Wo-word with my family and my cat Wo-word to (???) to enjoy the holidays. 	 In this week I'm going with Manuela and we'll visit the Coconovel ??? there we saw many species fauna and flora then we returned, we'll spend time in the Simon Bolivar's park and play tejo.

- 1. My name is María Paula Alzate
- 2. Vargas. I am eating with my family
- 3. (shows the family eating in front of
- 4. the camera (@)) Wo-word food is
- 5. the roast hen, banana, arepa,
- 6. potato, yucca, avocado,
- 7. bread, the chicken soup and lemon
- 8. juice. I invite you to come to
- 9. Colombia to try our dishes and
- 10. enjoy. Our food are delicious (@).



(Video 3)

- 1. Hello! How are you! I want to tell
- 2. you that it dessert like most that is
- 3. typical of Colombia, is a cocada.
- 4. Mmm, to make this dessert with
- 5. need a coconut, that is a countable,
- 6. cinnamon powder that is an
- 7. uncountable, one milk that is an
- 8. uncountable, a lemon that is
- 9. countable, two water ??? in container
- 10. become countable, two hundred fifteen
- 11. grams of panela
- 12. which also become ittt **Wo-word** it is
- 13. grams become countable. If you are for
- 14. foreigner and you, you have not tried this
- 15. delicious dessert representation,
- 16. representative of Costa region of Colombia.
- 17. Thank you so much!



(video 3)

Chart 7: MA and MG Videos

The students above (MA and MD) showed a notorious improvement during the videos creation process. When they recorded the first one, they read from a script what they wanted to say in front of the camera but in the second video they only had some words as a base not to forget the message; in the last video they spoke without much effort since they had more time to be spent, their fluency was better noticed because of self corrections, this was the case of MD in video number 3, in lines 15 and 16, where she immediately corrected the word: *representation* for *representative* after noticing her own mistake.

In video 1, that needed to last between 10 and 20 seconds, it was relevant to mention that both students, MA and MD, made a correct use of verbs in past to tell a story, it was not only in terms of grammar but also in pronunciation since none of the verbs conjugations were highlighted. Likewise, as shown in both students' videos, there was an interaction in the target language with another classmate, which was possible because of the respect of the speaking time without being overlapped by the other, and the presence of

some paralinguistic elements such as gestures (smile- surprise), the tone of the voice at the moment of asking questions to bring memories back or saying the funny or difficult situations of the anecdote, as well as the way real objects, such as the *pan de yuca* in MD's video, were pointed out during the conversation, referring to the body language aspect.

In video 2, that needed to last between 15 and 30 seconds, a script was not a requirement. Nevertheless, the students did a good job because they used the grammar topics learned in class properly as MA did in lines 2 and 3, and MD did in lines 1, 2 and 3 when they wanted to talk about their future plans as part of the criteria given in class to evaluate the video performance. Similarly, it was grateful to find no pronunciation mistakes in the videos because the pronunciation prompts were accurately practiced in class to talk about plans, predictions and spontaneous decisions.

In video 3, that needed to last between 30 seconds and 1 minute, it was evident the usage of cuisine vocabulary since the students implemented the words learnt in class in their videos. By instance, MA, in video number 3, from lines 5 to 8, mentioned the ingredients and the name of her favorite Colombian food. Additionally, it was satisfactory to see how MA used the target language in a real context outside the classroom as it can be seen in the pictures extracted from the video. Equally important, both students, MA and MD, at the end of their video 3, spread an invitation to foreigners to come to Colombia and try the local food.

Category 2: Cultural awareness raised between L1 and L2

The second category is related to cultural awareness. This finding showed the cultural experiences that the students had with native and non-native English speakers in an EFL classroom. Taking into account the importance of the cultural aspects in the process of learning a language, as Kramsch (cited by Arias, Gómez, and Vera, 2015) remarked,

"Culture should be seen as a language practice and as the core of language teaching" (p.33), it was one of the key constructs worked throughout the research.

Consequently, in order to assist the students during their cultural experiences, it was important to show them key aspects of their own culture so that they could understand a foreign one easily. Based on Collins (2020) "Someone's cultural awareness is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values" (n.p). For this reason, the teacher researchers gave the students a close view to the Colombian culture followed by the American and the Scottish ones. For examining the findings of the research in terms of describing the students' cultural experiences, the next subcategories emerged:

Students getting to know their own culture

This subcategory determines the knowledge the students acquired about their own culture. Understanding culture as a source of features that identify a specific group from the society; As Atkinson (cited by Arias, Gómez, and Vera, 2015) remarked "a received view of culture sees the most typical characteristics of a community as relatively unchanging and homogeneous, and as a system of rules that substantially determine the personal behavior of all individuals that belong to a given community" (p.34).

