FOSTERING BEHAVIORAL ENGAGEMENT ON EFL STUDENTS WITHIN AN ACTIVE LEARNING ENVIRONMENT THROUGH SOCIO-CULTURALLY ORIENTED ACTIVITIES.
FOMENTANDO EL COMPROMISO CONDUCTUAL EN LOS ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA DENTRO DE UN AMBIENTE DE APRENDIZAJE ACTIVO MEDIANTE ACTIVIDADES SOCIOCULTURALMENTE ORIENTADAS.

Daniela Arámbula Carreño

Andrés Felipe Barrios Forero

Johan Steven Flórez Soler

Natalia Quimbay Suarez

UNIVERSIDAD EL BOSQUE

SCHOOL OF EDUCATION

UNDERGRADUATE PROGRAM IN BILINGUAL EDUCATION

BOGOTÁ

2020

Table of contents

List of tables

List of appendixes

Abstract

This research focuses on the lack of behavioral engagement of EFL students within classes, and the implementation of socio-culturally oriented activities in an active learning environment, which was the strategy to address this problematic. The participants of this study were tenth and eleventh graders from a private catholic school in Chia, Cundinamarca (Colombia). The main goal of this research is to evidence the benefits that these kinds of activities have on students' behavioral engagement, and how this may affect their English as a Foreign Language (EFL) learning process. In order to reach this goal, we searched for useful information provided by different authors that helped us to guide and enrich this research. Our main concern was that students did not show interest in their English classes, so we designed ten lesson plans that enabled us to apply our proposal and collect useful information using three different instruments: note-taking, video recording, and surveys. As an outcome of this research, we were able to notice that students were behaviorally engaged during the lessons; analyzed throughout components such as students' participation, language use, and awareness of cultural components.

Key words: Behavioral Engagement, Active Learning environments, EFL, Socio-culturally oriented activities.

Resumen

Esta investigación se concentra en la carencia de compromiso conductual dentro del aula de inglés y la implementación de actividades socioculturalmente orientadas dentro de un ambiente de aprendizaje activo; esto, con el fin de abordar la problemática. Los participantes de este estudio fueron estudiantes de grado décimo y undécimo provenientes de un colegio católico privado en Chía, Cundinamarca (Colombia). El objetivo principal de este estudio es evidenciar los beneficios que este tipo de actividades tienen sobre el compromiso conductual

de los estudiantes y cómo esto puede afectar su proceso de aprendizaje del Inglés como Lengua Extranjera (ILE). Para alcanzar esta meta, nos documentamos con valiosa información proveniente de diferentes autores la cual nos ayudó a guiar y enriquecer esta investigación. Nuestra mayor preocupación era la falta de interés de los estudiantes en sus clases de inglés, así que diseñamos diez planeaciones de clase que nos permitieron aplicar nuestra propuesta y recoger información útil, mediante el uso de tres instrumentos tales como la toma de notas, grabación de vídeos y la realización de encuestas. Como resultado de este estudio fuimos capaces de notar que los estudiantes estaban conductualmente comprometidos durante las clases; esto analizado a través de componentes como la participación de los estudiantes, uso del lenguaje y el conocimiento de componentes culturales.

Palabras clave: Compromiso Conductual, Ambientes de Aprendizaje Activo, ILE, Actividades Socioculturalmente Orientadas.

Chapter 1: Introduction

Teaching English as a foreign language (EFL) may be perceived as a demanding exercise, and with good reason, since the current world exhibits several challenges that educators and students have to overcome. As Barkley (2010) points out, teachers' methodologies, strategies, instruments and knowledge are crucial when guiding a group of students to a meaningful learning experience. Following this idea, one of the most common constraints that EFL teachers face daily in the classroom is the lack of behavioral engagement, which affects negatively students' learning processes. For this reason, fostering an active learning environment that behaviorally engage students in class, through activities that meet their interests and needs, was a defiance that we considered necessary in order to make a change. Hence, after a needs analysis stage and looking for different ways to accomplish our proposal, we considered the implementation of socio-culturally oriented activities was accurate, since it supports the recognition of different English speaking cultures and their own culture leading to produce what Wang, Bruce & Hughes (2011), consider as unique forms of higher-level thinking. Considering the above, the application of these elements can be a useful vehicle to foster EFL learners' behavioral engagement and reduce the lack of it.

This research takes into consideration previous studies that helped us to portrait a literary background of our theoretical constructs and proceed with the different stages of the elaboration and application of this investigation. For instance, some authors such as Logan (2011), Bautista (2017), and Barkley (2010), with their concepts of active learning environments, socio-culturally oriented activities and behavioral engagement (respectively), allowed us to establish the basis of our project. Similarly, their influence was crucial in the construction of our conceptual framework; not only this, their assertions were taken into

account during the observation and data collection periods. Consequently, these studies

served us as a guide to elaborate and implement our research study.

As explained before, this research project mentions pertinent information that was

crucial in order to accomplish and enrich this investigation. Within these features, in the first

chapter we present the basis and primary concepts that led us to carry out the study. After that

in chapter two, we display the literary background that supports our considerations and

choices. In chapter three, we outline the methodology, approach, and the instruments

necessary to implement the project. Consequently, in chapter four we expose the evidences

collected during this implementation period; and lastly, in chapter five we bring to light the

outcomes and conclusions of the research study. Indeed, this document outlines relevant

particularities that were helpful in order to conduct the project, nurturing the investigation

and the teaching practice as well.

Statement of the problem

For many years, teachers have been facing several problems within the classroom

when teaching any subject. Nowadays, one of the most relevant issues is the lack of

behavioral engagement towards English lessons. This results on students who are not likely to

be interested on their EFL learning process. This research concentrates on how socio-

culturally oriented activities, which are developed within active learning environments, may

contribute to stimulate the level of behavioral engagement in the EFL learning process.

Skinner, Furrer, Marchand, & Kindermann, (2008), as cited in Sun & Bin (2018) stated that

"behavioral engagement refers to a more active, lasting and effective behavior state. It is the

result of learners' information exchange activities with learning resources under the control of

tools, learning methods, and learning tasks by means of learning space" (p.3). In order to

conduct this research, we decided to carry out a needs analysis for us to identify possible

problems and potential later solutions. As presented above, we as researchers noticed that the

lack of behavioral engagement is one of the most common issues that teachers deal with inside EFL classrooms.

According to Barkley (2010), teachers are able to identify strengths and weaknesses during class time. Taking this into consideration, we noticed that learners did not have interest towards the English class since the very beginning of the lesson. The first perception was that students were shy, but later students' attitudes towards the class showed that they were not interested in developing most of the activities proposed. This situation encouraged us to redefine their classes in order to behaviorally engage them. According to Kumar & Zayapragassarazan (2012), students need to get involved in activities that allow them to have an active learning process in order to reach learners' engagement, focusing on some aspects such as body language, participation, and students' interest during the classes. Activities such as readings and short conversations are useful for them to get involved in class. As explained before, the level of behavioral engagement that students presented when developing activities in class was lower than expected and negatively affected their learning processes.

We decided to conduct a needs analysis which allowed us to gather useful information in order to recognize the causes of the problem and to what extent it was affecting students' learning process. Moreover, it guided us to make the decision of implementing socio-culturally oriented activities by taking into account what was inferred from learners' perceptions towards the class. As they expressed their concerns about EFL learning as a matter of context, we decided to take this into consideration when creating the outline of our project and its components. As presented above, our needs analysis served not only to realize what the problem was, but it also helped us to establish a possible idea for an action plan.

In order to face lack of behavioral engagement, we implemented different strategies to promote the level of commitment inside the classroom. Some of those strategies were socio-

culturally oriented activities because they allow students to have interaction among them during the class, giving them the space to share different points of view about one topic. For instance, when we noticed students' lack of behavioral engagement, we decided to apply a role-play in which we provided them some information about different countries in order to see what they would be able to do or if they showed interest in the topic. What we observed was that students were behaviorally engaged during the activity, their body language improved and their participation increased. That is why, we believe that socio-culturally oriented activities are a good opportunity to improve and help EFL (English as a foreign language) students in their learning process.

On the other hand, the implementation of active learning environments was crucial as well. These types of spaces boost students' active participation in class through different activities such as dialogues, where both, socio-culturally oriented activities and active learning environments are connected. For those reasons, we consider that creating active learning environments allowed us to promote the level of students' engagement in EFL lessons.

We as researchers looked for the accurate tools that could help us to conduct this research; therefore, we decided to work with the communicative approach because it allowed us to monitor if they were behaviorally engaged throughout one of its components which is interaction. Moreover, this approach offered us different advantages such as fostering communication inside the classroom, which was needed in order to accomplish our main goal. According to Xu (2010), "Communicative Approach is an innovation with many specific characteristics. It views language as a tool for communication, and interaction speaking activities in classrooms is the instances of real communication" (p,160). Bearing in mind this information, we implemented this approach during our lessons to allow students to have real communication in order to help them to be behaviorally engaged.

In order to monitor that all the components of the research were working together and having a positive impact, we decided to apply certain instruments (*see appendixes 2.1, 2.2 and 2.3)* to check it. The instruments selected were surveys, video-recordings, and note-taking. They also helped us to collect data later on when conducting the study. Bearing in mind this information, we took advantage of the instruments to gather data and observe the development of our proposal.

So as to provide an appropriate literary background of this project, there are some studies that aim to portrait important aspects at the moment of understanding how lack of behavioral engagement affects EFL students' learning process. Firstly, Barkley (2010), points out that the influence that active learning has on students' commitment in order to face lack of engagement inside the classroom. Secondly, Logan (2012), explains how lack of motivation notoriously increases when learners start their high school. This is strongly connected to our project due to the fact that, as understood by Logan, engagement has to do with behaviors during the class which we presented in this paper as behavioral engagement. Lastly, Leganger-Krogstad (2014), states that learners need interaction due to the fact that they are socially and culturally active persons who are constantly sharing and building understanding. Thus, the papers presented by theoreticians above contributed to our research by presenting clear, detailed, and concise information to identify how lack of behavioral engagement has influence on EFL learners.

To sum up, it is relevant to understand why lack of behavioral engagement may affect students' learning process. For this reason, we applied certain procedures in which we collected data in order to identify what students' needs were. Besides, in order to have a focus and be clear about what it was needed to understand, we looked for authors who helped us to guide our research. Finally, we were able to recognize that the lack of behavioral engagement was affecting students' learning process.

Question

What happens when we implement an active learning environment through socio-culturally oriented activities on EFL students' behavioral engagement?

Objective

To evidence the possible beneficial stimuli on participants' behavioral engagement, throughout the use of socio-culturally oriented activities in an active learning environment.

Specific Objectives

1. To outline an active learning environment (taking into account classroom, seating arrangement, interaction patterns, contents, and activities) in order to demonstrate how effective the strategies applied were.

2. To acknowledge students' behavior, effort, persistence, and interest towards the class for us to boost behavioral engagement.

3. To provide enough content and information to make students raise awareness towards cultural components from others, so as to monitor the effectiveness of them when boosting behavioral engagement in an EFL classroom.

Rationale

As researchers, we have been interested in how to engage behaviorally EFL students with lessons throughout the use of certain strategies and concepts. To reach this purpose, the implementation of socio-culturally oriented activities is articulated and serves to foster behavioral engagement on students within the EFL classes, as these activities are planned taking into account some active learning environments' principles, such as negotiation and reflection. Indeed, learners may get behaviorally engaged with the EFL lesson throughout the use of an accurate group of components.

Teaching English as a Foreign Language (EFL) may be seen by some people as an easy task; nevertheless, creating learning environments in which behavioral engagement is fostered and students are allowed to have active learning processes tends to be a complex responsibility. As education is constantly evolving, methodologies, techniques, and resources are now required to do it as well; therefore, new concepts and procedures have become crucial at the moment of designing English courses. During this new trend in education, socio-culturally oriented activities appear as an alternative in order to meet students' needs. Even though it seems to be a complicated goal to be achieved, we consider that working with accurate theoretical principles and the correct methodology is highly useful to succeed in this task. In fact, teaching English as a foreign language is an arduous labor; nevertheless, methodologies, instruments, and activities must focus on fostering behavioral engagement within the class.

First of all, it is necessary to understand why fostering behavioral engagement is highly important and which advantages offers when it is promoted within the EFL classroom. Chi (2014), indicates that engagement is indeed a tool which allows learners to achieve positive outcomes during their learning process. In spite of that, the author also points out that level of engagement tends to decrease as students advance along the years at school. Behavioral engagement also lacks within the classroom and it is noticeable when students are required to develop certain tasks. In EFL teaching, it is notorious that creating engaging spaces facilitates and promotes learning; therefore, it enriches the learning process and outcomes. That is why, it is remarkably important to design engaging lessons at the moment of teaching EFL due to the fact that these classes promote learning and positive outcomes.

Secondly, it is absolutely essential to take into consideration the usefulness of having active learning environments within the EFL classroom in order to promote behavioral engagement. Yahyazade, Mozhgan, and Attaran (2014), introduce active learning as a key

component of students' involvement with the EFL class due to learning should not be understood as a passive activity, but as an active one. We were able to realize that learners tend to feel disinterested because they are not encouraged to be active participants in their learning processes. Nevertheless, implementing active learning environments on the EFL lessons demonstrated to be an effective tool to work with; therefore, students are able to improve and get involved with the lesson. Indeed, having active learning environments supports the creation of behavioral engaging EFL lessons.

Due to the need of having a real and significant contact between what is taught in the classroom and students' contexts, socio-culturally oriented activities were introduced and served to promote higher levels of thinking that allowed students to create significant knowledge connections. According to Wang, Bruce & Hughes (2011), when students are given the chance to work with a socio-culturally oriented focus, they are able to develop certain abilities which leads them to achieve more complex thinking stages. Also, promoting interaction, negotiation, and group researching helps to bring learners closer to cultural practices. By having this fact in mind, we infer that activities with a socio-culturally oriented focus are fruitful in order to boost learners' thinking levels and, consequently, to build significant knowledge.

As discussed above, it is crucial to foster behavioral engagement within the EFL classroom by using active learning through socio-culturally oriented activities. As teachers are the ones in charge of creating spaces where learners are allowed to feel connected with knowledge; methodologies, strategies, techniques, and activities, we must aim to meet students' needs. On the other hand, learners have to be encouraged to be active in order to build their knowledge significantly. Thus, EFL teaching becomes a significant activity that involves students' active role and teachers' commitment to offering accurate spaces and tools to work with. That is why, we strongly believe that fostering behavioral engagement in the

EFL classroom, with the use of active learning and socio-culturally oriented activities, is completely accurate; moreover, it helps to picture a more complete panorama of what English Language Teaching (ELT) should aim to be and to offer. ELT would be enriched by implementing active learning within engaging EFL environments through socio-culturally oriented activities.

Chapter 2: Literature Review

Education is one of the fields which requires to be in constant evolution in order to meet society needs and face social challenges. Therefore, theoreticians have formulated different methods, approaches, methodologies, and techniques that aim to fulfill the requirements of the current cultures. This inquiry introduces three constructs, which served to support the ideas and procedures selected by the researchers in order to implement this project. First of all, behavioral engagement appears in order to provide a purpose for this work. McKoy (2016), defined it as the level of commitment an individual has towards developing certain task, and it is evidenced throughout different types of behaviors students present. Secondly, Active Learning serves to establish clear roles within the classroom. Barkley (2010), states that students feel deeply connected with the lesson because they participate actively during class time. Finally, socio-culturally oriented activities provide an accurate space for students to learn. According to Leganger-Krogstad (2014), life requires new knowledge every single time an individual faces a situation; therefore, learning should aim to be linked with reality and culture in order to create significant learning processes.

This chapter introduces and presents clear definitions and purposes of the selected constructs: Behavioral Engagement, Active Learning Environments, and Socio-Culturally Oriented Activities, in order to justify their importance and the role they play within this project. So as to accomplish the mentioned goals for this chapter, we are going to present the

theoretical constructs in the following way. First of all, we introduce Active Learning and its

role at the moment of creating fruitful learning environments. Then we present what

behavioral engagement is and its effects on learners' commitment within the classes. Thirdly,

we explain how Socio-Culturally Oriented activities are highly important at the moment of

developing EFL lessons. Finally, we describe how these three constructs work collaboratively

in this inquiry. Thus, the information provided about the three constructs serves to establish

the theoretical bases of this research and its purpose.

Active learning environments

Students' learning processes have been changing during the last decade by the

integration of several ways of teaching and learning. Those changes were achievable through

the application of different strategies, methods, and methodologies that aim the improvement

in students' learning processes. In this paper, we create a bridge between active learning and

learning environments in order to come out with a construct that allows us to create an active

learning environment. In this section, we will explain what active learning is, the impact of

active learning on students, what is a learning environment, how students get involved in it,

and how teachers can apply active learning environments in the classroom.

As teachers are constantly looking for different tools to improve their labor.

Nowadays, they have realized that one of the most important factors is the environments

where students learn, that is why we decided to set an Active learning environment inside the

classroom to boost behavioral engagement. According to Barkley (2010), active learning is a

method that allows teachers and learners to have dynamic lessons; moreover, it shows

important aspects that facilitates the implementation of learning environments in which it is

boosted. As explained before, active learning becomes crucial to develop environments that

are likely to be successful when promoting behavioral engagement within the EFL classroom.

Even though active learning is not a new method, it is still unknown for many teachers. Bearing this in mind, it is needed that teachers know what active learning is and how it helps in order to behaviorally engage students in class. According to Barkley (2010), active learning embraces several models in order to allow interaction among students and also with the teacher; besides, how teachers can bring active learning environments into the class. It does not mean that autonomous and individual works are left aside. Miller & Metz (2014), state that students are responsible for their own learning through the use of in-class exercises like written ones. This method offers different tools such as activities or strategies that help teachers to bring endless opportunities into the lesson, to learn in a dynamic way in order to allow students to get behavioral engage during class, one of those possible ways are the exercises that could be developed inside the classroom. As such, active learning is a method that fosters students' behavioral engagement by allowing them to be aware of their learning process.

Also, it is important to mention that learning environment is a relevant aspect to reach effective learning. According to Ahmad, Shaharim & Abdullah (2014), the learning environment is defined as "physical features and architecture" where students are able to acquire knowledge. Nevertheless, interaction between teacher and student is needed due to the fact that most of the students feel more comfortable if they like the place where they study and the person who is teaching them. Besides, learning environment has influence in their behavior which is connected with behavioral engagement. Taking into account this information, we are aware of the importance that learning environment has on students' learning processes, this helped us to meet students' needs and what is required to establish successful environments.

Nowadays, Colombian elementary students have to be more than 10 hours at school, it is a fact that they may get tired due to the number of classes that they take in a single day.

According to Clement (2011), the first step to improve this comes from the school administrators by the implementation of an active learning environment, which enables students to practice what they have experienced inside and out of classroom.

As Zayapragassarazan & Kumar (2012), suggest active learning involves providing opportunities for students to meaningfully learn by using different skills in adequate environments. Taking this into account, teachers are the ones who can promote and implement those spaces during the class doing different activities such as debates, dialogues or role-plays according to Barkley (2010). In order to allow the students to have space to practice what they had learned, it is needed that teachers start implementing active learning environments in order to have a fruitful learning process.

In essence, it is relevant to mention why the implementation of active learning environments inside the classrooms is important for students. For instance, one of its advantages is that it fosters student behavioral engagement in class because learners are allowed to interact among them which is an important part in their learning process for all what it represents for them. Besides, all the papers presented in this essay show us a clear view of what those concepts are and how those could be implemented, also how to help students to get involved and behaviorally engaged in class in order to succeed in their learning process. Finally, we become aware that the implementation of active learning environments is needed in order to reach meaningful learning.