In order to understand how the students recognized the different aspects that made their culture a part of themselves, three important moments in the study were analyzed. First, the previous knowledge students had about the Colombian culture. For this purpose, an activity was carried out through a warm up, in which the students needed to go around the classroom, interact with their classmates and identify two truths and one lie about Colombian culture from three pieces of paper given to them at the beginning of the sessions, as it is shown below; the lie was highlighted in blue color:

1. Macondo is a popular town in Magdalena.

- 2. Colombia has 32 states.
- 3. Manuel Elkin Patarroyo is an important Colombian scientist.
- 1.. Everybody in Bogotá is your neighbor.
- 2. The transmilenio buses always arrive on time.
- 3. The typical food from Ibagué is tamal.
- 1. Andres Cepeda is from Bogotá.
- 2. Shakira has a foundation for kids.
- 3. Maluma won a grammy two years ago.

Chart 8: Two truths and 1 lie

From this activity, it was inferred that most of the students knew about Macondo because of Colombian literature: One Hundred Years of Solitude by Gabriel Garcia Márquez. In terms of the number of Colombian states, some students struggled with the right number of states, it might have been because they were not sure, they did not remember or they had not learned it in the geography class yet. It was also found that students were familiar with Colombian food, famous Colombian singers and modern music genres as it could be seen in the following extract: "It could be inferred that students did not have enough general cultural knowledge about their local place which is Bogota, also, one of their interesting cultural subjects was music, especially reggaeton instead of romantic music" (Field Note 1: Week 1 - Aug 2019. Lines 133-146).

The second important moment in the analysis was related to students' knowledge

acquisition about surface and deep cultural aspects from their own culture. Surface culture is attributed to the superficial aspects such as music, dance, food, and landscapes; Deep culture is associated with the characteristics of a culture that are difficult to identify at first such as habits, gestures, superstitions and idioms. In order to achieve this objective, a



dynamic activity was carried out as it is explained in the following lines:

"The teachers drew an iceberg on the board. Then, they explained the two parts of the iceberg by

giving examples and introducing the topic of big C and small C. After that, some students were given pieces of paper with the following concepts: food, dance, language, gestures, superstitions, and habits. They placed them on the part of the iceberg that they considered appropriate. The rest of the students mentioned if they agreed or disagreed with the choice and they gave their reasons using prompts: I agree/ disagree because_______. Students who were in front of the class gave examples of each concept from Colombian culture, some of their partners did as well" (Field Note 2: Week 2 - Aug 2019. Lines 1-37).

It emerged that the most significant Colombian characteristics the students identified in terms of food were *bandeja paisa*, *ajiaco*, *tamal*, and *arepa*. Regarding dance, they mentioned typical dances such as *cumbia*, *merengue*, and *salsa*. Concerning language, students recognized Spanish as their official language but they did not mention the indigenous ones. With regards to superstitions, many students gave an example that showed how this aspect played an important role in their lives, especially at Christmas time. Some examples were eating 12 grapes on December 31st, wearing yellow and red underwear, putting lentils or rice in the pockets before the new year, and running around the house or neighbor after the new year.

The third important moment in the analysis was to identify what Colombian cultural aspects the students preferred, for which, eventually, it was administered a survey to understand their preferences, the following results were organized by order of importance, from 1 to 5:

Surface culture		Deep culture		
Food	1	Traditions	1	
Landscapes	2	Idioms	4	
Music	3	Celebrations	2	
Regions	4	Leisure time	3	
Others 5		Others	5	

Chart 9: Surface/Deep culture

On one hand, from surface culture, it was important to highlight that the students loved talking about food since there is a variety of gastronomy and flavors depending on the regions where the dishes are made. They also considered landscapes as a representative feature of the culture for its

biodiversity and beauty as one of the students mentioned "poetry in images". Music was relevant since students considered it has flow, rime, rhythm thus it transmits happiness.

They also mentioned that the different Colombian regions connected them to an identity and to a tradition but they also highlighted aspects such as typical dances and parties.

On the other hand, from the deep culture, students remarked traditions as their main preference since they mentioned "families are gathered to honor their ancestors". Idioms were considered as authentic, funny and even some of them could have a double sense. Students brought up that the Colombian celebrations spread happiness and knowledge. In terms of leisure time, the learners mentioned that they enjoyed travelling around the diverse places of the country, they also highlighted aspects such as color dressings and personalities.

To sum up, it was evident that students had a long process to understand their own culture, becoming aware of the importance of identifying the different features it has as a first step to be able to recognize others. Students defined their own culture as diverse, joyful and supportive. Moreover, it was interesting to see how students' mind setting was molded after a deep reflection of their own culture when they thought of it from different perspectives.

Students approaching a foreign culture

This subcategory demonstrated the knowledge the students acquire about a foreign culture from the comparison between their own and the foreign ones. Aspects such as daily expressions, eating habits, biodiversity had an important role in this comparison for the purpose of figuring out how an outsider culture worked. Based on Flohr (2007) "Cultural awareness entails an understanding of how a person's culture may inform their values, behavior, beliefs and basic assumptions" (p.3). Hence, the real contact and interaction students had with foreigners inside the classroom allowed them to become aware of some features that belong to a new culture such as the American and Scottish one.

In order to identify how the students recognized the differences and similarities

between their own culture and the foreign ones, after having had an internal process with their own, two communicative moments where presented when students had interaction with an American and a Scottish host. The American host called Demetrius Perminter was brought to the classroom in the third week of the cultural process. A key activity carried out by him was a Did you know dynamic to introduce his culture, as it can be seen in the following extract:

-	Did you know that James and Mary are	3	Did you know that 27% of the
USA was designed	the most common	Rock Paper Scissors	Americans believe
by a 17-year-old?	United States?	league in the USA?	that the moon landing was fake?

Chart 10: American Did you know (Field Note 3: Week 3 - Aug 2019. Previous question 2. Lines 8-54).

In this activity, the students had a constant interaction with both the teacher researchers and the American host in the target language, and both parts shared extra cultural details related to the sentences proposed as it can be noticed in the following extract taken from a video recording, where Trs refers to teacher researchers, AH to the American host, Ss to students in general, and S1, S2 and S3 to specific students:

Trs: "Guvs! Here in Colombia what are the most common names?"

Ss: Santiago, Carolina, Juanito, Laura, and Sebastian.

AH: Is there anybody who knows other leagues that exist?

S1: Chess boxing.

Ss: What is that?

AH: What is that?

S1: You play chess and you box fifteen minutes.

AH: Thank you for having told me that, that's interesting and amazing. What else? What are some

other leagues do you guys know?

(Field Note 3: Week 3 - Aug 2019. Lines 11-58)

S2: OFC

AH: What are these letters?

UFC, MAA, they are battle leagues. We also have sports leagues, tennis leagues, hockey leagues,

Trs: And here in Colombia we have tejo leagues, @.

Ss: yes! @

S3: Can you go the carnaval of Barranquilla?

AH: Oh I have not gone there.

S3: Can you go eat the bandeja paisa?

AH: Yes, I have tried Bandeja paisa.

Moreover, the American host revealed facts from his culture. To which students showed excitement and eager enjoyment. They were very engaged throughout the whole intervention since they considered that Demetrius was an ambassador of culture. He drew an American map on the board to help himself explain that the creator of the American flag was a teenager called Robert G who did it as a school project, he also mentioned that Michael was the most common name in The United States. When the students wanted to mention cultural Colombian facts but they did not know a word in English, they asked for it to Demetrius or to the teacher researchers, the students were able to be understood despite their syntax mistakes.

In addition, for the students to have a closer approach to the American culture, some idiomatic expressions such as *hit the sac* or *when pigs fly* were worked in class by the assistance of the foreign host through a game called *Who wants to be a millionaire*. The students not only had the chance to practice the American expressions but also made a close comparison to the idiomatic expressions from their own culture as it is inferred in the next extract:

"It could be deduced that students struggled looking for the Colombian version of some American idioms that were difficult to understand because the translation was not the same as the meaning. Instead of other idioms whose translation was closer to the Colombian version, for example, a piece of cake: pan comido" (Field Note 3: Week 3 - Aug 2019. Previous question 6. Lines 51-69)

It was outstanding to mention that the students separated the idioms in two groups. On the one hand, the ones that were similar to the Colombian ones, such as: *Cost an arm and a leg* (costar un ojo de la cara), *a piece of cake* (pan comido), *like riding a bicycle* (es como montar en bici), *break a leg* (que te vaya bien, que te coja un carro y que te estripe un tren). On the other hand, the ones that were not similar to the Colombian ones, such as: *hit the sack* (caer como piedra), *pull yourself together* (cálmate, cógela suave), *when pigs fly* (cuando llueva para arriba), *pull someone's leg* (tomar del pelo) and a *dime a dozen*, to which, they could not find a correspondent translation.

Furthermore, the students had a second communicative moment with a whole new culture. The Scottish host called Karen Connell was brought to the classroom in the sixth

week of the cultural awareness process. Her introduction activity was also the *Did you know dynamic* to show the learners some interesting facts about her culture:

Did you know	Did you	Did you know that	Did you know	Did you	
that the	know that	Scotland has three	that Edinburgh	know that	
Scotland's	Scotland has	officially recognized	was the first city	Haggis is the	
national animal	approximatel	languages: English,	in the world to	national dish	
is a unicorn	y 790	Scots	have its own fire	of Scotland?	
	islands?	and Scottish Gaelic?	brigade?		

Chart 11: *Scottish Did you know* (Field Note 6: Week 3 - Sept 2019. Previous question 2. Lines 22-43).

The students were once again joyful to learn from a new culture but they also felt proud and wanted to share their own culture with her. They actively participated since they were completely interested in the facts that Karen told them. However, this was not the only activity that the Scottish host brought to the classroom. The students had the chance to hear her talking about typical dishes from her country, landscapes and even musical instruments:

"The guest taught the students some basic steps from a typical Scottish dance using audiovisual aid. Then, students taught the guest some basic steps from a typical Colombian dance (Salsa, cumbia, merengue). Everybody danced in the classroom."

(Field Note 6: Week 3 - Sep 2019. Previous question 2. Lines 54-67).