Behavioral engagement

As many theories about engagement have emerged in the field of education, we strongly believe that it is highly important to take into consideration one of its types, which is Behavioral Engagement. Nguyen, Cannata, and Miller (2018), indicate that behavioral engagement is observable, and it can be deduced from students' participation, persistence, effort, attention, and involvement within the classroom. Bearing this in mind, teachers have

realized that students' behavioral engagement is highly important for successful students' learning process. Firstly, we present what behavioral engagement is, and secondly, we mention the benefits that behavioral engagement has on students' learning processes and how teachers are able to take advantage of this to have fruitful lesson; since it can increase students' attention, resulting on a meaningful learning experience

According to McKoy (2016), "student behavioral engagement emphasizes the time and energy that students dedicate to studying and participating in educational activities that lead to beneficial academic outcomes." (p.15). Thus, when students are behaviorally engaged within the class, there are more chances that they enjoy the learning process, and their academic performance may become better during the school year. By taking this information into consideration, we infer that promoting behavioral engagement in the classroom is highly important in the EFL classes.

There are plenty of factors that have been identified by some authors that are connected to students' behavioral engagement within the classroom. For instance, Williams (2014), states that the school environment may affect students' behavioral engagement. The school environment is an important factor in determining a student's sense of belonging and satisfaction; thus, behavioral engagement relies also on the interaction that the student has with classmates and teachers within the classes. Besides, creating learning environments in which students can contribute to a body of knowledge is important to build a sense of behavioral engagement on students. On the other hand, Wankel (2013), argues that the use of different types of technologies can create a good environment within the classroom and as a result, students can feel behaviorally engaged in the classroom. Indeed, students' behavioral engagement depends on the circumstances in which they have to deal with the EFL classes.

Behavioral engagement is a key aspect to have in mind in the process of learning. As reported by Jefferson (2014), "instructional practices of teachers can have a direct impact on student engagement and student achievement." (p.4). For this reason, teachers should implement activities and practices that can meet students' interests and needs. Besides, when teachers carry out activities that are interesting for students, they can feel motivated and behaviorally engaged within the lesson; therefore, their academic outcomes will be noticeable. Additionally, Bender (2017), suggests that one of the main reasons why students are not behaviorally engaged is because the content to be mastered is not interesting. Subsequently, the student will not learn it and will not be behaviorally engaged. In fact, we reflect that the implementation of accurate content and activities for students can have a fruitful response in their learning processes.

As explained before, we consider that the implementation of accurate activities, good interaction among the members of the classroom and the school environment can promote students' behavioral engagement during the lessons. The documents presented gave us a wide perspective of what behavioral engagement means and the way in which it can be promoted in the EFL classroom. That is why, we strongly believe that behavioral engagement may boost meaningful learning experiences in students.

Socio-culturally oriented activities

Learning a foreign language not only implies the production of new linguistic information, but the awareness of different historical, cultural and institutional backgrounds. This belief has led to the implementation of socio-culturally oriented activities into the educational field, since it benefits the learning process. Bearing this statement in mind, it is worthwhile to recognize that the application of socio-culturally oriented activities helps learners to achieve all the additional demands that EFL language-teaching involves. Scott & Palincsar (2013), point out that the interaction and cooperative work that socio-culturally

oriented activities convey, not only shapes the way that activities relate, but it provides new knowledge of the language and the culture in context. In short, these activities foster the production of new and higher-level ways of thinking, contributing to a more enriching, significant and complete learning experience for students.

According to Gromova (2015), Globalization and new technologies have led humans to the emergence of "multicultural" identities. This has generated encounters with others, involving a wide variety of benefits such as cooperation, dialogue, and negotiation wherewith have been useful in teaching-learning processes. As such, it is suggested that the identification of the students' personality allows the person to choose purposes, which is crucial when including sociolinguistic interests within language teaching in order to communicate effectively. Also, it raises awareness that integrating cultural components into teaching is valuable inasmuch as it helps learners to reach new cultural understanding. This multiculturality in the long run, will join the linguistic knowledge already acquired.

Following this idea, Bautista (2017), indicates that it is of great importance to take into account and identify learners' opinions, perceptions, pre-concepts, and interests before implementing the activities in the classroom. Therefore, the recognition of probable constraints is key in order to apply the right activities and strategies that foster interaction, motivation, self-confidence, attitude, empathy and the ability to handle social situations among students, but most importantly, that can be applied in and out the classroom. Furthermore, Behroozizad, Nambiar & Amir (2014), claim that it is highly recommended the application of socio-culturally oriented activities in the EFL classroom due to the fact that it increases active participation on students and reform the student-teacher interaction into a more dynamical and reciprocal one, giving as a result, the enhancement of communicative exchanges reinforcing students' strengths and turning weaknesses into possibilities, which is crucial in the development of this research project. Last, Ahmed (2017) points out, that

implementing these activities in the classroom boosts students' individual and group competencies, how they express themselves with others and their discursive capabilities. Resulting on the ability to communicate in a second language regarding any area of knowledge. Indeed, the acknowledgment of anticipated classroom demands will be useful for the teacher when selecting activities in pursuit of reaching learning goals.

All things considered, the implementation of socio-culturally oriented activities within the second language classroom offers opportunities that are not only academic but applicable in real contexts. Moreover, the implementation of socio-culturally oriented activities provides a humanistic growth and development of critical thinking as well, making learners recognize themselves into a context and the existence of others and their differences in the same space. Consequently, socio-culturally oriented activities will provide learners a better understanding of others' language, actions, and choices.

As presented above in this chapter, we have decided to create learning environments in which behavioral engagement, active learning, and socio-culturally oriented activities are required to work cooperatively in order to meet the purpose of this research. In order to accomplish the previously mentioned objective, we demonstrate how these previously mentioned theoretical constructs have key aspects in common that allowed us to make them work together taking advantage of their features. There are certain aspects that make every single construct work independently and some others which meet with characteristics that belong to other constructs. In fact, a collaborative work among the three constructs is possible and highly useful for this research.

The mentioned constructs meet at certain points. First of all, behavioral engagement accompanied with active learning, have as a result the improvement on levels of commitment and promotes active participation. Then, active learning meets socio-culturally oriented activities because these activities foster the creation of connections of theoretical knowledge

with current culture; therefore, learning becomes significant for students. In order to create accurate learning environments, behavioral engagement and socio-cultural activities complement each other since students' needs are taken into account and activities are formulated in order to be engaging and meaningful. For the reasons mentioned, these constructs help to create active learning environments in which students are encouraged throughout the use of socio-culturally oriented activities. That is why, it is evident that the selected theoretical constructs work as a whole when they converge in some key aspects.

Chapter 3: Research Design

Teaching processes are required to change according to the demands that current societies have. Therefore, new approaches and methodologies are introduced by theoreticians in order to outline a learning curriculum that satisfies the identified needs. As this proposal works under a model shaped by action research principles, we highlight the importance of defining what this type of study is about, its features, and its connections with our work. In this vein, action research is defined as an inquiry which main purpose is to help solving a problematic situation that has been identified, and so as to achieve this, researchers use theoretical knowledge that allows them to identify strategies that may help to solve the problem and make contributions to the field (Melin & Axelsson, 2016). Then, in connection with our study, action research provides a set of steps and procedures that aim at boosting a change on the identified problem taking advantage of the selected methodology and approach.

This chapter presents how action research serves to create a complete list of steps which guides the process of implementing socio-culturally oriented activities within the EFL class so as to promote behavioral engagement. As this is a qualitative study, we as researchers used certain instruments in order to collect data that will be presented and explained in this paper.

Moreover, we present the way that active learning and the communicative approach meet and allow students to have fruitful EFL lessons.

In attempt to explain in detail the process that was followed and its different components, we have decided to structure the chapter according to a specific path. First, action research will be defined for us to be able to establish its connections with our proposal at the end of the chapter. Then, we address the population this project was conducted with. After that, the instruments we used with the aim of collecting data will be introduced. Finally, we will display the instructional design we decided to follow in order to reach the objective of this proposal, which is stimulating behavioral engagement on students.

Type of study

There are plenty of definitions of what action research is, but most of them argue that it is a study carried in a course in order to improve a situation and increase student achievement. As an example, Willis (2014), points out that action research is a group of methods for conducting research in the field and the main purpose of it is to solve a problem or answer an important question about professional practice. Following this idea, this proposal is an action research that searches for the creation of learning environments in which behavioral engagement, socio-culturally oriented activities, and active learning work cooperatively so as to enhance a problem that we identified in class. Bearing in mind this information, the purpose of the study is clearly stated under action research principles as explained before.

According to Flipp (2014), qualitative research is a process that seeks thoroughly understanding of a social phenomenon and it focuses on the "why" rather in the "what". By having this in mind, this paper is a qualitative research because it looks for investigating the meaning of an educational problem, learns from the participant through exploration, relies more on the perspective of the participant rather than the teacher's, collects data in order to

know students' needs, explores the problem noticed by the teachers during class time and justifies the problem taken into account the literary review. In agreement with the information presented, this research focuses on how socio-culturally oriented activities implemented within an active learning environment may contribute to the behavioral engagement of EFL students. Indeed, this qualitative action research explores and understands an educational case that needs to be solved or improved.

Population

In order to apply this research, the population that we worked with was a group of forty (40) high schoolers from tenth and eleventh grades, namely. The group of students belonged to a private, catholic, feminine school located in Chia, Cundinamarca (Colombia); who were presenting difficulties at the moment of learning English as a foreign language. For this reason, we focused our attention on knowing about our students and how we could improve this issue throughout the use of socio-culturally oriented activities within an active learning environment specifically, and how this may serve us to deal with high school students' needs in terms of teaching and learning a foreign language. All things considered, we took into account the different aspects of the population so as to meet students' needs and conduct the study.

As we were aware of the importance of bearing in mind students' interests at the moment of creating engaging EFL lessons, we decided to take a look on their likes and analyze their attitudes. For instance, their interests seemed to be music and sports; they enjoyed playing games during the class such as competitions among them. Additionally, they liked to work in groups to share information about the topic developed in class. Some of them did not like to speak English in class often because they considered that they had to be perfect to do it; however, if the teacher spoke in English, they were able to understand. In fact, students' attitudes among them were good and positive. Therefore, they felt comfortable

working together. Moreover, students were respectful towards the class and the teachers. As presented, these were the features of the individuals who served as data providers during the research proposal that allowed us to recognize the class aspects we had on our behalf to implement the study.

For this purpose, we took into consideration Colombian laws that protect minors' information and privacy. Since all the girls were underage during the research implementation, we followed the right procedures to safeguard their identities and all the data that they provided us. According to Instituto Colombiano de Bienestar Familiar (ICBF) Ley 1098 (2006), all the minors need prior authorization from their parents or legal representative to appear in videos or photos; therefore, we asked the school and students' parents the permission for making the learners part of the project (*see appendixes 1.1 and 1.2*), taking into account all the ethical considerations that research practices require. Hence, we were able to conduct this exercise under the guidelines that law demands in the purpose of ethic research.

Instruments

In order to gather the required information to carry out this research, we applied different observational (note-taking and video recording) and non-observational (survey) techniques, which were needed to collect data in this qualitative action research. Anyan (2013), states that observational techniques serve to collect data in qualitative action research due to the fact that those ones allow the researchers to have a depth view of the issue that they are facing. Also, these techniques are the ones that permit the researchers to have a realistic panorama of the population that they are working with. Besides, they provided procedures that were beneficial to guide our data collection process. Moreover, those techniques helped us to document events at the moment they occurred. On the other hand, non-observational techniques are usually named as quantitative methods due to the fact that

they are focused on giving numerical data (Anyan, 2013). Also, those are useful to collect

data because researchers are able to have a partial view of the information that was collected.

These instruments were useful to conduct the study since they allowed us to analyze a series

of events from the different perspectives they provided.

The first instrument that we implemented was note-taking in order to have a realistic

view of the population and their behaviors during class time. According to Canals (2017),

"Researchers can make use of observation guides that will help them focus on what they need

to know" (p.396); that is the reason why this instrument comes first, because it allowed us to

have a clear view of what was happening inside the classroom. Besides, note-taking was

needed to collect data about the teaching and learning process inside the classroom. This

instrument allowed us not to miss any detail that occurred during the lesson taking into

account the relevant aspects we noticed.

The second instrument were surveys that served to have a register of more detailed

information considering participants' points of view, which we believe may contribute to our

research. For instance, Canals (2017), points out that this type of technique makes

participants feel more comfortable, so it contributes to have a deeper and more truthful data.

By taking this into account, it is an important instrument to have more detailed data by

introducing not only our perception as researchers, but also considering students' thoughts as

participants to have a result at the end of the research.

The last instrument was video recording, which enabled us to capture specific details

in class. According to Høstgaard (2012), the insights gained by the application of this

instrument are far more realistic compared to other observational techniques. Besides, it can

portrait students' behavior which is a significant component to have impressions about the

class, due to the fact that one of our crucial aspects to observe and analyze is behavioral

engagement. Moreover, if we happened to miss something during the class, this technique may help us to be aware of that.

Labeling process was another relevant aspect in this research project since it helped to organize the collected data and have a clear organization in the whole document in general. Having in mind the instruments previously mentioned, we as researchers assigned the following codes; VR (stands for video recording) SV (stands for surveys) and NT (stands for note-taking). Additionally, these codes are accompanied by the researchers' code (Rs) and it indicates that a researcher is addressed; AC, BF, FS, QS (researchers' surnames initials) St (which stands for student) and its corresponding number and group which can be AU, UK, US, SA. For instance, VRStAU1 indicates that the evidence comes from video recording, counting with the participation of Student number one from the Australian group. It is worthwhile mentioning that other specific and crucial moments from video recordings were put into transcripts and written in bold; country's group and date. In general, labeling facilitated the data analysis process since allowed us to organize and categorize the information in a more straightforward way.

Instructional design

The instructional design of this research project involves all the pedagogical strategies and tasks developed in the EFL classroom, following the implementation of socio-culturally oriented activities and their usefulness in the development of the investigation. Furthermore, it explains the selection of Communicative Language Teaching and Project-Based Learning (as the approach and methodology respectively) as key concepts that enriched our study allowing us to achieve our objective. Bautista (2017), points out that the implementation of socio-culturally oriented activities fosters new ways of thinking, expand students' vision of their culture compared to others, and generate higher-level thinking processes, resulting on the behavioral engagement with their own learning development. All in all, the proposed

theoretical concepts combined with the implementation of the activities that will be displayed in this chapter, make evidence of how they enriched the investigation.

A relevant aspect of this research project is the communicative language teaching approach, which emphasizes on using language as a communication tool. This means that language is not only available to communicate structures and vocabulary but knowledge as well. As Wiyono, Gipayana, and Ruminiati (2017) point out, Communicative Language Teaching involves three main components which are linguistic, comprehension, and utilization, that are crucial to attain the purpose of communicating knowledge and generating grammatical structures while practicing the basic four skills simultaneously. Seeing that, this approach allows students to produce authentic linguistic material while they express their feelings, opinions, and thoughts in real contexts. Consequently, this will lead to the conjunction of learners' willing to communicate and express themselves without focusing only on grammar forms, but what they convey.

Parallel to this, one of Project-Based learning methodology main goals is to encourage learners to get in contact with the target language by communicating. Furthermore, this model offers a number of steps that assert the effectiveness of it on the enhancement of students' productive competences. As Jalinus, Nabawi, and Mardin (2017), claim the seven stages to follow in order to join communication and language, are Formulation of the expected learning outcome, Understanding the concept of teaching materials, Skills training, Designing the project theme, Making the project proposal, Executing the tasks of the projects and the Presentation of the project report. Additionally, in order to magnify the learners' experience with their own learning process, this methodology enables students to be participants of problem-solving tasks based on real concerns while raising awareness of their own learning process and boosting their creativity, capacity to innovate, independence and teamwork as well through projects. In addition to these benefits, as Astawa, Artini and

Nitiasih (2017), indicate, learners not only will be engaged with the social contents that Project Based Learning involves but with the development of the new and previously acquired skills. In short, by the implementation of Project-Based Learning methodology, there are more opportunities that learners experience with the language communicating and expressing themselves.

Another relevant aspect of the research design was the creation and adaptation of lesson plans in order to implement the investigation. This feature was highly useful for us, not only as teachers but as researchers as well, since it facilitated us the labor of organizing the contents to be taught (see table 1). Taking this into account, a model that enabled us in the lesson plan designing was the Presentation, Practice and Production (PPP) model; which, according to Vystavêloà (2009), provides a clear teaching role and structure of the lesson. Moreover, it makes the lesson easier to prepare, and the activities are arranged from the simplest to the most difficult and from the less controlled to the most controlled, so the teacher can identify learners' progress. As expressed, in order to execute this project, it was relevant for the research design to create and adapt different lesson plans to teach the different learning contents.

All in all, the incorporation of socio-culturally oriented activities, communicative language teaching approach and project-based learning methodology, and the PPP model, all together are beneficial inside and outside the classroom. Among the outcomes and profits that this conjunction may offer it is relevant to mention the good climate in the teaching practice and learning process and the improvement on students' behavioral engagement. This, in the long run, will provide students with a wide variety of tools to communicate and perform in different contexts, what according to Ahmed (2017), would be the increment of discursive and communicative capabilities.

To sum up, this study aims to help solving the lack of engagement on EFL students throughout the use of a project-based methodology with a socio-culturally oriented focus emphasized on activities developed within an active learning environment. As explained above, and after having gathered data with the selected instruments, action research principles served us to outline a teaching curriculum in which activities, procedures, goals, and contents were designed in order to create active learning environments. Therefore, activities such as role plays, debates, and discussions were present during the sessions proposed. Moreover, as this is a qualitative study, we as researchers take into consideration the importance of understanding the reasons why the problematic situation was happening. This is how our target population was put into an active learning environment in which socio-culturally oriented activities were organized sequentially in order to work under a project-based methodology model.

The table *(see Tables' section, Table 1, p.65)* summarizes all the proposed activities in order to carry out the study with the purpose of boosting students' four skills (speaking, listening, reading and writing), focusing on communicative competences, expansion of their vocabulary and the promotion of teamwork for a significant learning experience (*see appendix 3*).

Chapter 4: Data Analysis and Findings

This research project aims to foster behavioral engagement on students by taking advantage of the implementation of socio-culturally oriented activities, which operate under active learning environments' principles. This research proposal was thought and designed based on the lack of engagement towards the EFL classes of the population addressed in this study. In an effort to successfully accomplish this study, we as researchers created a set of lesson plans based on the P.P.P (Presentation, Practice, Production) model; that according to

Sabet, Tahriri, & Haghi, (2009) who quoted Vystavêloà, allow the teacher to have control of the different class activities and maintain a record of students' progress.

Additionally to the P.P.P model, PBL (Project-Based Learning) works in conjunction with the Communicative Approach playing a very important role in the development and performance of the project. In one hand, Solar, Beriain, Rio & Berenguer (2018), make reference to PBL as the opportunity to students to work continuously on a series of sequentially organized procedures, offering them benefits in their learning process, skills, competences and knowledge. On the other hand, the Communicative Approach provides advantages as well as producing language in context within the EFL classroom; which in words of Patel (2014), focuses on the development of communicative skills by going beyond form and meaning. In this vein, we consider that all these elements combined and working together enrich our proposal, since they operate in favor of our main objective of fostering students' behavioral engagement; making reference to Sun & Bin (2018) affirmation that "behavioral engagement refers to a more active, lasting and effective behavior state. It is the result of learners' information exchange activities with learning resources under the control of tools, learning methods and learning tasks by means of learning space" (p.3).