Thus, it could be inferred how happy the students were since it was easy for them to stand up and get to dance with one another. They immediately invited the guest to join them, making her part of the Colombian culture. Even Karen commented "if this had happened in my country, nobody would have stood up and danced like Colombians do" (Field Note 6: Week 3 - Sep 2019. Previous question 2. Lines 49-54)

Finally, it was important to highlight the comparison that the students could make between their own culture and a foreign one. For this purpose, a survey was delivered to the students on November 14th, 2019, the following results were organized by order of importance, from 1 to 4:

Similarities between Colombia and the		Differences between Colombia and
	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	

United States		United States		Scotland		Scotland	
Sayings	1	Food	1	Celebrations	1	Food	1
Behavior	2	Landscapes	2	Food	2	Dance	2
Social diversity	3	Behavior	3	Sayings	3	Traditions	3
None	4	None	4	Food	4	Language	4

Chart 12: Cultural similarities and differences

It could be inferred that the students embraced the main cultural topics that were shown in class such as sayings and food because they were able to find similarities and differences, even more when the students understood the language as the main source to transmit culture. According to Kramsch (cited by Arias, Gómez, and Vera, 2015) "Culture should be seen as a language practice and as the core of language teaching" (p.33). Therefore, culture was developed as the main topic for this research study, and English was used to make the students approach the foreign cultures while their oral production was enhanced and practiced throughout the complete process.

CHAPTER VI

Conclusions and Implications

This chapter presents the conclusions of the research according to the findings, the implications for the students, for the educational institution, and for the EFL teacher researchers who would use social media to enhance oral production based on cultural awareness; moreover, the limitations that emerged in the process and some suggestions for further research in the same field.

Conclusions

This action research study aimed to determine how EFL eighth grade students from IPN School might have built oral production using WhatsApp videos to raise cultural awareness. In order to establish the possible answers for this statement, one of the main objectives set was to identify the role of using WhatsApp videos in the development of oral production in an EFL classroom. Therefore, it was important to mention how the oral production was enhanced in the participants using WhatsApp videos as a cultural oral production tool.

To begin with, WhatsApp videos were considered as a pedagogical tool for the didactic purpose it was given to it to improve students' oral production, not only inside the classroom but also at learners' houses, underpinned on the Blended Learning field. Under those circumstances, the enhancement eighth graders showed during the cultural process was related to fluency since the students were able to speak English in a natural way, without writing a previous script; oral interaction encouraged by prompts; self-confidence to express ideas in the target language; cultural vocabulary enrichment, and consciousness when using grammar structures as it could be evident in the recorded videos.

To continue with, WhatsApp videos were considered a result of the students' cultural oral production process. Thus, the students showed a notorious improvement

during the recording of the videos through a constant feedback by their teacher researchers and by their peers, too. Similarly, it was also evident since learners demonstrated an increase in the application of paralinguistic aspects such gestures, and tone of the voice which showed comfort when speaking English. Together with, the pupils manifested facility in terms of using technology because of the creative products they had as results, which included emojis, songs on the background and pictures that revealed how well pupils were familiar with this social media application.

The other objective settled in the study was to describe the cultural experiences that the students had throughout the interaction with native and non-native English speakers in an EFL classroom. For that purpose, different interaction activities were carried out in the classroom such as games, dances, gastronomy and idiomatic comparisons. Thus, the cultural approach students had towards the American and Scottish cultures was meaningful because students developed their cultural awareness through the recognition of their own culture at first, followed by the similarities and differences with the foreign ones; enriching their own perspectives of both their country and the foreign ones introduced in the classes based on respect of cultural identity and empathy, by the use of sensitivity in effective communication with members of the different cultural groups. Likewise, learners' cultural experience was pleasant for the reason that they did not have the need to travel abroad but the cultures were brought to their classroom.

Implications

Building oral production using WhatsApp videos to raise cultural awareness among EFL eighth grade students from IPN School implied some pedagogical and technological aspects to take into account. In terms of the University, this study contributed to the research field providing a new perspective in teaching English as a foreign language, and

Cultural speaking experience in an EFL classroom through WhatsApp™ videos adding academic knowledge to the university's research background that allows it to be

part of a constant recognition in training teacher researchers.

With regards to the current and future teacher researchers, this study provided a wide range of pedagogical understanding in terms of culture as an unbreakable source in the learning process of a foreign language, and WhatsApp videos as effective teaching tools to build oral production since technology, seen as a daily means of communication, was an important part of the lessons as long as culture an interesting topic to have students' attention through curiosity towards new perspectives of the target language.

Considering the eighth graders as the participants of this research, the pedagogical intervention gave them the opportunity to have a real approach in terms of the American and Scottish cultures, throughout the oral interaction with the foreigners who were ambassadors of their countries overcoming the distance barriers. Equally important, the students' oral production in the target language was fostered since they felt encouraged to speak after some prompts were provided to them and constant feedback was given.

Finally, the institution where the study was carried out had some tools that facilitated the students' learning. The students had access to computers, televisions, projectors and speakers which made the teaching and learning process easier. In addition, the contact with native English speakers was initially promoted through this research study bringing the possibility for other teachers from IPN school to have them in classes or institutional activities such as *Spelling bee* and *English intercollegiate contests* in which foreigners played the role of jurors and tutors.

Limitations

Initially, it was thought for the students to post their cultural videos on WhatsApp status in order to have a more frequent peer assessment, to promote the language use in real context outside the classroom, and to facilitate the interaction among the learners.

However, due to the lack of internet connection and quick access to personal cell phones, the previous posting process was not done and it forced the teacher researchers to change their planning. Furthermore, the time that could be spent in the development of the lessons was not fully achieved due to the official content that the students had stipulated in their curriculum which had nothing related to the pedagogical intervention.

Finally, the outbreak of a pandemic virus at the beginning of the year ruined the ending of the research process. Thus, it was not possible to be present in the classroom during the last part of the study, and the participants could only received lessons when they where in eighth grade. Likewise, a third cycle was proposed to present the Trinidadian culture to the students as part of the cultural awareness progress but that could not happen because the contact with both the students and the institution stopped once the pandemic started.

Further research

Thanks to the importance of the technology nowadays, the social media apps have earned their space in different areas of the humanity, being the education, one of the most important ones. In like manner, WhatsApp should still be considered a creative and an easy tool to access no matter what the students' age is, in order to foster the practice of foreign languages in different contexts apart from the school. It means that the students could have a spontaneous use of the target language through social media apps in their daily life experiences. Thus, WhatsApp could be a different pedagogical tool for both practicing and enhancing English oral production.

In the same way, English is taught as a foreign language in Colombia. Therefore, when learners interact with English native speakers orally, they are able to embrace a different culture that brings them closer to the language itself; they feel motivated to reach personal and academic goals where English becomes the main source. For instance,

Cultural speaking experience in an EFL classroom through WhatsApp™ videos

creating videos to share cultural topics with foreigners and English learners could be a way to interact and exchange ideas, understanding similarities and differences between one's own culture and a foreign one.

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ANNEXES

Annex A: Survey Form

ENCUESTA A LOS ESTUDIANTES DEL GRADO 803 - 804 DEL INSTITUTO PEDAGÓGICO NACIONAL Objetivo: Conocer parte de su información personal y de su proceso escolar por medio de una encuesta para establecer un vinculo de aprendizaje mucho más cercano y humano. Esto no es un examen. Por favor responda a estas preguntas con honestidad. Ninguna respuesta es errônea, cada respuesta es válida. Nombre:	Universidad Pedagógica Nacional Facultad de humanidades - Departamento de Lenguas Proyecto de Investigación en el Aula
medio de una encuesta para establecer un vinculo de aprendizaje mucho más cercano y humano. Esto no es un examen. Por favor responda a estas preguntas con honestidad. Ninguna respuesta es erronea, cada respuesta es válida. Nombre:	
humano. Esto no es un examen. Por favor responda a estas preguntas con honestidad. Ninguna respuesta es erronea, cada respuesta es vilida. Nombre:	Objetivo: Conocer parte de su información personal y de su proceso escolar por
respuesta es errónea, cada respuesta es válida. Nombre: Curso: Género: F M	
Sobrenombre favorito: Género: F M	
Sobrenombre favorito: Género: F M	Nombre:Curso:
Aspecto Socio-demográfico	
1. ¿En qué ciudad naciste?	1. ¿En qué ciudad naciste? 2. ¿Cuántos años tienes?
4. Nombre de tu padreOcupación	4 Nombre de tu nadre Ocupación
5. Nombre de tu madre Ocupación	
Número de personas con las que actualmente vives	
Parentesco	Parentesco
Aspecto Socio-cultural	Aspecto Socio-cultural
7. ¿Tienes algún hobby? Sí No ¿Cuáles?	7. ¿Tienes algún hobby? Sí No ¿Cuáles?
8. ¿Practicas alguna actividad fuera del horario de clases? síNo	8. ¿Practicas alguna actividad fuera del horario de clases? sí No

	conciertos, etc.) Sí 🔔 ¿Cuáles?
	No¿Por qué?
pect	to Académico
10.	¿Cuál es tu materia favorita?¿Por qué?
11.	¿Cómo te sientes en el colegio? ¿Por qué?
12.	¿Qué opinas de tus compañeros?
13.	¿Prefieres trabajar en grupo o individualmente? ¿Por que?
14.	¿Cuál es tu opinión sobre la clase de inglés?
15.	¿Qué otras actividades te gustarían hacer en tu clase de inglés?
Car	ntarBailarActuarRecitar poemas

16. ¿Cuál es la habilidad que más te gusta del inglés?
Habla Escucha Escritura Lectura ¿Por qué?
17.¿Cuál se te dificulta más?
Habla Escucha Escritura Lectura ¿Por qué?
18. ¿Cómo te gusta aprender inglés?
19. ¿Qué recursos utilizas para estudiar inglés?

Annex B: Diagnostic Test



Universidad Pedagógica Nacional Facultad de humanidades - Departamento de Proyecto de Investigación en el Aula

DIAGNOSTIC TEST

Pre-service Teachers:	Miguel	Betancur	and	Lizeth	Alba
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Nombre:	
Grado:	Fecha:

Sección 1__(7 minutos)

Listening

Responde las siguientes preguntas (el audio puede ser escuchado 2 veces si es necesario)









a. 3107 b. 1328 c. 1307



2. Monica is the candidate number:



Luca come from?