Subsequently, in order to collect data, we as researchers selected three instruments that contributed to our research question and objective; for instance, codes as VR (for video recording) NT (for notetaking) and SV (for survey) were assigned to them. Besides, these are accompanied by the researchers' codes (Rs [indicates that a researcher is addressed], AC, BF, FS, QS [The researchers Surnames' initials]), the student (St) number, and the corresponding group of the student who is representing a country (AU [Australia], SA [South Africa], US [United States], UK [United Kingdom]). [VRStAU1], which stands for Video Recording

addressing the participation of the student number one from the Australian Group, is the example of how the coding was created in order to classify data.

It is worth mentioning that in order to discuss specific moments that were taken from the video recordings and put into transcripts, the pieces of information needed were written in bold. Also, in order to highlight certain moments that were recorded, the structure to be followed was created; it contains VR (Video Recording), the initials of the country each student represented, and the recording date (For example, VR. Au. Nov. 01st, 2019). Once we collected the information, it was analyzed and categorized. Bearing this in mind, the material obtained was interpreted using grounded theory and triangulation. In words of Urquhart, Lehmann and Myers (2010), "Grounded theory is a qualitative research method that seeks to develop theory that is grounded in data systematically gathered and analyzed." (p.2.). On the other hand, Carter, Bryant-Lukosius, DiCens, Blythe, & Neville (2014), point out that triangulation is defined as a method that helps in qualitative research to understand data and interpret it taking into account existing theory and common findings along the analyzing process.

After the mentioned procedure, we established three categories that were present within the process and greatly related to our proposal. The first one is Students' Participation, the second one is Language use, and the third one is Cultural Awareness. These categories helped us to examine the impact of what we were applying; moreover, they address elements that are key to analyze the repercussion of implementing socio-culturally oriented activities in the EFL classroom, in order to foster learners' behavioral engagement within an active learning environment. So as to present our outcomes, this chapter aims to display the findings we obtained clearly organized on the three categories: this serves to outline a complete panorama of what happened during the development of this information gathering process, and make the connections we created between theory and findings clearer.

The chapter will be presented in the following order. Initially, the first category students' participation will be explained and connected with our project. After that, the second category language use will be addressed bearing in mind theoretical principles and its relevance within our proposal. Subsequently, in the third category, we will exhibit how cultural components awareness has an impact on students' behavioral engagement; each category will be illustrated using examples taken from the data sources. Finally, we will present a short conclusion in order to explain clearly the connections between the theory we selected and the current outcomes of the research.

Students' participation

According to Cappella, Kim, Neal & Jackson (2013), "Behavioral engagement is the observable act of students being involved in learning; it refers to students' participation in academic activities and efforts to perform academic tasks." (p.368). Considering this, participation cannot be only seen as a crucial aspect that ascertains when a student is genuinely behaviorally engaged with the class, but it is a determining factor that promotes active learning processes, turns new information into fruitful education experiences, and fosters knowledge building having in mind previous and emerging students' backgrounds; all this has been reflected in students' participation in class.

As it has been presented before, participation is one of the items which portraits and - evidences the existence of behavioral engagement. In the case of our participants, the existing lack of behavioral engagement towards the EFL class was generating negative implications, affecting the process of learning. This phenomenon was identified through the observation process that took place before we started the project. However, Phillip & Duchesne (2016), point out that activities that involve students, meeting their interests and needs, that are achievable through teachers' support, and present relevant contributions to students' knowledge can promote effort, persistence, and participation towards the subject. Following

this idea, the implementation of socio-culturally oriented activities was a vehicle that could help to potentiate behavioral engagement through students' participation. These types of activities, as explained before, boost participants' interest towards the lesson and this leads to foster their behavioral engagement as well, because that they are given the chance to interact and participate among them. That led the researchers to the finding that the use of socio-culturally oriented activities was a helpful tool that generated interest among the students and furthered active participation in class and their willingness to communicate in the target language.

In order to have an accurate view of what the mentioned findings are and their contributions to our research, the following paragraphs display evidence of how the implementation of activities related to culture fostered in a positive way students' active participation and non-verbal participation; both described by Abdullah, Abu Bakar & Mahbob (2011). In one hand, active participation refers to behaviors of listening, reflecting, giving opinions, participating in classroom discussions, and asking and answering questions. On the other hand, Abdullah, Abu Bakar & Mahbob (2011), claim that non-verbal participation is linked to the behavior of nodding the head, raising the hand, body posture or movements and eye contact; which made us notice the attempts of the students to produce content in English. So as to authenticate this statement, the collected information was obtained through the enforcement of surveys, video recordings, and note-taking that enabled us to display the subsequent outcomes.

Students' participation was crucial from the very first moment of the application of the research project; however, it seemed to be limited since they were concerned about the communicative focus of the research. When the research project was applied, in the first session, the students manifested their concerns of expressing and communicating their thoughts and opinions in English, mainly for fear of being wrong or making mistakes which

hindered their participation. Then, in the second session and after a brief revision of

grammar structures and vocabulary, students started to recall previous knowledge, but only

some of them were participating. Right after, the teachers started providing vocabulary to the

different groups of students and the material related to culture (in this case greetings in

different English-speaking countries). Once the students felt encouraged enough to use the

target language no matter the possible mistakes, they began to participate actively (see

excerpt 1). It is important to take into account the observations that have been made in

previous chapters about the influence and advantages that the implementation of socio-

culturally oriented activities can bring to the classroom. As Ahmed (2017) points out,

implementing these activities in the classroom boost active class participation, students'

individual and group competencies, how they express themselves with others and their

discursive capabilities. This results in the ability to communicate in a second language

regarding any area of knowledge. The following excerpts display evidence of students'

participation in class collected by using video recordings and note-taking.

Excerpt 1:

 VR. AU. September 13th, 2019

Min: 0:07 - 2:00

St AU 2: *Hi guys! Eh.. um… These. No. These are the Australian greetings. Ah… the first*

is Hallow… Ha… No, no, no. Ha. No. H-A

St AU 3: A?

St AU 2: Ajá. L.

St AU 3: L, l, o?

St AU 2: L-O-W

St AU 3: W?

St AU 2: HA-LLOW. Hallow. Ujum. *It's like "Hello"... in American. Eh… jaja… the second is.. eh… GEH-DAY. Geh*

St AU 4: Es que no veo. Ah. Geh-Day.

St AU 2: Eh… *G-E-H Day. It's like good day in America*. Como "Good day". Eh… *How-dee. The third… is How-dee. How-dee it's like… How are you?*
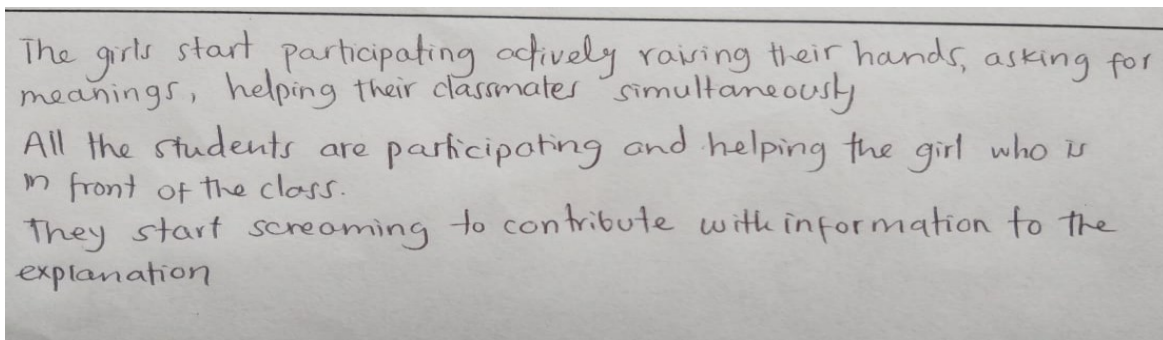
St AU 1: *The fourth is Whot's Up? o Sup?* Eh… that is mean como… is… is… no! It… ¿Qué?.. *That is like… What's Up in American.*

St AU 3: *Ah! What's up, my nigga?* Ha, ha, ha. Yes, yes.

St AU 1: *Of course. Eh… and the last?... And the last is What's the goss? That is mean like*… ¿Cómo explicamos ese?

Excerpt 2:

NT. September 20th, 2019

> The girls start participating actively raising their hands, asking for meanings, helping their classmates simultaneously
> All the students are participating and helping the girl who is in front of the class.
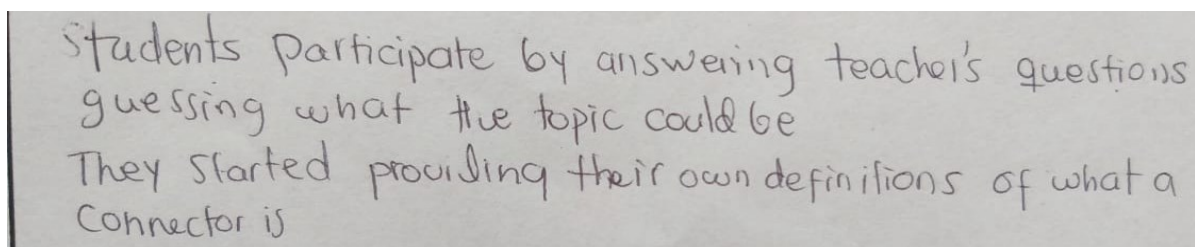> They start screaming to contribute with information to the explanation

     Excerpts 1 and 2 presented above make an evidence of the moments from the class where students' participation was at its highest point. In the first excerpt, there is proof of how the students were attempting to use the target language even though they did not do it completely. Nevertheless, the students made a great effort to communicate what they were learning to their classmates. As mentioned before, this represents how the Communicative approach was operating during the development of this project. Conversely, the other students felt encouraged to participate in the activity taking to practice previous knowledge

that allowed them to spell words and even make a joke from one of the English-speaking countries' cultures. This reflects the relevance of having cultural awareness as one of the categories we will present in this paper. In the second excerpt, there exists written evidence taken in-class observations, which depict behaviors that demonstrate active participation from the students. Aspects such as their screaming in order to aggregate information that can contribute to the class, question making, body signs of engagement like raising the hand, and cooperative work among students to help their classmates, responding positively to active participation, which is addressed in our proposal as behavioral engagement.
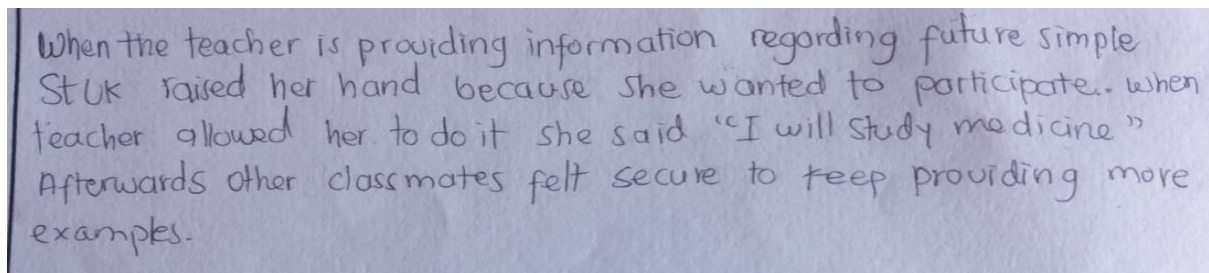
This process of discovering and realizing students' participation took place class by class. As the classes passed, the topic changed and the difficulty of the tasks increased learners' participation increased as well. The students started to feel more comfortable with the lessons and they were committed towards the activities, making their best effort in order to show good products. This affirmation can be noticed through the following excerpts:
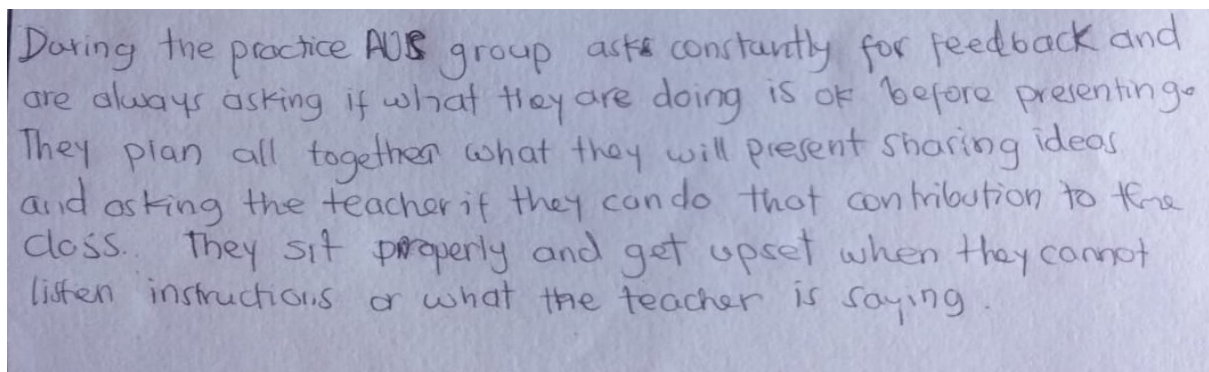
Excerpt 3:

NT. September 27th, 2019.

Students participate by answering teacher's questions
guessing what the topic could be
They started providing their own definitions of what a
connector is

In excerpt 3, students' participation is noticed in learners' verbal actions. Since they were familiarized with the topic of discussion of the fourth session, the participants felt encouraged and confident enough to provide meaningful examples and significant contributions to the topic; promoting voluntary participation among the other students by taking turns one after the other, and giving special attention and listening to what their peers and teachers had to say.

Excerpt 4:

NT. October 18th, 2019.

> When the teacher is providing information regarding future simple StUk raised her hand because she wanted to participate. when teacher allowed her to do it she said "I will study medicine" Afterwards other classmates felt secure to keep providing more examples.

Excerpt 5:

NT. October 18th, 2019.

> During the practice AUS group aske constantly for feedback and are always asking if what they are doing is ok before presenting. They plan all together what they will present sharing ideas and asking the teacher if they can do that contribution to the class. They sit properly and get upset when they cannot listen instructions or what the teacher is saying.

In excerpt 4, the evidence of students' participation is noticed through their willingness to communicate the understanding of the topic by means of a short but precise example made by one of them, affecting positively the learning environment and fostering a participation attitude among the other classmates. Similarly, in excerpt 5, behavioral engagement can be reflected through participants' body language, the way they sit, their listening attitude and willingness to cooperate among themselves and the class and their constant need of corrections and feedback regarding not only grammar structures but the socio-cultural content; complying with the non-verbal behavioral engagement previously mentioned by Abdullah, Abu Bakar & Mahbob (2011) at the beginning of this category.

As expressed along the research, the implementation of socio-culturally oriented activities presents a positive impact on students' behavioral engagement promoting different forms of participation from the students. Even though, the impact and the benefits did not

appear from the first moment it was noticeable through time, which resulted in a positive outcome not only for students, but for the study and teaching exercise as well. What Chen & Yang (2017) describe as engaging students in meaningful communication exchange by recognizing and weaving different cultures.

Language use

Language may be seen as an important aspect when learning about a foreign culture because that it enables societies to communicate. In order to meet these functions within the EFL classroom, there are some factors that can be considered useful at the moment of fostering it such as the activities that are implemented inside the classroom, how the teacher uses the language and the interaction among students. As Thompson & Harrison (2014) suggest, students need to have important input on the foreign language in order to use it in a meaningful way. By taking this into account, we consider that the implementation of certain types of activities is highly useful in order to foster students' participation and interaction, especially the use of socio-culturally oriented activities.

All in all, these activities provide to our project several advantages such as the opportunity to foster interaction and make behavioral engagement more noticeable during the development of the exercises proposed. Furthermore, it is important to mention that language use is deeply linked to the communicative approach, which this project presents as a key aspect to develop our main goal. That is why, we consider language use as a highly important element to be addressed, explained, and analyzed. The next paragraphs will provide examples of how socio-culturally oriented activities, the language use of the teacher, and communication among students promote the use of the foreign language in the EFL classes. During the implementation, the information was collected through instruments such as surveys, video recording, and note-taking that helped us to support the following results.

Since the first class, we noticed that students were interested in the project and they tried to use the target language when developing activities and conversations in the EFL classroom. When the implementation started, students did not use the foreign language every single time in the class, learners took some time to think what they were going to say in English. Once the socio-culturally oriented activities were implemented, we noticed that students were using and speaking more in the foreign language. In the classes, we decided to implement socio-culturally oriented activities, so students can practice and learn the language, we realized that students needed time to practice in order to communicate their ideas and thoughts with their classmates. As Qiu & Lo (2017) point out, learners need more practice to gain access to the target language in order to preserve the engagement. Taking into account that behavioral engagement takes advantage of activities that foster, among others, participation and involvement, we designed a series of sequential activities that allow behavioral engagement to be addressed and boosted.

During the lessons, the socio-culturally oriented activities that were applied in the EFL lessons encouraged students to use the foreign language because they provided spaces and promoted conversations among learners. This allowed them to practice, learn, and reinforce the target language' features learned during the lessons. By implementing socio-culturally activities within the EFL classroom, we found out that they were important in order to boost communication and the use of the language among the participants. The next excerpts show students' language use when developing the activities, the data was collected throughout the use of video recording and note-taking.

Excerpt 6:

VR. UK. September 13th, 2019

Min 0:10 – 2:05

St UK 3: *Hiya*

St UK 2: ¿Cómo se dice deletrea?

St UK 2: *Spelling?*

St UK 1: Se dice hiya pero se escribe normal

St UK 2: Pero si quiero preguntar, cómo pregunto. O sea cómo deletreo. ¿Spelling?

St UK 4: Si, se dice spelling

St UK 1: Pero es cómo se dice no cómo se escribe. Se pronuncia Hiya pero se escribe

diferente

St UK 2: Ah, Ok

St UK 1: *How are you?* Es How a u

St UK 2: ¿Cómo Cayu? Si, Hi you

St UK 4: Ah, Jajaja

St UK 1: *What do you* es *Watcha*

St UK 4: ¿Qué país es que es?