- a. France
- b. Italy
- c. Germany
- d. Russi



5. What is the situation in the listening?



- a. A teacher is asking questions to two students. b. Monica is meeting
- Luca's mother c. Monica and Luca are asking for directions.
- d. Luca wants to have

class with Monica.

Adapted from Experience idiomas

Sección 2 (7 minutos)

Grammar

Encierra en un círculo la opción correcta:



My name is Dave, I'm from England but I live in Costa Rica, my father works in ____ American enterprise but my mother ______ (2) work. In Costa Rica ____ _____(4) around the world. In fact, right now we provinces My parents and I like ____ __ (5) going to Mexico with my dog Zeus.

1. A	An	The	Some
2. Don't	Doesn't	Isn't	Aren't
3. There is	Is there	There are	Are there
Traveling	Travels	Am traveling	Travel
5. Don't	Do	Is	Are

Sección 3 (15 minutos)

Reading Lee y responde MY SCHOOL



I am Mr. Morgan, I'm thirty years old and I'm a History teacher at St. Paul's Secondary school. I live in Pretoria, in South Africa.

I have a very busy life. I usually get up at seven o'clock. I prepare my breakfast and after I go to school by bus. School starts at 8:30.

My school is very big and old. There are two floors. On the first floor there are ten classrooms, two Art rooms, two Music rooms, four toilets and the School office is on the right of the main door. On the second floor there are more than ten classrooms and four toilets. The library is between the Headmaster's Office and the Staffroom. The coffee bar is next to the Computer room. There is also an Auditorium.



The Gymnasium is in the second building

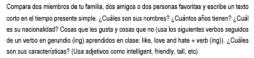
Classes finish at three o'clock and then I go back home. I have a cup of tea and prepare my lessons. Sometimes I play Football with my friends before dinner. I always have dinner with my family at 8 o'clock. After I help with the dishes and watch TV. I always read before I go to Tomado de: http://www.learnenglish-

Lee las preguntas y elige la respuesta

- 1. What is the main idea of the text?
- A. Physical description of St. Paul's Secondary School.
- B. Mr. Morgan's daily routine and the description of St. Paul's Secondary School in Africa.
- C. Mr. Morgan's activities at his home
- 2. What is the primary purpose of the text?
- A To inform
- B. To entertain.
- C. To describe
- 3. According to the text, what time does the school start?

- B. At 7 o'clock
- C. At 8:30 am
- 4. How many floors are there at school?
- A. There are more than three floors.
- B. There are two floors.
- C. There is only one floor
- 1) Mr. Morgan is an African teacher who teaches history at St. Paul's Secondary School. 2) St. Paul's Secondary School is very big because it has many rooms and classrooms. These two previous ideas correspond to paragraphs number:
- A. One and three.
- B. Three and five.
- C. One and two.
- A. At 8 o'clock

Sección 4 (15 minutos) Writing



People: 1	2
People: 1 Comparison:	

Sección 5 (1 minuto)



For example: His name is John. / Her name is Kate. He has / She has short brown straight hair. Her / His favorite food is.... Her / His favorite color is...







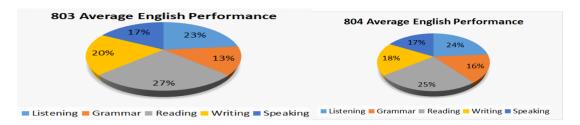


SPEAKING TEST RUBRIC

SFEARING TEST ROBRIC				
CRITERIA	EXCELLENT	AVERAGE	LOW	
Pronunciation 1.25	The student pronounces correctly his/her speech	The student tries to pronounce in a good way his/ her speech.	The student has an evident difficulty to pronounce correctly his/ her speech	
Fluency 1.25	The student has a natural and excellent speed when he/she is talking	The student has a regular speed when he/she is talking.	The student tends to have a slow rhythm when he/she is talking	
Grammar and vocabulary 1.25	The student uses in a proper way all the grammar elements proposed in the activity.	The student uses in a regular way the grammar elements proposed in the activity.	The student does not use in a proper way all the grammar elements proposed during the activity.	
Communication 1.25	The student is willing and able to talk about the topic proposed and he/ she is able to expand on his/ her ideas.	The students is able to talk about the topic proposed but he/ she does not give extra information.	The students give limited information about the topic proposed and his/her speech is difficult to understand.	
Adapted from IPN English clas				

Lesson Length: 1 hour and 30 minutes per class.

Annex C: Diagnostic Test Graphics Results (803-804)



Annex D: Field Notes

Field note #4 School: Instituto Pedagógico Nacional	Grade: 803 Date: May 9 th 2019
Teacher: Jenny Camacho	Practitioner: Miguel Ángel Betancur Ceballos
Number of students: 27	Number of students with special needs: o
OBSERVATION	INTERPRETATION
Before starting the class with the head teacher, I gave the students some feedback from the diagnostic test they had taken the previous class, I asked the students about the use of social media, to which they answered animatedly and assured most of them used WhatsApp, except for 2 students who claimed not to own a cellphone but they also said they had access to their parents' cellphones. Most of the students said they also posted images and videos on WhatsApp status.	Feedback needed to be given so the students were aware about their own process. The students' reactions about the social media and specifically WhatsApp questions showed how interested they were in technology and the easy access they had to those digital devices. It can be inferred how well they would receive a pedagogical proposal to improve their English level by using WhatsApp.