St UK 1: Inglaterra

St UK 4: Cómo se …

St UK 1: *Watcha* – Mira

St UK 1: O una conversación

St UK 1: *Do you have a question?*

Excerpt 7:

> they start screaming to contribute with information to the
> explanation
> First activity of the class is speaking
> Girls speak in spanish
> Researchers explain the next activity to the girls and
> some of them attempt to respond to the instructions
> In English and some of them do it in spanish
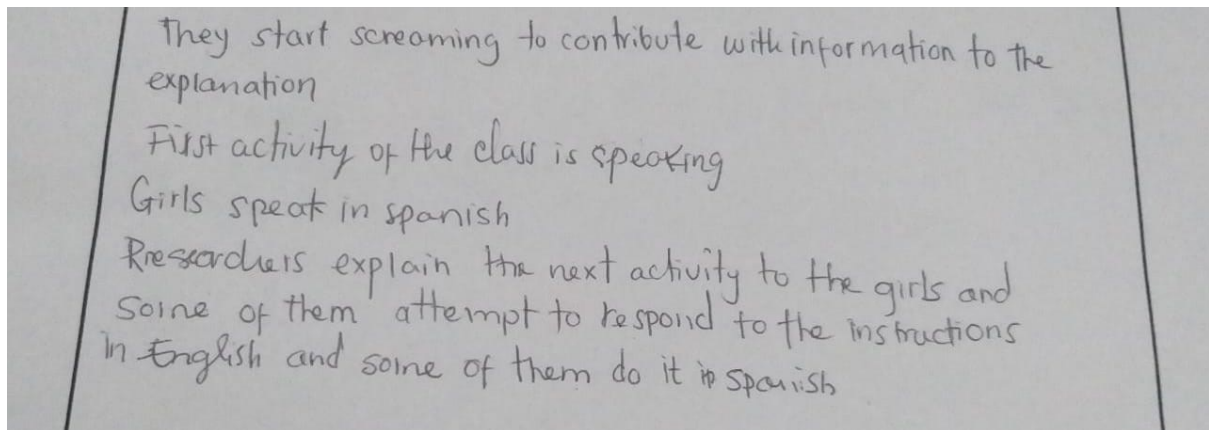
Excerpt sixth exemplifies how students used English when explaining a topic to other classmates. Even though learners did not talk in the target language all the time, they were able to understand and express their ideas. Likewise, the seventh excerpt, which is note-taking, shows moments in the class in which students were speaking in their native language and also in the target language. We as researchers became aware that by implementing socio-culturally oriented activities, learners were more likely to use the foreign language. Rodriguez & Rodriguez (2010), explain that learners tend to use and talk on the foreign language when they feel encouraged by the activities that are applied during the lesson. Besides, language provides wide opportunities for learners to analyze and practice the language' items arising from the activities that are implemented during the lessons. Hence, by developing socio-culturally oriented activities in the EFL lessons, we as researchers realized that students used the target language and this contributed to enrich their learning process.

Excerpt 8:

During the lesson students practice take into account the topic that was develop by the teacher during the class time. Often students look for information on the cellphones and share their ideas with their classmates. Before explaining a topic to their partners students practice and ask questions to the teachers regarding the spelling or pronunciation.
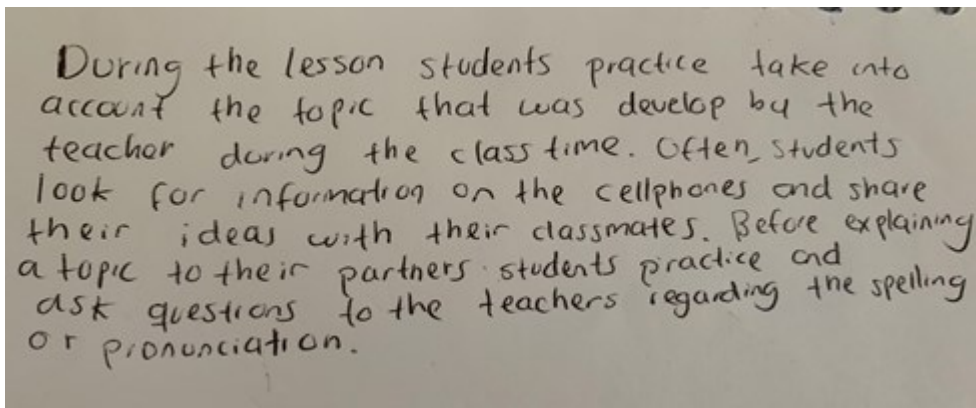
Excerpt 9:

VR. US. November 1st, 2019

Min 2:28 - 3:11

AC: ¿Ustedes creen que si hubo una mejora en sus habilidades comunicativas (speaking) preparando esta presentación final?

St US 5: y a soltarnos más digamos ese tipo de actividades digamos la exposición es como más quitarle el miedo y el estigma de que te paras al frente y tienes que ser perfecta, entonces ya ahí vas con tu apoyo pero sin embargo intentabas dar lo mejor de ti y pronunciarlo mejor.

Excerpt 10:

VR. US. November 1st, 2019.

Min 4:05 - 4:21

AC: ¿Sintieron que el trabajo en grupo le ayudó a replantear sus conocimientos y facilitó su aprendizaje del Inglés?

St US 4: cuando trabajas en grupo hay risas y eso pero si aprendes. Por ejemplo cuando llegas a tu casa y *te acuerdas de porque te reíste recuerdas la palabra en inglés y la puedes usar (laughs) what's up my nigga?.*

The previous examples show how communication and practice among students is an important aspect to take into consideration when learning a foreign language and boosting behavioral engagement during the EFL classes. Indeed, in excerpts 3, 4, and 5 students were using the target language in order to practice and convey their ideas to their classmates, also how they took advantage of what they had learned. As Dixson (2010), suggests, a good environment in the classroom is the one that includes and promotes group work, collaborative, and interactive activities that are valued for the students because they promote discussions and effective instruction. Bearing this information in mind, interaction among learners is important when promoting the use of the language, in this case, during the classes, some students felt shy when expressing their ideas in front of the class so when students are divided into groups and share their ideas, they feel more comfortable to convey their thoughts. Besides, there are plenty of advantages when creating discussions and having conversations in the classroom among the students. One of them is that participants can correct little mistakes or slips without the fear of being wrong. In consequence, the data presented in the previous excerpts exemplified how the interaction among learners promoted the use of the target language within the EFL class.

Awareness of cultural components

As cultures evolve, new generations show interest in learning and discovering different ways of thinking; therefore, cultural awareness has become a key aspect to understand not only individuals but societies and languages as well. We as teachers have realized that some cultural components have a huge impact on learners' commitment, due to

the fact that those ones help to encourage students to learn a foreign language. Having this information in mind, we consider that a relevant aspect to be addressed in our research project is cultural components awareness such as traditions, greetings, and touristic places. During this section, we will explain how some cultural components were present during the development of the lessons, and how we decided to divide them into subcategories in order to explain them more clearly. The information will be displayed in the following way: First of all, we will explain what cultural awareness is and its connection to our proposal. After that, the sub-categories: intercultural knowledge and social interaction, will be connected with theory and data. Finally, we will clarify the information presented, its relevance, and a conclusion will be provided.
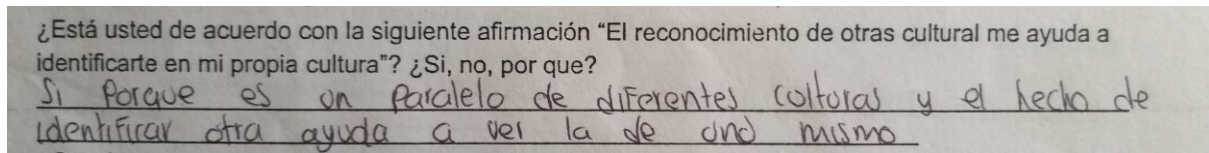
We as researchers noticed that students were interested to know more about their own and other cultures during their classes. Taking into account this information, we realize that we could take advantage of that. That is why, we consider that cultural components were useful for us to achieve students' behavioral engagement. Besides that, we were able to develop a wide variety of exercises that were socio-culturally oriented, key aspect in this research.

According to Ginn (2016) who quoted (Nieto & Bode, 2012) "Cultural awareness is the acceptance of one's personal culture and the cultures of others" (p.49). This is a key factor in our research due to the fact that this aspect helps students to be involved during their learning process. Bearing this information in mind, we as teachers noticed that throughout some cultural components students were more likely to be behaviorally engaged during their EFL lessons because even though they did not count with a straight approach to the target cultures, they were exposed throughout lesson's resources, materials and collective

experiences. Clear evidence on this is that during the application of one of our instruments,

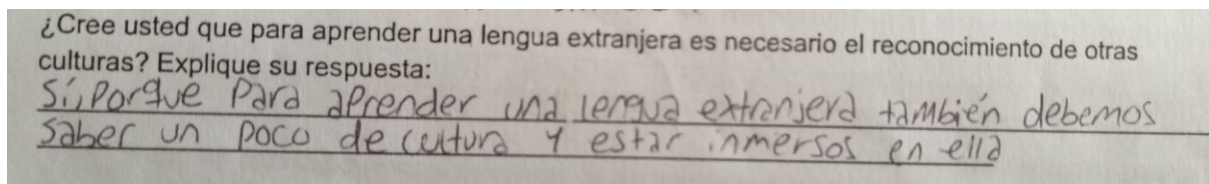which were surveys, students stated the following:

Excerpt 11:

SV. September 6th, 2019.

¿Está usted de acuerdo con la siguiente afirmación "El reconocimiento de otras cultural me ayuda a identificarte en mi propia cultura"? ¿Si, no, por que?
Si porque es un paralelo de diferentes colturas y el hecho de identificar otra ayuda a ver la de uno mismo

Excerpt 11.a (*taken from the same survey of Excerpt 11*):
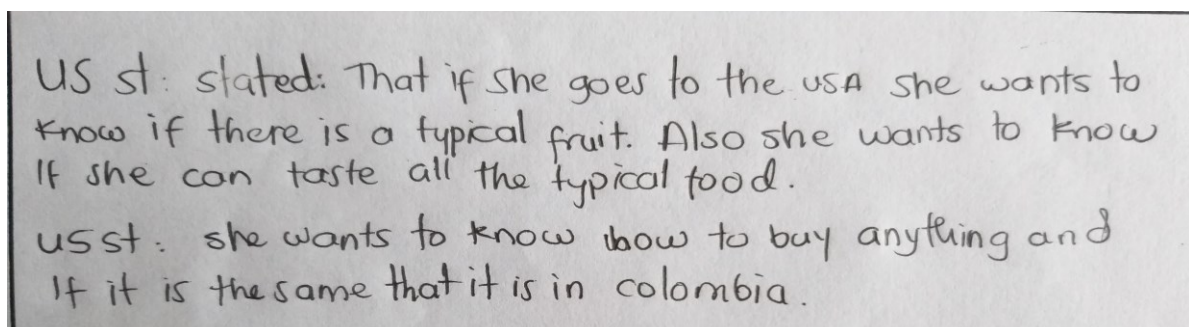
SV. September 6th, 2019.

¿Cree usted que para aprender una lengua extranjera es necesario el reconocimiento de otras culturas? Explique su respuesta:
Si porque para aprender una lengua extranjera también debemos saber un poco de cultura y estar inmersos en ella

Excerpt 12:

NT US September 27th, 2019

US st: stated: That if she goes to the USA she wants to know if there is a typical fruit. Also she wants to know If she can taste all the typical food.
US st: she wants to know how to buy anything and If it is the same that it is in colombia.

We summarized the findings from this instrument in the next statement: students

consider that they must contextualize language around social components in order to

understand the culture addressed during the lessons. Moreover, with the analyzing process

that we as researchers did with the data collected, we were able to identify that those cultural

components help the students to get engaged during their classes. That is one of the main

reasons that we take into consideration to establish this category.

Intercultural knowledge.

One of our sub-categories is intercultural knowledge. Irima (2012), states that

intercultural knowledge is what learners need in order to interact with other cultures

(traditions, customs, and arts). This can be possible throughout giving students intercultural

and linguistic competences in cultural awareness, in order to allow them to recognize that

different cultures exist apart from their own. Bearing in mind this information, students were

involved during the lessons in order to give them a more realistic panoramic and several tools

to foster their curiosity about other cultures.

Excerpt 13:

NT. US. September 27th, 2019

US st: stated: That if she goes to the USA she wants to know if there is a typical fruit. Also she wants to know if she can taste all the typical food.
usst: she wants to know how to buy anything and if it is the same that it is in colombia.
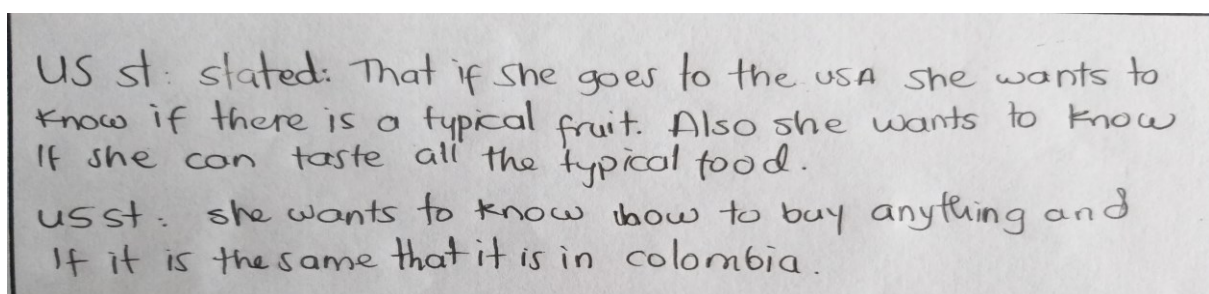
Excerpt 14:

VR. US. November 1st, 2019

US St1: *a veces conocemos un idioma, pero no conocemos su cultura que es lo básico.* *Porque tal vez, o sea lo que nos hizo aprender QN fue cosas como "pueden decir eso"... "pueden hacer eso", " es importante hacer esto" porque digamos, en una parte turística es muy importante saber todo. Porque puedes saber el idioma, pero no como es el trato con las personas y más si es un trato diferente.*

During the lessons, students showed interest in learning more about the country that they had chosen to work on during their first class as is it presented in excerpt 1. Even so students started to do some questions such as" Teacher*, in the USA they have a typical fruit? - , If I go there, will I be able to taste all their typical food? Or Teacher, how do you ask in the store in order to buy something? It is the same that here (Colombia)".* Moreover, students express their interest to know about different cultural components such as expressions in native language (English) or touristic places as presented in expert 2 because they consider that they need to acquire this knowledge beforehand to reach a complete immersion in a new culture. Taking this information in mind, we realized that students were being engaged in the lesson and not only in American culture, which aims them to use English inside the classroom.

Social interaction.

We as researchers consider that social interaction is one of the most relevant aspects that people need to know at the moment of getting in contact with other cultures having in mind that there exist different ways of thinking and acting depending on traditions, and interactions. Besides, languages are the ones that allow people to meet each other and reach society. As teachers we acknowledge the importance of students' social behavior development inside and outside the classroom, in order to achieve this there exist some

factors, one of the most important is social interaction, Rezaei & Meshkatian (2017), mention that social interaction is a key aspect to facilitate learning of both language functions and of language forms. Taking into account the previous information, we as researchers notice that it refers to how students are able to act at the moment of facing a new culture and dealing with new interaction patterns.

Except 15:

VR. US. September 13, 2019

St US 2: En el tercero cuarto

St US 1: eee you eee also eee speak when you emmm

Como se dice deja

When your group eee for friends en you talking emm how hot is its going

St US 2: ok um five is what's up

It's usually used by youngers

St US 1: e *you don't e talking in USA e what's up nigga* (laughing)

You don't

During the lesson, students learned how to greet in different places around the world (Lessons #2, September 13th, 2019), which were interesting to students because they started to use this greeting among them and also in different occasions outside the classroom. Students learned this during the first day of class since then they use this information in each class to greet their partners. In excerpt 1, it is evident how students take into consideration

their future social interaction taking advantage of the information given during the classes. They keep in mind some aspects of language use to have a proper social interaction with native persons without being disrespectful towards them. According to Marrero (2014), students need to interact and exchange their culture because if they share their own culture with others, they will reach a complete social interaction, which is one of the most important factors for them at the moment to meet a new culture.

As presented before, cultural awareness refers to identify some students' cultural components and others' by showing respect, that is why social interaction is a relevant aspect to have in mind at the moment to teach and learn a new language which was one of the most fruitful parts of this research. During the lesson, the students identify this important aspect that allows us as researchers to notice that they were getting involved in a new culture taking into account some factors such as how they could greet if they were there.

Overall, the three selected categories are highly important to address our research question. As our purpose is to analyze the impact of the implementation of socio-culturally oriented activities within the EFL classroom to foster students' behavioral engagement, the importance of observing learners' participation became a key aspect to carry out this project. We noticed that students are more likely to be behaviorally engaged with the lesson when they are given the opportunity to interact and be in the center of their learning process; therefore, socio-culturally oriented activities served as an accurate vehicle to meet this need. Additionally, language use also provided a positive outcome from this inquiry. As we worked with the communicative approach, it is worth to highlight that the activities taken to the classroom were deeply connected with the process of boosting the communicative capabilities. Moreover, cultural awareness has been valuable since it has helped learners to build new knowledge regarding different cultures and making comparisons with their own.

Taking into account that our research question points out to analyze the importance and effectiveness of creating an active learning environment which takes advantage of the socio-culturally oriented activities, we strongly believe that the activities created and applied with the target population has helped to foster behavioral engagement on learners. That is why, we have created these relations between the established the previous categories and our main goal.

Chapter 5: Conclusions

Having analyzed the population addressed for this project allowed us to realize that the evident lack of behavioral engagement was negatively affecting students' learning process within the EFL class. Considering this, we designed and applied certain socio-culturally oriented activities, which function for the research was to serve as a tool in order to create an active learning environment to stimulate students' behavioral engagement. According to Logan (2011), creating active learning environments that offer engaging activities and resources is highly recommendable so as to provide students with an accurate space that allows them to build significant learning. Beneficial to foster students' behavioral engagement, we as researchers designed several activities that helped us to reach our goal.

Bearing in mind the information previously mentioned, this chapter aims to present the conclusions we achieved which are linked to the impact of implementing socio-culturally oriented activities in an active learning environment, and how this process has an influence on learners' behavioral engagement.

In the subsequent paragraphs, we will display the document in the following order. First of all, a general conclusion referred to the impact of creating active-learning environments in which students' behavioral engagement is boosted throughout the use of socio-culturally oriented activities will be presented. After that, we will address the

importance of having established learning environments that allowed interaction among students. Then we highlight the relevance of having interesting content related to the culture of different English-speaking countries, which helped to raise awareness on the different cultural components in each lesson. Finally, we display certain future research suggestions that emerged after having completed the project.

Once the application of the project finished, we were able to conclude that in fact, the impact on students' behavioral engagement was evident during the lessons, and the used tools and components of the research served to accomplish this goal. As it was introduced during this research, behavioral engagement serves to notice clear evidence that learners are likely to participate in the class, and we were able to identify these aspects thanks to verbal and nonverbal language. Students' participation became then a trustworthy indicator that behavioral engagement was boosted in the EFL classroom, which worked under active learning principles. It is also worth mentioning that having socio-culturally oriented activities promoted the use of the language, which was favorable to achieve our main goal. As learners aimed to share their thoughts, the behaviors they adopted in order to participate demonstrated that they were behaviorally engaged. Finally, introducing the awareness of cultural components was crucial to set the accurate environments, along with interesting and memorable information, to promote learners' commitment and noticeable interest towards the lesson. As explained before, we addressed behavioral engagement throughout the use of socio-culturally oriented activities as tools in an active-learning environment, and its impact was evident on learners.

During the process of analyzing data, we as researchers realized that the students presented a positive development towards the classes using the target language learned in the lessons. Besides this, the socio-culturally oriented activities helped students to be behaviorally engaged in the lesson because those allowed them to have interaction inside the

classroom. This fact became key for learners to know more about different English-speaking

countries' cultural components and to reach an awareness on them. Moreover, students'

learning processes reflected a good impact due to the fact that learners started to put into

practice all what they had previously been taught about the topic and the newly acquired

knowledge. As it was evidenced, learners were able to use the target language within the

lessons.