Field note #5 School: Instituto Pedagógico Nacional	Grade: 804 Date: April 12 th 2019 Schedule: From 11:00 am to 12:30 pm
Teacher: Jenny Camacho	Practitioner: Lizeth Carolina Alba Diaz
Number of students: 33	Number of students with special needs: 0
OBSERVATION	INTERPRETATION

11:30 T starts the oral presentation. The first group is composed of three girls. At the beginning all of them do their performance at a good level, however, they become shy and forget their lines in the middle of it. 11:40 The second group starts its performance. It is composed of one girl and two boys. Both of the boys forget their lines, the girl gets to finish her part. 11.50 In the third group there are two boys. Only one of them gets to finish his part.

Second group's performance was regular. Even though one of their members was well prepared, their general presentation did not reach all the criteria proposed by the teacher: fluency, pronunciation, grammar and vocabulary, visual aids and intonation.

In my opinion, the third group's performance was really bad, I did not understand the situation in the dialogue.

12:00 The fourth group does its presentation. It is formed by three girls, who talk about their lives. Even though one of them does not have good English fluency and pronunciation, all worked out in the end.

12:05 In the next group there are two boys. Their performance is really good. They perform a sports program. Their English fluency and pronunciation is good and both of them learned their lines.

12:15 Two girls are the next group. The situation is a chat through WhatsApp. They talk is about their problem with their parents who are separated (stepfamily). Their English fluency and pronunciation is low, neither of them know their lines.

12:20 This group performs a makeup tutorial. Slides and makeup support their presentation. English fluency and pronunciation is low. They ask to be followed on Instagram in the end.

12:26 The next group talks about famous sports persons as well. Even though I couldn't understand all their lines, they show an average English fluency and pronunciation.

Fourth group's performance is better than the previous one. I think it might be because of girls' good memory, practice and commitment. I saw them practicing while we were coming to the bilingualism room. In addition, I understood their lines, subjects and context during their oral presentation.

I consider this group's performance was really nice, they seemed to be well prepared because they caught our attention (T, Ss and research teacher), all of us enjoyed their Sports program. Even though they made some grammar and vocabulary mistakes, their attitude, intonation, fluency and pronunciation were good.

It seems to me that, problems and family situations are possible issues teenagers might face at home.

The context proposed by these two groups makes evident how much they use technology and social networks in their daily life as both a way and tool of communication.

12:26 This is the second time Ss choose sports as a topic of conversation. Therefore, sports might be one of their favorite subjects, hobbies or extracurricular activity.

12:30 They are a couple of girls who talk about a famous actor. Their English fluency and pronunciation is good.

12:40 The next group is a News program: BBC News. Their fluency and pronunciation is low, and even though they learned their lines, it is difficult to understand their speech. 12:47 The last group of students is formed by two girls. The situation is a role play between a waitress and a customer. The students have a low English level of fluency and pronunciation, and their dialogue is difficult to understand.

12:56 The class finishes.

One of the girls claimed to be studying English at the Language Center of the UPN, that is why this group's performance was good.

In my opinion, this group got to communicate what they wanted to say thanks to the visual aids they used because they made grammar mistakes, they tended to have a slow rhythm when they were talking, their voice tone was low and their pronunciation was regular. I would say that this last group's performance was regular as well, they made some grammar mistakes and because of their low voice tone it was difficult to understand the lines. Because they used a visual aid which was a poster with the restaurant's name, I could understand the context of their performance.

Annex E: Consent Form

		FORMATO		FORMATO
(G)	CONSENTIMIENTO	INFORMADO PARA LA PARTICIPACIÓN EN	(6)	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN
NAMES AND ADDRESS OF THE PARTY		INVESTIGACIONES	Name and Address of	INVESTIGACIONES
No. of Control of Control	ADULTO RESP	ONSABLE DE NIÑOS Y ADOLESCENTES	MC SELECT AN AREA	ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025		Versión: 01	Código: FOR	
Fechs de Aprobación:	: 02-06-2016	Página 1 de 4	Fecha de Aprobacio	ón: 02-06-2016 Página 2 de 4
En el marco de la Constitución P Adolescencia, la Resolución 0546	Comité de Ética en Política Nacional de Color 5 de 2015 de la Universid	os – Centro de Investigaciones CIUP	En el marco de la Constitución Adolescencia, la Resolución 05	Vicerractoria de Gastión Universitaria n de Gestión de Proyectos – Centro de Investigaciones CIUP Comité de Etica en la Investigación n Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la 346 de 2015 de la Universida Pedagótica Nacional y demás normatividad eplicable desiráticas de la investigación, se require que suste de deteridamente y si está de
acuerdo con su contenido, exprese	e su consentimiento firman		acuerdo con su contenido, expr	ese su consentimiento firmando el siguiente documento: TE UNO: INFORMACIÓN GENERAL DEL PROYECTO
Facultad, Departamento o Unidad Académica		e Humanidades. Departamento de Lenguas.	Facultad, Departamento o Unidad Académica	
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Descripción breve y clara de la investigación	Participar, co	onversar e interactuar en la lengua extranjera.	Descripción breve y clara la investigación	de Participar, conversar e interactuar en la lengua extranjera.
Descripción de los posibles riesgos de participar en la investigación		Ninguno	Descripción de los posible riesgos de participar en la investigación	
Descripción de los posibles beneficios de participar en la investigación.	Reconocer el idio	oma inglés como mecanismo de interculturalidad.	Descripción de los posible beneficios de participar en la investigación.	
	Nombre(s) v Anallid	do(e): Lizeth Carolina Alba Diaz		Nombre(s) y Apellido(s): Miguel Angel Betanour Ceballos
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Nombre(s) y Apellidos:	Tipo de	e Identificación N°		or: Yo certifico que le he explicado al adulto responsable del niño o adolescente
			la naturaleza y el objeto de la	presente investigación y los posibles riesgos y beneficios que puedan surgir de
			la misma. Adicionalmente, le	he absuello ampliamente las dudas que ha planteado y le he explicado con
				resente formato de consentimiento informado. Dejo constancia que en todo
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Annex F: Lesson Plan #2