A very clear proof of the impact of the implementation of socio-culturally oriented

activities within an active learning environment over learners' behavioral engagement was

reflected through their participation in class. Even though at the beginning of the research

project students felt angst about expressing their ideas or previous knowledge in class, over

the time they got immersed in a safe space where any kind of contribution was valued and

meaningful; not only for their own learning process but for the enrichment of our study as

researchers, and the accomplishment of the general and specific objectives mentioned along

the whole study. Once students were comfortable in class and with the contents provided,

their production in L2 improved significantly and their participation in class was more

frequent and evident thanks to the verbal and non-verbal language. All in all, students

participated in class thanks to the implementation of socio-culturally oriented activities which

served as an approach to reach our research proposal.

Another positive outcome that allowed us to achieve our purpose was the increment

of the L2 production and use that emerged from the use of socio-culturally oriented activities.

As it was mentioned before, we as researchers provided students an active learning

environment that guaranteed a safe space to put into practice the obtained knowledge,

allowing students (despite the mistakes) to generate authentic linguistic structures according

to the context at issue. In other words, learners not only reinforced their linguistic

capabilities, but they developed the skill to put it into context which enabled us to use more

often L2 as mean of instruction without the necessity of using L1 all the time. In short, learners' L2 enhancement led us to the finding that it benefited both parts since students enriched their English practice, and we as researchers got one step closer to the fulfillment of our proposal.

Lastly, the awareness that cultural components raised among the students was crucial for the achievement of our objectives and teaching-learning aims. As it has been mentioned before, socio-culturally oriented activities have had an important role along the research project. Therefore, another finding that we got was that due to the use of these activities and contents related to cultural components of English speaking countries, students' inquisitiveness aroused, and they began to be more conscious of other cultures' components and making comparisons between the target cultures, and their own culture. This was an outcome of great significance for us as teachers and researchers, since it allowed us to witness how there was a true impact in learners' English practice, and how they took part in a meaningful learning experience that may benefit them in their future studies and life. In short, students' increasing awareness of the cultural components; not only contributed to obtain successful material for our research aim, but also enriched our teaching practice as well.

It is also worth mentioning that along the research process we faced several challenges that helped us to maintain focused in our goal. One aspect that was remarkable about the application period, was the moment of application of the research. In spite of students' disposal towards the project, August was a very stressful month for them, due to the fact that they were finishing their last year of high school and they had to present a mandatory exam proposed by the government (ICFES Saber 11), as a requirement for their graduation; this caused distraction, which made us improve our lessons and get them back in the learning path that we were tracing. Some other remarkable challenges were the different events that interrupted with the time designated for English classes, and the same English

proficiency level of most of the students, although they were divided in intermediate and advanced levels. These constraints made us create different strategies not only as researchers but as teachers in order to achieve our proposed goal.

We as researchers are satisfied with the results we obtained with our project; nevertheless, we would like to highlight some aspects that may serve for further research on the field. First of all, we consider that it may be highly recommendable to address a group of study composed not only by female learners, but males as well. As theory suggests, behavioral engagement is evidenced on learners' attitudes; therefore, it would enrich the area of study to compare and contrast female and male behaviors in order to analyze if there is a change or variation. Also, we encourage future researchers to work with learners who are not in their final year of school. This is proposed in order for researchers to notice if the outcomes they got have a repercussion on students' learning process. Although research process at some point can be considered as a restrictive one, the aspects that hinder the practice, through some analysis can be turned into possibilities, resulting on elements that can nurture further research.

As presented in the previous paragraphs, we were able to recognize the outcomes we achieved after having conducted the project. In the first place, we identified that this research helped us in fact to approach our main goal. Behavioral engagement was satisfactorily boosted within the EFL classroom throughout the use of socio-culturally oriented activities and the implementation of an active-learning environment. A trustworthy register of this is presented on the evidences and analysis displayed in Chapter IV. It is worth mentioning that not only the main objective for this project was achieved, but some transversal outcomes were part of the conclusions we obtained at the end. It is highly important to mention the notorious improvement on the use of L2 as a tool to communicate not only teacher – student, but among students. We consider that this fact results in an interesting contribution to ELT

due to the fact that we demonstrated that it is possible to make language meet with learners'

needs and interests within the EFL classroom. That is why we consider that our project was

successfully implemented.

References

Abdullah, Y., Abu Bakar, N. R., & Mahbob, M. H. (2012) The dynamics of student participation in

classroom: observation on level and forms of participation. *Procedia Social and Behavioral*

Sciences, (59), 61-70.

Retrieved from https://core.ac.uk/download/pdf/81212852.pdf

Ahmed, S. (2017) Impact and Implementation of Sociocultural Theory in ESL Classroom. Retrieved

from

http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/9048/13303025_ENH.pdf?sequence

=1&isAllowed=y

*A*nyan, F. (2013). The Influence of Power Shifts in Data Collection and Analysis Stages : A Focus

on Qualitative Research Interview. *The Qualitative Report, 18*(18), 1-9. Retrieved from

https://nsuworks.nova.edu/tqr/vol18/iss18/2

Astawa,Ni Luh Putu Ning Septyarini Putri, Artini, L. P., & Nitiasih, P. K. (2017). Project-based

learning activities and EFL students' productive skills in english. *Journal of Language*

Teaching and Research, 8(6), 1147-1155.

doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.17507/jltr.0806.16

Bautista, N. (2017) Constructing Sociocultural Awareness from the EFL Classroom. *Gist Education*

and Learning Research Journal. Volume 15. December 2017, Pages 149-172. Retrieved

from https://files.eric.ed.gov/fulltext/EJ1172003.pdf

Barkley, E. (2010). *Student Engagement Techniques a Handbook for College Faculty.* San

Francisco: Jossey-Bass.

Behroozizad, S., Nambiar, R., Amir, Z. (2014) Sociocultural Theory as an   Approach to Aid EFL

Learners. *National University of Malaysia The Reading Matrix.* Volume 14. September 2014.

Retrieved from http://www.readingmatrix.com/files/11-09507mh3.pdf

Bender, W. N. (2017). *20 Strategies for Increasing Student Engagement.* [N.p.]: Learning Sciences

International.

Canals, L. (2017). *Instruments for gathering data*. In E. Moore & M. Dooly (Eds), Qualitative

approaches to research on plurilingual education (pp. 390-401). Research-publishing.net.

https://doi.org/10.14705/rpnet.2017.emmd2016.637

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. (2014). The use of

triangulation in qualitative research. Oncology Nursing Forum, 41(5), 545-7. Retrieved from

http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

com.ezproxy.unbosque.edu.co/docview/1559261620?accountid=41311

Cappella, E., Kim, H. Y., Neal, J. W., & Jackson, D. R. (2013). Classroom peer relationships and

behavioral engagement in elementary school: The role of social network equity. *American

Journal of Community Psychology, 52*(3-4), 367-79.

doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.1007/s10464-013-9603-5

Che Nidzam, C. A., Shaharim, S. A., & Mohd Faizal Nizam, L. A. (2017). Teacher-student

interactions, learning commitment, learning environment and their relationship with student

learning comfort. Journal of Turkish Scienc Education, 14(1) Retrieved from

http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

com.ezproxy.unbosque.edu.co/docview/1919521212?accountid=41311

Chen, D., & Yang, X. (2017). Improving active classroom participation of ESL students: Applying

culturally responsive teaching strategies. *Theory and Practice in Language Studies, 7*(1), 79-

86. doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.17507/tpls.0701.10

Chi, U. J. (2014). *Classroom engagement as a proximal lever for student success in higher education: What a self-determination framework within a multi-level developmental system tells us* (Order No. 3616092). Available from ProQuestCentral. (1526020481). Retrieved from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-com.ezproxy.unbosque.edu.co/docview/1526020481?accountid=41311

Clement, M. (2011). The Role of the Instructional Leader in Implementation of Active Learning Strategies in Middle Schools (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (Publication number 3482165)

Dixson, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? Journal of the Scholarship of Teaching and Learning, 1-13.

Flipp, C. (2014, January 15). *Qualitative vs. Quantitative.* Retrieved April 09, 2019, from https://www.youtube.com/watch?v=2X-QSU6-hPU

Ginn, R. A. (2016). Promoting cultural awareness in preservice teachers: Findings from lived experiences during a cultural historical immersion experience (Order No. 10131563). Available from ProQuest Central. (1819300473).
Retrieved from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-com.ezproxy.unbosque.edu.co/docview/1819300473?accountid=41311

Gromova, C.R (2015) Peculiarities of Self-categorization and Sociocultural Orientation of Future Teachers Elementary School. Procedia - Social and Behavioral Sciences   Volume 191, 2 June 2015, Pages 1718-1722. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042815026324/pdf?md5=216a590f0efb07649062992dcd4ecd7a&pid=1-s2.0-S1877042815026324-main.pdf

Høstgaard, A. M., & Bertelsen, P. (2012). Video observation in HIT development: lessons learned on

    benefits and challenges. BMC medical informatics and decision making, 12, 91.

    doi:10.1186/1472-6947-12-91

Instituto Colombiano de Bienestar Familiar.(2006). Ley 1098. Retrieved from

    https://www.icbf.gov.co/cargues/avance/docs/ley_1098_2006.htm

Irimia, M. L. (2012). DEVELOPING THE INTERCULTURAL DIMENSION IN LANGUAGE

    TEACHING. International Journal of Communication Research, 2(4), 325-331.

Jalinus, N., Mardin, A., & Nabawi, R. A. (2017) The Seven Steps of Project Based Learning Model

    to Enhance Productive Competences of Vocational Students. *Advances in Social Science,*

    Education and Humanities Research, 102, 251-257. DOI: 10.2991/ictvt-17.2017.43

Jefferson-Williams, M. (2014). *Teaching with high probability-strategies in the elementary*

    classroom to affect student engagement, learning, and success: An action research study

    (Order No. 3620402). Available from ProQuest Central. (1537043601). Retrieved from

    http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

    com.ezproxy.unbosque.edu.co/docview/1274744560?accountid=41311

Leganger-Krogstad, H. (2014). From dialogue to trialogue: A sociocultural learning perspective on

    classroom interaction. *Journal for the Study of Religion JSR, 27*(1), 104-128,304-305.

    Retrieved from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

    com.ezproxyunbosque.edu.co/docview/1735952019?accountid=41311

Logan, M. F. (2012). *Creating a learning environment to increase early adolescent motivation*

    (Order No. 3490105). Available from ProQuest Central. (916620229). Retrieved from

    http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

    com.ezproxy.unbosque.edu.co/docview/916620229?accountid=41311

Marrero, D. (2014, Feb 05). Home away from home program teaches students about new cultures,

helps international students adjust. University Wire Retrieved from

http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

com.ezproxy.unbosque.edu.co/docview/1494540230?accountid=41311

McKoy, T. M. (2016). *Assessing goals, student engagement, and student effort at community*

colleges (Order No. 10239881). Available from ProQuest Central. (1872280588). Retrieved

from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

com.ezproxy.unbosque.edu.co/docview/1872280588?accountid=41311

Melin, U., & Axelsson, K. (2016). Action in action research. *Journal of Systems and Information*

Technology, 18(2), 118-147. doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.1108/JSIT-

10-2015-0074

Miller, C & Metz, M. (2014). A Comparison of Professional-level Faculty and Student Perception of

Active Learning: Its current use, effectiveness, and barries. *Advance in physiology education*

55, 893-896. doi. 10.1152/advan.00014.2014

Nguyen, T. D., Cannata, M., & Miller, J. (2018). Understanding student behavioral engagement:

Importance of student interaction with peers and teachers. *The Journal of Educational*

Research, *111*(2), 163-174.

Patel, J. M. (2014). *Effectiveness of communicative approach, structural approach and conventional*

method of ELT at secondary level (Order No. 10099309). Available from ProQuest Central.

(1783101864). Retrieved from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-

proquest-com.ezproxy.unbosque.edu.co/docview/1783101864?accountid=41311

Peko, A. & Varga, R., (2014). *Active Learning in Classrooms*. Život iškola. 31. 59-75. Retrieved

from https://www.researchgate.net/publication/313369168_Active_Learning_in_Classrooms

Philp, J., & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics, 36*, 50-72. Retrieved from doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.1017/S0267190515000094

Pope, J. D. (2016). *Cooperative learning: Knowledge and perceptions of urban primary and secondary mathematics teachers* (Order No. 10076373). Available from ProQuest Central. (1778496741). Retrieved from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-com.ezproxy.unbosque.edu.co/docview/1778496741?accountid=41311

Qiu, X., & Lo, Y. Y. (2017). Content familiarity, task repetition and chinese EFL learners' engagement in second language use. *Language Teaching Research, 21*(6), 681-698. doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.1177/1362168816684368

Rezaei, S., & Meshkatian, M. A. (2017). Iranian teachers' attitude towards using social media and technology to increase interaction amongst students inside or outside the classroom. Theory and Practice in Language Studies, 7(6), 419-426. doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.17507/tpls.0706.02

Rodríguez, M. y Rodríguez, J. (2010). Task-based Language Learning Old Approach, New Style: a new lesson to learn. Profile 12, (2), Bogotá, Colombia. 165-178.

Sabet, M. K., Tahriri, A., & Haghi, E. B. (2014). The impact of task-based approach on Iranian EFL learners. motivation in writing research abstracts. *Journal of Language Teaching and Research, 5*(4), 953-962. Retrieved from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-com.ezproxy.unbosque.edu.co/docview/1543953155?accountid=41311

Scott, S. & Palincsar, A. (2013) Sociocultural Theory [PDF File] Retrieved from http://dr-hatfield.com/theorists/resources/sociocultural_theory.pdf.

Settles, B. (2012). Active learning. Synthesis Lect. Artif. Intell. Mach. Learn. 6(1), 1–114. Retrieved from https://doi.org/10.2200/S00429ED1V01Y201207AIM018

Solar, H., Beriain, A., Rio, D. d., & Berenguer, R. (2018). *Project based learning methodology applied to radiofrequency subject*. Piscataway: The Institute of Electrical and Electronics Engineers, Inc. (IEEE). Retrieved from http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-com.ezproxy.unbosque.edu.co/docview/2115833107?accountid=41311

Sun, G., & Bin, S. (2018). Construction of learning behavioral engagement model for MOOCs platform based on data analysis *. Kuram Ve Uygulamada Egitim Bilimleri, 18(5), 2206-2216. doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.12738/estp.2018.5.120

Urquhart, C., Lehmann, H., & Myers, M. D. (2010). Putting the 'theory' back into grounded theory: Guidelines for grounded theory studies in information systems. *Information Systems Journal, 20*(4), 357-381. doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.1111/j.1365-2575.2009.00328.x

Vystavêloà, L. (2009). Common EFL methods applied at language schools in the Czech Republic: PPP or TBLT unpublished master's thesis. Masaryk University, Czech Republic.

Wang, L., Bruce, C. & Hughes, H. (2011). Sociocultural Theories and their Application in Information Literacy Research and Education, Australian Academic & Research Libraries, 42:4, 296-308, DOI: 10.1080/00048623.2011.10722242

Wankel, C. I., & Blessinger, P. (Eds.). (2013). *Increasing student engagement and retention using classroom technologies: classroom response systems and mediated discourse technologies*. United Kingdom: Emerald Group Publishing Limited. Retrieved from https://ebookcentral-proquest-com.ezproxy.unbosque.edu.co

Williams, P. J. (2014). *Student engagement in an American curriculum school in Myanmar* (Order

No. 3620861). Available from ProQuest Central. (1540795861).Retrieved from

http://ezproxy.unbosque.edu.co:2048/login?url=https://search-proquest-

com.ezproxy.unbosque.edu.co/docview/1540795861?accountid=41311

Willis, J. W., & Edwards, C. (Eds.). (2014). *Action research : Models,*

methods,and examples.Retrieved from https://search-proquest-com.ezproxy.unbosque.edu.co

Wiyono, B. B., Gipayana, M.,& Ruminiati. (2017). The Influence of Implementing Communicative

Approach in the Language Teaching Process on Students' Academic Achievement. *Journal*

of Language Teaching and Research, 8(5), 902-908.

doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.17507/jltr.0805.08

Yahyazade, M., Mostafa, M. M., & Attaran, A. (2014). Towards an interactive EFL class: Using

active learning strategies. *International Journal of Modern Education and Computer Science,*

6(5), 8-14. doi:http://dx.doi.org.ezproxy.unbosque.edu.co/10.5815/ijmecs.2014.05.02

Zayapragassarazan, Z & Kumar, S. (2012). Active Learning Methods. *NTTC Bulletin2012; 19(1):3-*

5. Retrieved from   https://files.eric.ed.gov/fulltext/ED538497.pdf

Tables

Table 1 Lesson plan outlines

Lesson	Topic	Research Objective	Teaching Objective	Socio-culturally oriented activities	Relationship with the project

One	Diagnostic	Have an elaborate diagnostic of learners' needs and skills.	To present class contents and agreements. To analyze strengths, weaknesses and possible constraints that learners may have.	---	To present class agreements, contents, methodology and formation of groups in order to start elaborating the project.
Two	Present Simple	To determine how accurate is the students' understanding of new information, and to what extent they are able to express their ideas.	To create an engaging learning environment in which students are allowed to share and receive new information.	Jigsaw	As one of the aims for this project is to focus on communication, the main activity that was proposed serves to foster it.

| Three | Daily routines/present continuous | To show how interaction may contribute to the learners' engagement in the EFL classes. | To provide students with complete and appropriate information. Moreover, to supply accurate material to students to work with during the class | Writing-panel discussion | By the implementation of this lesson, we will be able to demonstrate why interaction among students is important in the EFL classes, |
| Four | Connectors | To analyse how students achieve to construct a more complex speech in which they are required to use more | To provide clear explanations on the topic (connectors) for students to understand their correct use and sequence. | Oral Presentation: How to prepare a typical dish. | By adding connectors to speech, students are able to express their ideas better and this helps to make them feel engaged |

		elaborated sentences by using connectors			with the class due to the fact that they feel they are able to participate actively and make valuable contributions.
Five	Prepositions of place	To identify how students can get engage in certain topic by showing them new information that may contribute in their future life.	To provide students an accurate practice environment in order to work with new knowledge.	Oral presentation	Students are going to get involve in different cultures by the exploration of several places which are around the worlds. The class topic is going to be useful

					for them because they would get place in a new context.
Six	How much / How many	To analyse how students use the target language as way to have effective communication.	To clarify the uses the structures studied, their differences, and accurate implementation during a conversation.	Role play: Selling souvenirs.	This session allows students to have interaction among them which fosters communication and engagement.
Seven	Holidays / Future tense	To determine why discussion among students and the role of the teachers is important	To promote and support student-centered learning by implementing activities during class time	Debate-discussion	In this lesson the teacher will play an important role because, he/she is going to be the one that promotes the

		when foster students' engagement towards the EFL class			discussion in the classroom
Eight	Weather and seasons of the year	To explain why the implementation of socio-culturally oriented activities is important when fostering students' engagement	To support learner-centered learning by the appliance of different activities in the classroom.	Situations in time (months) and clothes to wear	Through this lesson plan, we will be able to analyze and justify why socio-culturally oriented activities are important in the process of learning a foreign language.
Nine	Reported speech	To identify how students are able to interact	To create proper environments where	Role play	Students are going to be aware about the different

		among them by the implementation of new knowledge. .	students are allowed to practice on the topic		ritmes that exits in the world. They would recognize how native people express their opinions about their own countries, also students would have a realistic view of different accents.
Ten	Presentation of products	To analyze students' knowledge	To provide students the proper environment to practice what they already learn	Oral presentation	In this class students are going to put into practice all the information that they

			in order to internalize structures and acquire knowledge.		acquire during classes also they would have a new point of view about their own and different cultures.