"How much do I know about my country?" CYCLE N°1

Teachers in charge:

-Lizeth Carolina Alba Diaz

-Miguel Angel Betancur Ceballos.

Students' age: between 13 to 16 years old

Grades: 803 - 804

Class length: 1 hour and 10 minutes

Objectives:

-To identify the characteristics of Big C and small C within my own culture.

-To talk about cultural anecdotes through the creation of a WhatsApp video.

Materials:

- -2 Pictures of different Colombian cultural aspects.
- Pieces of paper with cultural concepts written on them.
- Song, speakers, cell phones' cameras
- Form with the videos' assessment.

Activity	Length
The teachers will call the attendance and will check the students' supplies. Review: The teachers will ask the students what they remember from the previous class and they will write the concepts worked in that session on the board.	10 minutes
Development of the class: Iceberg. The teachers will draw an iceberg on the board (Annex 1). Then, they will explain the two parts of the iceberg by giving examples and introducing the topic of big C and small C. After that, some students will be given pieces of papers with the following concepts: food, dance, language, gestures, superstitions and habits. They will place them on the part of the iceberg that they consider appropriate. All the students will say if they agree or disagree with the choice and why. They will give examples on each concept from Colombian culture. Music will be used to motivate the students' participation. Prompts:	20 minutes

I agree/ disagree because		
Practice: The students will be asked to work by pairs (one student who does not have a cellphone with one that does). The teachers will ask the students to write a cultural anecdote using the topics seen in class, the grammar (past tenses) and the pronunciation of the verbs in past tense previously practiced. Then, they will tell the anecdote in front of the camera after rehearsing as much as they need. The activity will be checked based on the following criteria:	40 minutes	
Criteria (see Annex 2) 1. Use the grammar learned (past tenses). 2. Pronounce correctly past tenses. 3. Interact with your classmate. 4. Record a video that lasts between 15 and 30 seconds. 5. Take into account Colombian culture.		
Wrap up: Homework Ask your family or friends for 2 Colombian expressions and bring them to the next class.		

Annex 1:



Annex 2

VIDEO ASSESSMENT GRID

CRITERIA	EXCELLENT	AVERAGE	LOW
Pronunciation (sounds of past tenses)	The student pronounces his/her speech correctly	The student tries to pronounce his/ her speech in a good way.	The student has an evident difficulty to pronounce his/ her speech correctly
Timing (between 15 and 30 seconds).	The length of the video is between 15 and 30 seconds.	The length of the video is less than 15 seconds.	The length of the video is more than 30 seconds.
Grammar and vocabulary	The student uses all the grammar elements proposed in the activity (past tenses) in a proper way.	The student uses some grammar elements proposed in the activity properly.	The student has difficulty using all the grammar elements proposed during the activity in a proper way.
Interaction with a classmate.	The student is willing to establish a proper interaction with a classmate.	The student is able to talk about the topic proposed but interaction is not clearly evident.	The student has difficulty to establish a proper interaction with a classmate.
Topic (Colombian culture)	The student bases the conversation on Colombian culture	The student does not base all the conversation on Colombian culture	The student has difficulty basing the conversation on Colombian culture.

Adapted from IPN English class

Annex G: Link to Videos

https://drive.google.com/drive/u/1/folders/1Lly_D8XAbLdc6bLX35m37xiasAZ2vHcA

Annex H: Link to Field Notes

$\frac{https://docs.google.com/document/d/1meMlQ3uVSv5ykXtF53Dn1jO2fBvGgxH1TpA}{WyiNfOaw/edit}$

Annex I: Transcriptions

 $\frac{https://docs.google.com/document/d/1dGuViPMuNN5qoZvsy7KVARUEVY3qhQmir}{kiSPbT8dCs/edit}$

Annex J: Final Survey

$\underline{https://docs.google.com/spreadsheets/d/1qMn8oywdWJTRP7sqbbDYclvA2MCw7pJ}$

WAfGI7KWluR4/edit#gid=907357089

Annex K: Continuous Feedback