Appendixes

Appendix 1: Consent forms

    1.1 Consent form for school.

Bogotá D.C,

Señores
Colegio ***

Referencia: Solicitud de permiso para llevar a cabo un ejercicio de investigación para la asignatura Proyecto de grado II

Reciban un cordial saludo:

La presente es con el fin de solicitar permiso para llevar a cabo un ejercicio de investigación solicitado para la asignatura *Proyecto de grado III,* que será desarrollado por los estudiantes de la Universidad El Bosque: Arámbula Carreño Daniela, Barrios Forero Andrés Felipe, Flórez Soler Johan Steven y Quimbay Suárez Natalia. La población evaluada serán las estudiantes de grado 10° y 11° correspondientes al grupo Intermedio y Avanzado. Para la realización de este ejercicio se llevarán a

cabo algunas actividades (encuestas, cuestionarios y grabación en audio de la clase) con el fin de recopilar información para abastecer las necesidades del ejercicio referido anteriormente. Cabe destacar que la privacidad de los estudiantes será respetada, no serán publicados sus nombres y toda su información personal será totalmente confidencial. Esto con el propósito de enriquecer las prácticas de enseñanza y aprendizaje del inglés.

Agradecemos por la atención prestada.

Cordialmente,

_____

Arámbula Carreño Daniela.

_____

Barrios Forero Andrés Felipe.

_____

Flórez Soler Johan Steven.

_____

Quimbay Suarez Natalia.

1.2 Consent form for parents.

Chía, Agosto de 2019.

Comunidad de padres de familia Colegio ***

Consentimiento Informado de Participación en Proyecto de Investigación.

Cordial saludo.

Apreciados padres, mediante la presente se solicita su autorización para la participación de su hija en estudios enmarcados en el Proyecto de Investigación *"Fomentando El Compromiso Conductual En Los Estudiantes De Inglés Como Lengua Extranjera Dentro De Un Ambiente De Aprendizaje Activo Mediante Actividades Socioculturalmente Orientadas.".* Presentado a la Facultad de Educación de la Universidad El Bosque y conducido por los docentes practicantes Daniela Arámbula Carreño, Andrés Felipe Barrios Forero, Johan Steven Florez Soler y Natalia Quimbay Suárez, pertenecientes a dicha institución.

Dicho proyecto tiene como objetivo principal analizar cómo la aplicación de actividades socioculturalmente orientadas puede fomentar el compromiso de las estudiantes en relación a

la clase de inglés. En función de lo anterior, es importante la participación de su hija en el estudio por lo que se solicita su consentimiento informado

La colaboración de su hija en esta investigación consistirá en la participación a las clases de inglés organizadas por la institución educativa y los docentes practicantes, donde se recolectarán datos que posteriormente serán tabulados y analizados en la investigación. Los instrumentos seleccionados para la recolección de dicha información son: toma de apuntes, grabación de vídeo y encuestas. Esta actividad durará el segundo semestre del año 2019 y será realizada en la institución educativa en la jornada establecida por esta.

El acto de autorizar la participación de su hija en la investigación es **absolutamente libre y voluntario.** Todos los datos que se recojan, serán **de carácter privado;** además, los datos entregados serán absolutamente **confidenciales** y sólo se usarán para los fines académicos de la investigación. Adicionalmente, los docentes practicantes y la Universidad El Bosque asegura la **total cobertura de costos** del estudio, por lo que la participación de su hija no significará gasto alguno. Por otra parte, la participación en este estudio **no involucra pago o beneficio económico** alguno.

Si presenta dudas sobre este proyecto o sobre la participación de su hija en él, puede hacer preguntas en cualquier momento de la ejecución del mismo. Igualmente, puede retirarse de la investigación en cualquier momento, sin que esto represente perjuicio. Es importante que usted considere que la participación en este estudio es **completamente libre y voluntaria**, y que existe el derecho a negarse a participar o a suspender y dejar inconclusa la participación cuando así se desee, sin tener que dar explicaciones ni sufrir consecuencia alguna por tal decisión. Así mismo, solicitamos informar esta última decisión con antelación.

Desde ya, agradecemos su participación y colaboración.

Autorización

Yo, _____ identificado con cédula _____, padre de familia/acudiente de la estudiante _____ identificado con documento de identidad _____ autorizo su participación en el estudio *"Fomentando El Compromiso Conductual En Los Estudiantes De Inglés Como Lengua Extranjera Dentro De Un Ambiente De Aprendizaje Activo Mediante Actividades Socioculturalmente Orientadas."* llevada a cabo por los docentes practicantes de la Universidad El Bosque y la recolección de información pertinente al proyecto de investigación.

Con la respectiva firma doy mi autorización.

_____ _____ _____
Padre de Familia y/o acudiente   Coordinadora Académico   Tutor Docente Encargado
C.C
Télefono

Comentarios y/o sugerencias:
_____

_____
_____
_____

Appendix 2: Instruments

    2.1 Survey.

Nombre: _____ Fecha: _____

Grado: _____

<div align="center">ENCUESTA</div>

¿Considera usted que actividades como juego de roles le ayudan a desarrollar sus habilidades comunicativas (habla)? ¿Si, no, por qué?

_____
_____
_____

Desde su punto de vista, ¿Es importante el hecho de estar comprometido/a con una clase para conseguir un aprendizaje exitoso? ¿Si, no, por qué?

_____
_____
_____

¿Cómo concibe usted el concepto de participación activa en clase?

_____
_____
_____

¿Considera usted que factores externos tales como planta física de su institución o recursos audiovisuales tiene algún impacto en su proceso de aprendizaje de una lengua extranjera?

_____
_____
_____

¿Cree usted que para aprender una lengua extranjera es necesario el reconocimiento de otras culturas? Explique su respuesta:

_____
_____
_____

Acorde a su punto de vista ¿Considera que la interacción con sus pares apoya y fomenta su proceso de aprendizaje? Explique su respuesta.

_____
_____
_____

¿Qué entiende por cultura y sociedad y cómo se podrían relacionar? Explique su respuesta.

_____
_____
_____

¿Tiene usted conocimientos sobre una cultura ajena a la propia?

_____
_____
_____

¿Está usted de acuerdo con la siguiente afirmación "El reconocimiento de otras cultural me ayuda a identificarte en mi propia cultura"? ¿Si, no, por qué?

_____
_____
_____

¿Considera usted que es importante enseñar contenidos culturales de la lengua con el propósito de enriquecer la experiencia de aprendizaje?

_____
_____
_____

2.2 Note-taking format.

Título del proyecto de investigación	
Fecha: Día/ Mes / Año	Ubicación:
Breve información biográfica:	

Notas:

(<mark>Resaltado</mark> o <u>Subrayado</u>, para indicar el orden de importancia.)

Breve descripción de los eventos que ocurren durante la clase. Esto debe incluir: tiempo (hora), duración, breve descripción.

-1-
(Todas las páginas serán numeradas)

2. 3 Video-recording format.

Grabación de Audio - Video

El propósito de esta toma de audio, es registrar las diferentes interacciones grupales que ocurren a lo largo de la sesión. Por ejemplo, en el momento de una actividad de habla los audios son sumamente importantes para analizarlos una vez que la clase haya finalizado. De ahí, procederemos a analizar las grabaciones y a partir de esto, podremos empezar a sacar conclusiones respecto a la clase de actividades que los estudiantes disfrutan realizar durante clase. Del mismo modo, estas grabaciones serán de gran utilidad en el momento de identificar todas las falencias que los estudiantes puedan tener en relación a contenidos y las limitaciones que puedan tener desarrollando las actividades que implican el mejoramiento de las actividades de habla.

Preguntas

1. ¿Qué tipo de actividad resultaría ser más útil al momento de trabajar con los estudiantes de grado undécimo: individual, en parejas o grupal?
2. ¿Qué tipo de actividades prefieren los estudiantes al momento de aprender un nuevo tema: escucha, habla, escritura o lectura?
3. ¿Cuáles son los problemas específicos que los estudiantes tienen que afrontar al momento de desarrollar una actividad?
4. ¿Qué tan efectivas son estas actividades para los estudiantes?

Realizado por:

Johan Steven Flórez Soler
Natalia Quimbay Suárez
Andrés Felipe Barrios Forero
Daniela Arámbula Carreño.

Appendix 3: Lesson Plans

       Appendix 3.1

<div align="right">LESSON PLAN No. 1</div>

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Flórez Soler Johan Steven Quimbay Suárez Natalia
Date of Application	September 6th, 2019
Lesson Number	1
Class time	60 minutes
Theme	Presentation of the Class.
Learning objective	To acknowledge class agreements.
Specific learning objectives	- Students will be able to explain their thoughts, feelings and perceptions towards the class. - Students will acknowledge class topics and new concepts to be presented.
Teaching objective	- To present class contents and agreements. - To analyze strengths, weaknesses and possible constraints that learners may have.
Materials and resources	- Whiteboard. - Survey (Research Instrument)

Warm up (Allotted time 10 minutes)
For this first session, during the warm-up teachers will introduce themselves with the classroom, and will present their expectations for the class. In the same way, students will introduce themselves and will explain which are the expectations regarding the English class.
Presentation (Allotted time 10 minutes)
After finishing the activity, in this section teachers will ask students randomly about how they feel regarding the English class, which are the topics that they have been working on, what do they think are their weaknesses, strengths and which are the abilities that they would like to improve.
Practice (Allotted time 15 minutes)
For this section of the class, teachers are going to focus on settle class agreements and rules, and will present the class methodology, syllabus, topics for the semester and important dates. In this segment of the class, students will have the opportunity to express any doubt that they may have. As well, teachers will explain the class that along the semester a cross-cutting project will be developed.
Production (Allotted time 10 minutes)
During this segment of the class teachers are going to ask students to form groups and will explain to students that these are the groups that they are going to work with during the semester.

Once groups are formed teachers are going to keep a record of the members of each group. Afterwards, teachers are going to ask students to make lines and get ready for a diagnostic test.
Evaluation (Allotted time 15 minutes)
For the evaluation, teachers are going to apply a survey that will allow them to have a clearer panorama of students' perceptions. During this section the research instrument will be applied.

Appendix 3.2

LESSON PLAN No. 2

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Flórez Soler Johan Steven Quimbay Suárez Natalia
Date of Application	September 13th, 2019.
Lesson Number	2
Class time	60 minutes
Theme	Present Simple
Learning objective	To recognize the different ways to greet someone in North America, England, South Africa, and Australia.
Specific learning objectives	- Students will be able to recognize and practice with different ways to greet according to the country they were assigned - Students will practice their communication skills among their groups and other classmates..
Teaching objective	To create an engaging learning environment in which students are allowed to share and receive new information.
Materials and resources	- Charts to complete: How to say hello around the globe? - Camera (Research instrument)

Warm up (Allotted time 10 minutes)
The warm-up will be guided by researchers and the main objective is that students participate in a whole-classroom conversation led by the question: *Where do you want to go?* The mentioned question will be written on the board and students will take turns in order to reply. If students do not show interest in participating, teachers will start answering the question themselves in order to foster participation. The main goal of this activity is to demonstrate to students that they may need to know how to interact with people around the world and the starting point is a greeting.
Presentation (Allotted time 15 minutes)
Teachers will explain the generalities of the Present Simple tense, its uses, conjugations, and forms. This section is completely focused on grammar structures due to the fact that students will need the Present Simple Structure in order to develop upcoming activities during the session. Teachers will be monitoring the class and solving doubts if needed.
Practice (Allotted time 15 minutes)

For this stage, students will be divided into four groups and each one of the groups will be led by a teacher. For each group, a piece of paper will be given according to a different place around the world (North America, England, South Africa, and Australia). Each paper introduces certain ways to greet in the corresponding place and also it presents a brief explanation of the word/expression. The idea is to have a group conversation in which the different ways are discussed and understood. Students are allowed to take notes in order to have the information.
Production (Allotted time 20 minutes)
Research Instrument: Video recording. **Interaction pattern:** Whole classroom. The session will be video recorded since the beginning. Nevertheless, the data to be analyzed will be taken from the Production section in order to be interpreted. With the instrument, researchers will assess communicative skills and behavioral engagement. During this stage, students will be playing a game named *Jigsaw*. There will be four small round tables, one per group. Two students per group will be selected randomly and they will be seating on the round table that belongs to their group, and the rest of the group will be given papers which contain a chart that has to be completed with the information they will gather from other groups. Each paper has three different tables with 2 columns and 3 blank spaces (format available on the Annexes section). The groups will be rotating and gathering information about how to greet in different places. Then, the participants will be back on their round table and will share the information gathered with the people who stayed there explaining to other groups. Finally, students will share the information they gathered by using the structures they were taught during the Presentation stage. For instance: - In England, they say *Wotch* and it means… - In South Africa, you have to say *Aweeh* when you want to...
Evaluation (Allotted time the 20 minutes of the production section)
The evaluation for this session will be taken from the speaking exercise developed during the production section.

ANNEXES

South Africa:

Greeting	Details

North America:

Greeting	Details

Australia:

Greeting	Details

England:

Greeting	Details

Templates designed by Johan Flórez, Natalia Quimbay, Andrés Barrios, and Daniela Arámbula.

Lists of ways of saying Hello:

Australia:

1. Hello (*HA LOW)*

Hello. Hello. Hello, mate! Hello. So, Hello is the kind of greeting that I would use as a native when answering the phone, but it's not really the kind of greeting that I would use when talking to someone face-to-face.

2. G'day (*GEH DAY)*

This one, however, is definitely Australian. You're not going to hear this by Americans. It is a contracted way to say "Good day".

3. Howdy (*HOW DEE*)

Howdy. Howdy, guys! Howdy. Howdy's another one that you might hear sometimes from Australians, but I think this one is a lot more American, and the only reason that Australians might say it is if they watch a lot of American TV

4. What's up = S'up (*WOT SUP / SUP)*

What's up? Hey, mate, what's up? What is up? Not literally what is up, but more, "What is up with you? What's going on? What's up?", and you'll often hear this contracted to just "S'up?".

5. What's the goss? (*WOTS THA GOSS)*

What's the goss, mate? Not much. What's the goss with you? What about you? What's the goss? What's the goss? "Goss" in this case, is short for the word "Gossip" as in rumors, what's the news? what're the secrets about people? What's the goss? What's the gossip about you? What's the goss?

Smissen, P. (2017). 21 ways to greet someone like a native. Retrieved from

https://theaussieenglishpodcast.com/21-ways-to-greet-someone/

South Africa:

1. Hello – Bet you didn't see this one coming but as I said, English is the medium of communication, and everyone knows "hello" so if you get stuck, just simply say "hello" with a smile on your face.

2. Sawubona (singular)/ Sanibonani (Plural) – (Zulu and Swati) Zulu is the most widely spoken language in the country. You will hear this language everywhere more especially if you visit provinces such as KwaZulu-Natal and Gauteng.

3. Molo (Singular)/ Molweni (Plural) – Xhosa is the second most widely spoken language. You will mostly hear it in the Eastern Cape province, the informal settlements in Cape Town and other parts of the Western Cape.

4. Dumela (Singular)/ Dumelang (Plural) – (Tswana and Sotho) Sotho is popular in the Free State province while Tswana is popular in the North West. You will also here these languages a lot in the Gauteng cities; Johannesburg and Pretoria.

5. Aweeh – Loosely translates to "Hello" also a cool, urban street slang mainly used in the "colored" communities. This greeting, as well as the one before it, are very popular among young people.

Katie, (2017). 8 WAYS TO GREET IN SOUTH AFRICA. Retrieved from

http://creativetravelguide.com/8-ways-to-greet-in-south-africa/

North America:

1. 'Mornin' / Morning' – a more casual version of "good morning".

2. 'Hey' – one of the most common greetings in the US that can also be used in the plural, as in: "Hey guys" and "Hey ya'll" (ya'll is used in many of the southern US states as a plural "you all" form).

3. 'Hi/Hi there' -very common phrases used in all situations

4. 'How's it goin' / going?' – a question inquiring about how the other person is doing. Listen for a positive or negative response indicating how their day has been.

5. 'Yo/What's up?' – usually used by younger people.

Burke, L. (n.d.). AMERICAN ENGLISH: 9 WAYS OF SAYING HELLO CASUALLY. Retrieved from
https://englishlive.ef.com/blog/language-lab/american-english-9-ways-of-saying-hello-casually/

England:

1. Hiya: Combination of "Hi" and "you".

2. Ay-up: Similar to "Hi" or "Alright", this is regional slang that is used mainly in northern England.

3. Watcha: Similar to "Alright?" as a shorter version of "What Cheer?" It can also be a shorter version for "What do you" as in "Whatcha want to do today?" However, this greeting isn't so popular.

4. Wagwan: Very informal version of the greeting "What's going on?" Derived from Jamaican English, it's now been adopted as part of contemporary street culture. Standard response is "nagwan", with the full translation "nothing is going on"!

5. Easy? Very informal slang, spoken as a question. "Easy bruv" is used in London slang, and is the equivalent of "How are you brother?"

Susan, (2011). FROM HI TO YO: HOW TO GREET PEOPLE INFORMALLY IN ENGLAND. Retrieved from
https://www.kaplaninternational.com/blog/informal-greetings

Appendix 3.3

<div align="right">

LESSON PLAN No. 3

</div>

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Floréz Soler Johan Steven Quimbay Suárez Natalia
Date	September 20th, 2019.
Lesson Number	3
Class time	60 minutes
Theme	Daily routines
Learning objective	To be able to write and speak using the present continuous tense. Furthermore, Students will be able to understand some cultural differences between the daily routines around the world. (America, Europe, Australia and South Africa)
Teaching objective	To provide students with complete and appropriate information. Moreover, to supply accurate material to students to work with during the class
Materials and resources	Worksheets

Warm up (Allotted time 10 minutes)
At the beginning of the class, students will be divided into 4 groups. Each group have to work together during the whole class focusing on a specific culture (America, European, Australian and South African). Each group will have to choose a leader and he/she will stand up in front of the board, the teacher will write in the board one word and the rest of the students have to give clues to the students that is in front. S/he has to guess the word as fast as possible.
Presentation (allotted time 10 minutes)
In this part of the class, pre-service teachers are going to review the present continuous tense by checking the structure and giving some examples using the daily routines that people have around the world. Pre-service teachers will give students a text in which they can find how different the routines of the people are around the world. Check annexes #1
Practice (allotted time 15 minutes)

In this part of the class, pre-service teachers are going to implement a game in the class
Game: The first player says, for example 'I watch TV at six o'clock.' The second player repeats the information in the third person 'Felipe watches TV at six o'clock. I watch TV at half past six.' The third player repeats the information given by the first two and adds his personal information. If one of the players forgets any of the information, the game has to start again. Students can take notes so as to that they can recall the information.

Production (allotted time 15 minutes)

In this part of the class, pre-service teachers are going to implement an activity during the classroom.
Activity: Pre-service teachers will bring 4 cardboard boxes and print the flashcards for morning, afternoon, evening, night, wake up, get up, eat breakfast, eat lunch, eat dinner, go to school, start school, go home, arrive home, watch TV, do homework, go to bed. On 4 of the boxes, stick one of the morning, afternoon, evening and night flashcards on the outside of each and place in different corners of your classroom. In another box there will be lots of small objects, e.g. balls, bean bags, blocks, etc. and place in the middle of the classroom. Model the activity: Teachers will hold up one of the flashcards (e.g. "get up") - say the word "get up". Then pick up an object from the object box and point to the 4 boxes around the room. Ask "Which one?" and then go and drop the object into the morning box. Say "morning" as you drop the object into the box. Hold up a flashcard (any from the daily routines set) and shout out the verb (e.g. eat dinner). Get everyone to come up together, pick up an object and drop it in. At the end, each group will have to choose one box and they have to do a routine according to the objects that are inside the box.

Evaluation (allotted time 10 minutes)

At the end of the class, there will be a panel discussion in which students have to write down the routine that people around the world have. Each student of the 4 groups will have to participate and have to say how is the routine in the country that they have to work with.
Annex #2

Homework:

1. In groups, read the recipe given by the teachers and identify:

-   The name of the dish.
-   The place it comes from.
-   The ingredients.
-   The steps to prepare it.

    For example:

    -   Name of the Dish: Fish with Rice.

- Place it comes from: Colombia.
- Ingredients:
    - Rice.
    - Water
    - Fish
    - Oil
    - Onion
- Steps:
    - Pour water on a pot.
    - Add rice to the pot.
    - Cook at 40
    - Prepare the fish.

IMPORTANT: The steps must be written in the imperative form.

2. Bring the necessary ingredients (they do not have to be the actual ingredients, they can be simulated with play doh, colored paper, etc) and instruments (pots, plates, etc) to prepare your dish in class.

ANNEXES

Annex #1:

Londoner routine:

My name's Julia, and I am 27 years old. I live in London but I'm German. I live with my boyfriend and we are very happy. I work in a bank and I love my job. From Monday to Friday, my day starts very early. I always get up at 6:30 and I have a 20-minute shower. Then, I get dressed and comb my hair. At 07:00 a.m I have breakfast; I usually have coffee and cereal. After that, I put on my make up and go to work.

At 10:00 a.m., I sometimes have a snack and at 12:00 I usually have lunch at the office with my colleagues. They are wonderful people who have a good sense of humor, and they are good friends too. At 3:30 I have a snack again; I usually have some tea and biscuits.

On Monday, Tuesday and Wednesday I go to the gym after work. When I get home, I have a shower again, I prepare dinner and I watch TV for a while. I like to go to bed as soon as possible, around 9:30.

Thursday is different because I don't go to the gym. I go out with my boyfriend every Thursday. We sometimes go to the cinema or we go out for dinner and to have a drink.

My boyfriend's name is Daniel, he is 31 years old, and he's an architect. He likes cooking but he doesn't like cleaning the house so we share the housework.

His family is from Spain. He has two brothers and no sisters. We have been a couple for six years. And we have been living together for two years.

On Friday night I always go out with my friends, we sometimes go to a bar and sometimes we meet at a friend's house but I can't be home late because I have to get up early on Saturday to clean the house.

At the weekend, I always visit my parents and I often visit my grandparents, too.

My Daily Routine - Reading Comprehension. (n.d.). Retrieved May 6, 2019, from https://www.englishexercises.org/makeagame/viewgame.asp?id=9991

American Routine:
Hello I am Timothy and I'm going to speak about my daily routine.

On weekdays (from Monday to Friday), I wake up at twenty past seven, but I get up at half past. I have a shower, and then I have breakfast. I usually have a white coffee and toast for breakfast, but some days I have biscuits or cookies! (People in the USA say "cookies" and people in the UK say "biscuits".) After breakfast I get dressed and I go to work at quarter past eight. I walk to the train station. That's about ten minutes. I get the train at 8.30 and I get to Atocha train station at ten to nine, and then I walk to my office.

I start work at nine. I work from nine to two, and from three to six in the afternoon. I have lunch in my office. I often have a sandwich and a piece of fruit. Sometimes I have a chocolate bar, too! After work, I go shopping for food and things for the house. I get home before half past seven. I rest a bit, and then I do some housework. At about nine I cook dinner for my family and me. We usually have dinner at half past nine. After that, we watch TV or I read a book. I usually go to sleep in front of the TV set or the book! I'm very tired!

I go to bed at midnight.

At the weekend, my day is much better! I sleep more and I relax. Sometimes I go out for a drink with friends or my family and I go out for a meal. Once a month we go on a day trip to the countryside or the mountain. We need to breathe fresh air! Sometimes I stay home, and I listen to music, or watch films or movies with my family. I also like drawing and dancing! Sometimes I go dancing with my friends. It's fun! On Sunday evening I usually read a bit, novels!

Mujerpalabra.net, M. D. (n.d.). My daily routines- Elementary/Pre-intermediate - Useful language. Retrieved May 6, 2019, from http://www.talkingpeople.net/tp/usefullanguage/elementary/dailyroutine.htm

Australian routine:

Hello I am Nicole, I am from Brisbane. (Australia)

Unlike many of my night-owl friends, I love an early start. It sets up my day nicely: not only is there less traffic on the roads when I drive to university, but it frees up my evenings so that I'm not studying through the night. It also makes those occasional lie-ins that bit more enjoyable.

If there is one meal that I will never fail to miss, it's breakfast. I think that breakfast foods are anytime foods. Even if I am eating only a quick piece of toast, I never skip breakfast.

As an arts/law student, it is rare for me to have more than 12 hours of class time per week. Each semester, the starting time of my classes changes. However, I have been known to pick the 8am or 9am tutorial, if it is on offer. At the start of each semester, I try to schedule my classes strategically – squeezing my tutorials and lectures into blocks so that I attend university only two to three times a week. I don't live near the university, so I try to maximize the time that I spend there when I do go.

I always try to bring in food from home if I have a long day at university, so I can avoid having to buy it. If I do buy food, however, I try to turn it into a social event, so I'll catch up with friends at one of the campus cafes. I also enjoy buying a coffee every now and again, and after five years on campus, I have sussed out that the best place for coffee is Merlo – it's indisputable.

No matter what food I bring with me or buy, I'm always wary of the ruthless ibis birds that live on campus. They will steal anything if you aren't careful!

Brisbane is blessed with many hot, sunny days (even during winter), so I always make the most of being outside. I have spent a lot of time sitting in the Great Court – a heavenly grass lawn surrounded by sandstone buildings.

Patch, B. (2018, August 20). A day in the life of a student in Australia. Retrieved May 6, 2019, from https://www.timeshighereducation.com/student/blogs/day-life-student-australia

South African routine:

This is Mary. She works at Sony, one of the biggest electronics company in the world. She is an economist. She was born in South Africa, but her parents are Lebanese. She speaks five languages fluently and she also knows some Japanese. She travels all the time because she works in Paris and in Tokyo. Her schedule is very tight: she has meetings, talks to clients, writes reports. When she has time, she goes to play tennis. It is her favorite sport. She gets up at 7 o´clock and then drinks a coffee. She takes a shower and she gets dressed. She has breakfast at the café next to her office in Pretoria. She eats French croissants and an omelette. She works a lot but she has a very friendly boss and helpful colleagues. At 7 o´clock she goes

home after work or sometimes has dinner with her friends. At the weekend she doesn´t work. She makes time for her husband and their four children. They spend time together and enjoy their hobbies. They live in Bloemfontein, but her daughter, Caroline studies in the USA at Stanford University

Annex #2:

American Routine	**Londoner Routine**
Australian Routine	**South African Routine**

Pieces of homework:

Recipe for NORTH AMERICA:

Apple Pie.

TOTAL TIME: Prep: 20 min. Bake: 45 min.YIELD: 8 servings.

Ingredients

- 1/2 cup sugar
- 1/2 cup packed brown sugar
- 3 tablespoons all-purpose flour
- 1 teaspoon ground cinnamon
- 1/4 teaspoon ground ginger
- 1/4 teaspoon ground nutmeg
- 6 to 7 cups thinly sliced peeled tart apples
- 1 tablespoon lemon juice
- Pastry for double-crust pie (9 inches)
- 1 tablespoon butter
- 1 large egg white
- Additional sugar

Directions

1. In a small bowl, combine the sugars, flour and spices; set aside. In a large bowl, toss apples with lemon juice. Add sugar mixture; toss to coat.
2. Line a 9-in. pie plate with bottom crust; trim even with edge. Fill with apple mixture; dot with butter. Roll remaining crust to fit top of pie; place over filling. Trim, seal and flute edges. Cut slits in crust.
3. Beat egg white until foamy; brush over crust. Sprinkle with sugar. Cover edges loosely with foil.
4. Bake at 375° for 25 minutes. Remove foil and bake until crust is golden brown and filling is bubbly, 20-25 minutes longer. Cool on a wire rack.

Apple Pie (n.d.). Retrieved from
https://www.tasteofhome.com/recipes/apple-pie/print/

Recipe for England:

Mini pork pies with piccalilli

PREP: 50 MINS

COOK: 38 MINS

MAKES 12 servings.

- INGREDIENTS:

- few dots of butter

- 600g shortcrust pastry, bought or homemade

- little flour

- , for dusting

- 85g dried white breadcrumb

- 400g good Cumberland sausage (about 6)

- 200g smoked bacon lardon

- ¼ tsp each ground mace, ground pepper and dried sage

- 1 egg

- , beaten with a fork

- few pinches sesame seeds

- piccalilli, homemade or bought, to serve

Method

1. Heat oven to 200C/180C fan/gas 6. Line each hole of a 12-hole muffin tin with a thin strip of baking parchment across the middle that's long enough so the ends stick out a centimetre or two – use a dab of butter to stick in place. Roll out two thirds of the pastry on a lightly floured surface and stamp out 12 x 10cm circles (you may need to re-roll trimmings). Press a circle into each hole to line.

2. Sprinkle 1 tsp of breadcrumbs into the base of each pie. Tip the rest of the crumbs into a mixing bowl. Squeeze in the sausage meat, discarding the skins, along with the bacon, mace, pepper, sage and just a little salt. Get your hands in and mash and squish

everything together until the breadcrumbs have just about disappeared. Divide mixture between the holes, packing in firmly and shaping to a dome in the middle.

3. Roll out the remaining pastry and stamp out 12 x 7cm circles. Brush with a little egg and add a top to each pie, egg-side down to stick, carefully pressing pastry edges together to seal. Brush with more egg (don't throw away leftovers) and sprinkle with sesame seeds. Bake for 30 mins until golden then carefully remove the pies from the tin, using the parchment ends to help you lift them out. Sit on a parchment lined baking tray, brush all round the sides with more egg and put back in the oven for 8 mins. Cool completely then eat with piccalilli, or your favourite pickle.

Good Food (n.d.). Mini pork pies with piccalilli. Retrieved from

https://www.bbcgoodfood.com/recipes/2248635/mini-pork-pies-with-piccalilli-

---

Recipe for SOUTH AFRICA:

South African Yellow Rice

"This is a traditional South African recipe, which comes from the great culinary tradition of the Cape Malays -- originally brought in as slaves in the 17th century. It's easy and plain, but great with meats like venison, corned beef tongue or any meat with gravy. Also usually served with Bobotie: There is a good recipe by Caryn on this site."

Time: 45 m

4 servings

296 cals

Ingredients

- 1 cup long grain white rice
- 1/2 teaspoon salt
- 1 1/2 teaspoons ground turmeric
- 3 tablespoons white sugar
- 1/2 teaspoon ground cinnamon
- 1/2 cup black raisins
- 1 tablespoon butter

- 2 1/2 cups water

Preparation.

In a saucepan, combine the rice, salt, turmeric, sugar, cinnamon, raisins, butter and water. Bring to a boil uncovered. When it comes to a boil, reduce the heat to low, cover and let it simmer for 20 to 30 minutes, or until rice is fluffy and water has been absorbed. Remove from the heat and fluff with a fork. Keep warm until serving time.

South African Yellow Rice. (n.d.). Retrieved from
https://www.allrecipes.com/recipe/98799/south-african-yellow-rice/

Recipe for AUSTRALIA:

Tuna and Chickpea Patties
- Total:40 mins
- Prep:20 mins
- Cook:20 mins
- Total Time:40 mins
- Yield:2-4 Patties (2-4 Servings)

This tuna and chickpea patties recipe is egg-free and contains no potatoes as fillers. Instead, fiber-rich pureed chickpeas are added to the mix. They're a delicious alternative to salmon patties. The chickpeas add a nutty dimension to these patties that are infused with fresh cilantro and parsley and a hint of cumin seeds. Serve them with a side of cucumber and minted yogurt for dipping.

Ingredients
- Tuna Patties:

- 1 can/14 ounces/400 grams chickpeas (drained)
- 1/8 cup olive oil (for blending)
- 1 can/14 ounces/400 grams tuna (water-packed, drained)
- 1 to 2 large carrots (grated)
- 1 small onion (finely chopped)
- 2 cloves garlic (finely chopped)
- 1 handful cilantro (fresh, finely chopped)
- 1 handful parsley (fresh, finely chopped)
- 1/2 teaspoon salt (sea)
- 1 teaspoon red chili flakes
- For Frying:
- 1/4 cup flour

- 3/4 cup bread crumbs (for dredging)
- 2 cups vegetable oil (for frying)
- Dipping Sauce:
- 1 1/2 cups yogurt (natural)
- 1/2 cucumber (peeled and cubed)
- 1 handful mint (finely chopped)
- 1 clove garlic (grated)
- 1 lemon (quartered)

Steps to Make It

1. Place chickpeas in a blender or food processor along with 1/8 cup of olive oil. Blend to roughly puree the chickpeas. Transfer to a mixing bowl.

2. Add tuna, grated carrots, onion, garlic, cilantro, parsley, sea salt, and chile flakes. Stir well to combine.

3. Shape mixture into small patties and then cover and refrigerate for 30 minutes.

4. Remove patties from the fridge and then dredge in a little flour, followed by the breadcrumbs.

5. Heat about 1 tablespoon of vegetable oil in a nonstick skillet and fry patties until golden brown on each side. Place patties on a paper towel to drain. If they seem a little moist, then fry them for a second time and then drain. This helps the patties keep their shape.

6. To make the dipping sauce, combine yogurt, cucumber, mint and grated garlic in a small bowl. Stir well and then serve with the tuna chickpea patties along with some lemon wedges for squeezing.

Wongkaew, S. (2018). Tuna and Chickpea Patties. Retrieved from

https://www.thespruceeats.com/tuna-and-chickpea-patties-256033

Appendix 3.4

LESSON PLAN No. 4

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe

	Flórez Soler Johan Steven Quimbay Suárez Natalia
Date of Application	September 27th, 2019
Lesson Number	4
Class time	60 minutes.
Theme	Connectors.
Learning objective	To employ the connectors taught in class accurately.
Specific learning objectives	- Students will be able to explain orally their recipe. - Students will identify the correct order in which connectors should be used
Teaching objective	To provide clear explanations on the topic (connectors) for students to understand their correct use and sequence.
Materials and resources	- Audio recording: *What do you want for dinner?* - Note-taking format (Research Instrument)..

Warm up (Allotted time 10 minutes)
The classroom will be organized in a round table. Teachers will play an audio recording in which some typical food from places around the world will be mentioned and discussed. Students will be suggested to take notes in order to participate in a short class discussion in which they are going to mention the dishes they listened to about and also, provide some personal opinions about them.
Presentation (Allotted time 15 minutes.)
The classroom will remain organized in round table. Teacher will introduce the topic (Connectors) by writing on the board the question: *How does it have to be organized?* The idea is that students star guessing which the topic of the class may be. Teachers have to guide the discussion, so students get to the correct topic. After that, teachers will explain what a connector is, its use, and the correct way to use them. Later, a list with different connectors will be given to students for them to see how to organizing them during speech.
Practice (Allotted time 20 minutes)
Research Instrument: Note-taking. **Interaction pattern:** Group work. The researchers will use note-taking during this stage in order to collect data about behavior, communication channels (use of the target language to interact), and events that may occur during the development of the activity. For this stage, students will be required to work in groups (the same groups that were organized during the first session). As students were assigned a homework in session 3, they will be required to put it out. The homework was to write down the steps from a typical recipe that belongs to the place they are working with (North America, South Africa, England, or Australia). They were just required to write the steps down in imperative forms (for instance: *add rice / boil water / add salt* etc.) Now, they have to add the correct connector for each sentence in order to

create a coherent and comprehensible speech in which they explain how to prepare the dish they were assigned. Students will do this in group and practice saying the complete recipe.
Production (Allotted time 20 minutes)
In this stage, each one of the four groups of students will present to the class their recipe. They have to mention the name of the dish, the place it comes from, its ingredients, and the procedure to prepare it.
Evaluation (Allotted time 20 minutes from the production)
The evaluation for this session will be taken from the speech performed during the production stage.

ANNEXES

List of connectors:

first
second
third
then
next
after that
finally
first of all
by the time
eventually
at last
at the end
before
after
and
later

List selected by Johan Flórez, Natalia Quimbay, Andrés Barrios & Daniela Arámbula

Appendix 3.5

LESSON PLAN No. 5

Pre-service teacher's name	Arámbula Carreño Daniela
	Barrios Forero Andrés Felipe
	Flórez Soler Johan Steven
	Quimbay Suárez Natalia
Date of Application	October 4th, 2019.
Lesson Number	5
Class time	60 minutes.
Theme	Prepositions of place
Learning objective	To recognize different prepositions of place in order to put them

	into practice at the moment to talk and write
Specific Objectives	Students would acquire new vocabulary
	Students will develop spatial abilities which results key to understand not only maps, but commands in the target language as well.
	Students will develop awareness on the importance of landmarks and its connection to culture.
Teaching objective	To provide students an accurate practice environment in order to work with new knowledge.
Materials and resources	- PowerPoint Presentation
	- Worksheet
	- Links

Warm up (Allotted time 10 minutes)
Pre-service teachers will ask the students some questions about general culture relate to famous places in England, Australia, South Africa and United states about museums or historical places. For example, What do you know about Big Ben? or Can you tell us some famous places in the U.S.A?. The idea is that students learn more about those places starting from their previous knowledge: moreover, pre-service teachers will tell to them some fun facts in order to engage them with the class.
Presentation (Allotted time 10 minutes)
Pre-service teachers will explain prepositions of place in order to give them useful grammar at the moment to talk about places. Pre-service teachers will use three different links to explain the topic, also, they will show a PowerPoint presentation with relevant information such as grammar rules.
Practice (Allotted time 20 minutes)
Pre-service teachers will divide the class into four groups to develop an activity. Each group will have a country to focus on. For instance, England, Australia, South Africa, and The U.S.A. All the groups will receive a worksheet to complete with information that will be given by pre-service teachers.
The activity is about famous places that could be found in those counties. Pre-service teachers will give to each student in the group a worksheet which has to be developed in class with the information that they will tell the students. Each worksheet contains a map of the country that they were assigned. Pre-service teachers will tell them where are some famous places in the country such as monuments, museums, restaurants, libraries and historical places. They have to locate them in the map according to what pre-service teacher says.
Production (Allotted time 20 minutes)
Students will do a presentation where they have to share the information about the country that they leaner about in class with the other groups. Each student has to speak at least two times during the presentation. The idea is that students learn about different countries around the world, also if they want they are allowed to find similarities and differences among countries and talk about it. Pre-service teachers will help the students if it is needed.

Evaluation (Allotted time 20 minutes of practice)
To evaluate the work developed by students for this session, pre-service teacher will take into account the worksheets completed on the practice stage and the presentation develop in the production stage.

Homework

1. In groups, students are going to be given a picture of a typical souvenir from the place they are working with. The idea is that each student designs his/her own version of that souvenir using the materials they want to. Students have to bring their creation next class.

_____

ANNEXES

Links
https://www.englisch-hilfen.de/en/grammar/prepositions_place.htm
https://keydifferences.com/difference-between-in-and-on.html
_____ _____

Pöhland, J. (n.d).Prepositions of place and direction. Retrieved from
https://www.englisch-hilfen.de/en/grammar/prepositions_place.htm
_____

Worksheets

Student name _____Date _____

Touristic places of England

1. Locate all the places according to what your teacher says.

Adapted by Daniela Arambula, Andres Barrios, Johan Fólrez & Natalia Quimbay

Mhershfield. (2015).*Can you find the Regions of England without any outlines?*.[Online
   image]. Retrieved May 6,2019 from
   https://www.sporcle.com/games/mhershfield/ye-old-hidden-england

Student name _____ Date _____

Touristic places of Australia

1. Locate all the places according to what your teacher says.

Adapted by Daniela Arambula, Andres Barrios, Johan Fólrez & Natalia Quimbay

_____

Map Of Australia Printable Download. [Online image]. Retrieved May 6, 2019 from
http://taxomita.com/map-of-australia-printable/map-of-australia-printable-download-map-australia-printable/

Student name _____ Date _____

Touristic places of The USA

1. Locate all the places according to what your teacher says.

Adapted by Daniela Arambula, Andres Barrios, Johan Fólrez & Natalia Quimbay

_____

Visited States Map. [Online image].Retrieved May 6, 2019 from
    http://visitedstatesmap.com/view-map.php

Student name _____Date _____

Touristic places of South Africa

1. Located all the places according to what your teacher says.
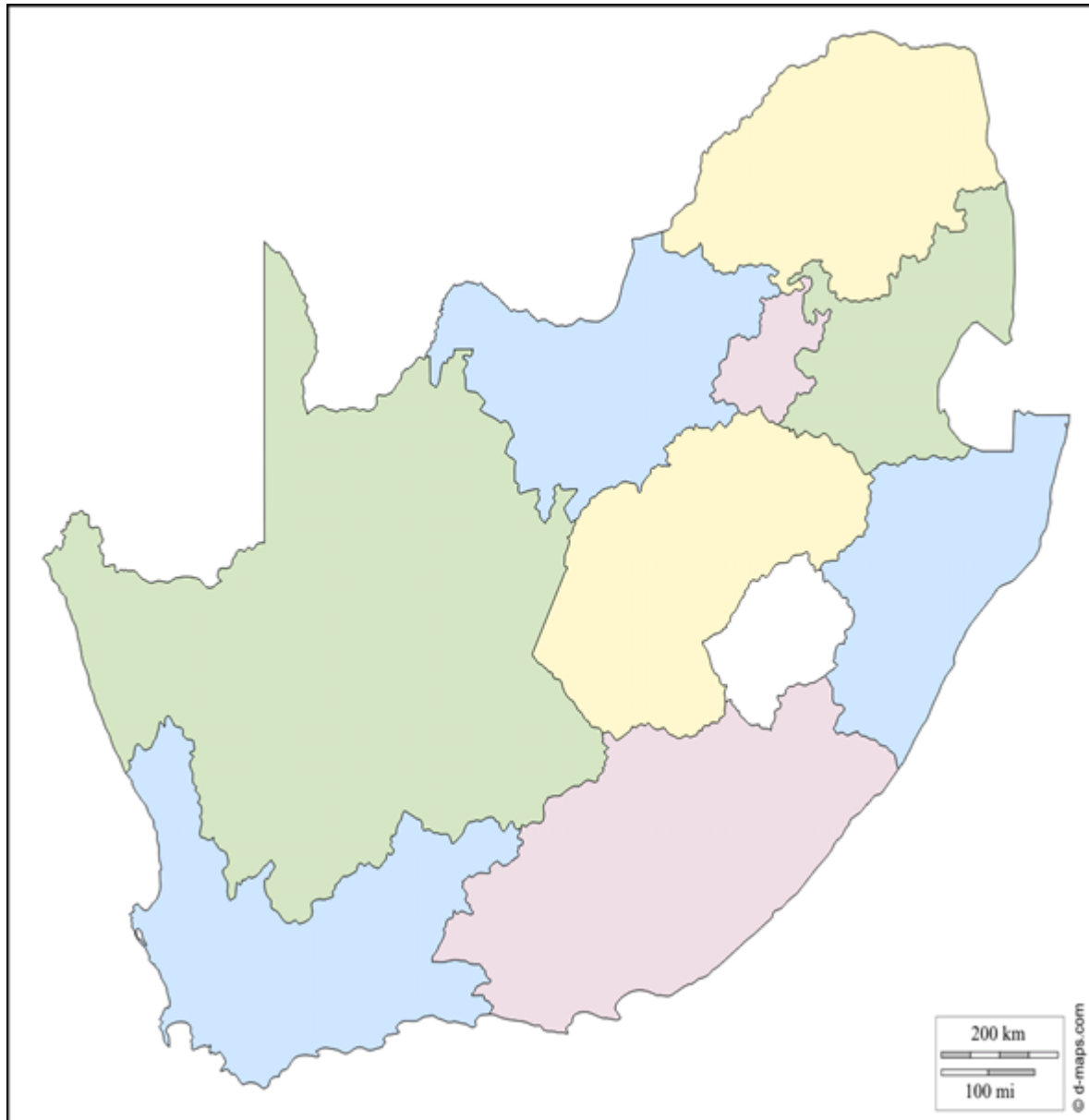
Adapted by Daniela Arambula, Andres Barrios, Johan Fólrez & Natalia Quimbay

_____

Map South Africa Republiek van Suid-Afrika. [Online image]. Retrieved May 6, 2019 from
        https://d-maps.com/carte.php?num_car=34179&lang=en

_____

Souvenir to imitate from NORTH AMERICA:

Allen, T. (2011). Souvenir, native American indian dream catchers; Las Vegas, Nevada, United States of America. [Online Image]. Retrieved from:
https://www.alamy.com/stock-photo/dream-catchers.html

Souvenir to imitate from AUSTRALIA:

Stocksolutions (2013). A typical tourist boomerang originally used by the Indigenous aborigines people for hunting in Australia. Retrieved from

https://www.alamy.com/stock-photo-a-typical-tourist-boomerang-originally-used-by-the-indigenous-aborigines-53019420.html

Souvenir to imitate from ENGLAND:

George, K. (2008). English and British souvenirs in Shop in Bath, Avon, England, UK.
Retrieved from

https://www.alamy.com/stock-photo/english-souvenirs.html

Souvenir to imitate from SOUTH AFRICA:

Century Safaris. (2018). 4 South African Souvenirs that are way better than a keychain.
Retrieved from

Appendix 3.6

LESSON PLAN No. 6

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Flórez Soler Johan Steven Quimbay Suárez Natalia
Date of Application	October 18th, 2019.
Lesson Number	6
Class time	60 minutes.
Theme	How much / How many
Learning objective	To practice the use of *How much* and *How many* during simulated situations.
Specific learning objectives	- Students will recognize and use correctly how much and how many when necessary. - Students will practice their communicative skill in the target language within planned situations.
Teaching objective	To clarify the uses the structures studied, their differences, and accurate implementation during a conversation.
Materials and resources	- Souvenirs made by students as homework. - Signs that indicate and recreate a fair environment. - Camera (Video recording, Research Instrument).

Warm up (Allotted time 10 minutes)
The question *What do you spend your money in?* will be written on the board. Teachers will start answering the question in order to exemplify what students are required to do. Some students will reply to the question randomly by saying what they like to buy.
Presentation (Allotted time 15 minutes)
Teachers will explain *How much* and *How many,* their characteristics and uses. The structure to ask will be introduced and it will be illustrated with examples formed from the things that were mentioned by students. In this way, they will realize when to use *How much* or *How many.* Students are required to take notes during this stage,
Practice (Allotted time 10 minutes)
Students will be organized in the groups that were established during the first session. As they were assigned a piece of homework during session 5, they have now to work with it. They had to design a typical souvenir from the place they were assigned. The souvenir to be recreated was suggested by the teachers and students were given per group a picture of it. Now, they have to assign it a price and a short description.

Production (Allotted time 25 minutes)
Research Instrument: Video recording. **Interaction pattern:** Whole classroom. Video recording for researchers will be useful to obtain data about the effectiveness, accuracy, and fluency developed by students in the target language. Besides, having recorded the stage, researchers will be able to check the level of behavioral engagement shown by students. For this stage, students will organize an Intercultural Fair in which they are going to sell the product they created. There are going to be 4 stands (one per place) and two students are going to be the sellers. The other members of the group are going to act as customers and will go around the fair. The idea is that sellers present their products by saying what it is, where it comes from, what its special features are, and its price. Then, customers and sellers are required to interact by using expressions with *How much* and *How many. For instance, How much is it? How many can I buy with five dollars? How many people created this product? How much does it cost to produce it? How much can I save if I buy more than just one?* (All these examples will be introduced during the presentation section as examples, that is why it is highly important that they take notes). Teachers will be standing on one side of each stand monitoring students' performance and participation, and teachers also will tell students when to rotate to the next stand. At the end, teachers will ask the students *Which product do you want to buy?* In order to have a brief discussion.
Evaluation (Allotted time 25 minutes from production)
The evaluation for this session will be taken from the production section.

Appendix 3.7

LESSON PLAN No. 7

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Floréz Soler Johan Steven Quimbay Suárez Natalia
Date	October 22nd, 2019
Lesson Number	7
Class time	60 minutes
Theme	Holidays

Learning objective	To be able to speak in future tense taken into account students' experiences in holidays
Teaching objective	To promote and support student-centered learning by implementing activities during class time
Materials and resources	Worksheets and cards

Warm up (allotted time 10 minutes)
First, teachers greet the students and say that the topic that will be develop during the class is holidays. In order to contextualize students with the topic they will play a game called "Charades" Rules of the game: Students will be given a card from a bag, in the cards there are different holidays such as, Christmas, Easter, Halloween, and mother's day. Students have to see what holiday is in the card and then he or she has to act out or give some clues to his classmates in order that they can identify what holiday is in the card, team members try to guess what holiday is. Team members must guess the holiday as quickly as possible before time runs out.
Presentation (allotted time 10 minutes)
In this part of the class, pre-service teachers are going to explain students in what time of the year the mentioned holidays happen and what people usually do to celebrate it. Moreover, teachers will review the structure of future simple. Students will be divided into 4 groups, each group have to work on a holiday and each student have to work on a worksheet individually that they will have to discuss later with their group Check annexes (Annex #3)
Practice (allotted time 15 minutes)
Pre-service teachers will pass out one set of cut-up cards for each group, students will have to divide the cards into two piles: thing that they will do and won't do on holidays. Pre-service teachers will ask students to choose one or two cards from each pile that they want to talk about. Then, students have to talk to their group about the cards that they decide to choose. Check annexes to see the cards. (Annex #2)
Production (allotted time 15 minutes)

In this part of the class, students have to write and discuss with their group about what they usually do on holidays and if they have traditions. Students are going to work on a worksheet which they have to complete with their classmates' ideas and what they usually do on holidays. Group #1 will be pair with group #2 and group #3 with group #4.
Check annexes to see the worksheet (Annex #1)

Evaluation (allotted time 10 minutes)

At the end of the class, pre-service teachers are going to start a debate in the class. Each group will have to share their thoughts and ideas about the holiday that they have to work with during the class. In order to encourage students to talk re-service teachers are going to ask questions like: What do you usually do on this holiday? What kind of food you can find on this holiday? What kind of clothes do you wear on this holiday? Etc.

ANNEXES

Annex #1:

classmate 1	classmate 2	classmate 3	classmate 4	classmate 5	classmate 6	classmate 7

Annex #2:

walk in the forest	ride a bike	play tennis
swim in the sea	go canoeing	read a book
fly in a plane	go scuba diving	go mountain climbing
play cards	sing at a campfire	grill sausages
sleep late	eat ice cream	buy clothes
sleep in a tent	watch a play	go to the cinema
learn something new	play video games	watch a sunrise

Barczewska, S. (2013). Lesson share-holiday activities. Retrieved from :
http://www.onestopenglish.com/community/lesson-share/pdf-content/speaking/holiday-activities-lesson-plan/552881.article

Annex #3:

1. In what time of the year this holiday happens? Why?

_____

2. What do you usually do with your family on this holiday? Why?

_____

3. Where are you going to spend this holiday? Why?

_____

4. What are you going to do this holiday? Why?

_____

5. Do you celebrate this holiday? Why?

_____

6. Are there any traditions in your family when this holiday happens? Why?

_____

7. What kind of food do you usually eat on this holiday? Why?

_____

8. What kind of clothes do you usually wear on this holiday? Why?

_____

Designed by Daniela Arambula, Andres Barrios, Johan Flórez & Natalia Quimbay

_____

Appendix 3.7

LESSON PLAN No. 8

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Floréz Soler Johan Steven Quimbay Suárez Natalia

Date	October 22nd, 2019
Lesson Number	8
Class time	60 minutes
Theme	Weather and seasons of the year
Learning objective	Students will be able to observe the weather and describe what kinds of clothes are appropriate for different kinds of weather
Teaching objective	To promote student-centered learning by implementing different activities in the classroom.
Materials and resources	Video, cards, and worksheet

Warm up (allotted time 10 minutes)
At the beginning of the class, pre-service teachers will implement an activity. Students will receive 5 cards; in the cards, there are different words that describe the weather. For example, sunny, rainy, windy, cloudy, etc. Pre-service teachers are going to choose any card and read it. For instance, "I have sunny" Who else has sunny?" If they have that card students will have to put it down. The student that finishes with no cards is the winner.
Presentation (allotted time 10 minutes)
In this part of the class, pre-service teachers are going to explain the different seasons that there are around the world. For examples: In the U.S they have the spring, summer, fall, and winter. On the other hand, in Cameroon a South African country there is just 2 seasons' rainy season and dry season. Besides, pre-service teachers are going to explain the words that students can use in order to describe the kind of weather. (Sunny, warm, hot, freezing, windy, cloudy, snowy, stormy, etc.)   If there is time, pre-service teachers are going to play a video that can reinforce students' knowledge of the topic.   Video: https://www.youtube.com/watch?v=WgHmqv_-UbQ
Practice (allotted time 15 minutes)

In this part of the class, students will receive a board game in which they can practice the weather. Students will be divided into 4 groups, each student will have a token and in the board game they need to answer some questions, the first person that ends the game is the winner.

Check annexes (Annex #1)

Production (allotted time 15 minutes)
In this part of the class, each group will have to work with a country. (Group 1: United States. Group 2: United Kingdom. Group 3: Australia. Group 4. Cameroon) Each group has to write about how it is the weather in that country and what kind of clothes people usually wear in that season. Moreover, teachers will ask them to say what they like to do when it's sunny, cloudy, or raining for instance. This will give students a bit of writing practice and at the end of the activity teachers are going to choose volunteers that read their responses to the class for more speaking practice.
Evaluation (allotted time 10 minutes)
For a review activity, students will work on the days of the week into your weather lesson plan. Students will work in groups where each student has a weekly weather forecast with some blanks. Students have to talk to their partners about the weather on different days to successfully complete their weekly forecast. Students should take turns asking and answering questions. The structure of the question for this activity would be "How's the weather on Monday?" while the sentence structure could be "It's sunny." or "On Monday, it's sunny." Annex #2

ANNEXES

Annex #1:

I. (n.d.). Seasons and weather - board game. Retrieved May 6, 2019, from
https://en.islcollective.com/resources/printables/worksheets_doc_docx/seasons_and_weather
_-_board_game/elementary-a1-activity/5418

Annex #2:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 a.m.							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00 p.m.							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Appendix 3.9

LESSON PLAN No. 9

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Flórez Soler Johan Steven Quimbay Suárez Natalia
Date of Application	October 25th, 2019
Lesson Number	9
Class time	60 minutes.
Theme	Reported speech
Learning objective	To use accurately reported speech in oral presentations and written productions.
Teaching objective	To create proper environments where students are allowed to practice on the topic.
Materials and resources	-Songs: Party in The USA - Yellow submarine - God bless the USA - I am, you are, we are Australian - Wavin' Flag

Warm up (Allotted time 15 minutes)
Pre-service teachers will organize the class in a round table to do a speaking exercise. The song "party in the U.S.A" by Miley Cyrus will be played twice. Students have to write down in a piece of paper several sentences that they hear while the song is playing. Later, they have to repeat what the song says. For example, Miley says that she saw Britney Spears or She saw Britney Spears. The idea is that students start to use tenses that are used in reported speech.
Presentation (Allotted time 10 minutes)
Students will remain in the seating arrangement of the warm-up stage. In order to explain reported speech pre-service teachers will paste on the board billboards with the topic class explanation. During the explanation, pre-service teachers will ask randomly to the students different questions about the topic also that answer has to go with an example. Also, pre-service teachers will solve students' doubts if it is needed.
Practice (Allotted time 30 minutes)
Pre-service teachers will divide the class into four groups to develop an activity. Each group will receive a song that belongs to different countries around the world (England, Australia, South Africa, and The USA) Students have to do a role play of the song. Each song has to be presented in reported speech. For example, If the song says "I put my hands on" the role-play will be "She said that she put her hands on" Pre-service teachers will guide the activity and help students if it is needed. Besides, pre-service teachers will provide the lyrics of the song.
Production (Allotted time 15 minutes)
Students will have a space to talk among them about their presentations and give feedback to their partners. Also, to share what was their favorite part during the song. The last part has to be done in reported speech.
Evaluation (Allotted time whole class)
The evaluation from this session will be taken from that whole class work of each student, as the practice activity allows the teacher to see if the topic is understood or not, they will check if students understand.

ANNEXES

Songs

https://www.youtube.com/watch?v=M11SvDtPBhA

HollywoodRecordsVEVO. (September 25, 2009). Miley Cyrus - Party In The U.S.A. (Official
Music Video). [Video file]. Retrieved from
https://www.youtube.com/watch?v=M11SvDtPBhA

_____

The Beatles. (December 15, 2017). The Beatles - Yellow Submarine. [Video file]. Retrieved
from https://www.youtube.com/watch?v=m2uTFF_3MaA

_____

Knaan. (March 5, 2010). K'NAAN - Wavin' Flag (Coca-Cola Celebration Mix). [Video file].
Retrieved from https://www.youtube.com/watch?v=WTJSt4wP2ME

_____

Esstwobee. (April 22, 2010). I am, you are, we are Australian.[Video file]. Retrieved from
https://www.youtube.com/watch?v=rjkrjYitgeA

_____

Littlebrat672. (July 10, 2007). God Bless the U.S.A. by Lee Greenwood. [Video file].
Retrieved from https://www.youtube.com/watch?v=Q65KZIqay4E&t=33s

_____

Appendix 3.10

LESSON PLAN No. 10

Pre-service teacher's name	Arámbula Carreño Daniela Barrios Forero Andrés Felipe Flórez Soler Johan Steven Quimbay Suárez Natalia
Date of Application	November 1st, 2019
Lesson Number	10
Class time	60 minutes
Theme	Final presentation
Learning objective	To practice, all the topics see in the whole period.
Teaching objective	To provide students the proper environment to practice what they already learn in order to internalize structures and acquire knowledge.
Materials and resources	Camera, students' products.

Warm up (Allotted time 5 minutes)

During the classes, students were divided into groups in order to learn about different cultures focus on in one country each group (England, Australia, South Africa, and The USA) Since the first day, pre-service teachers tell them that they have to present a final project where they will collect all the information that they learned in class in order to share it with their partners. Throughout, the classes they learned about culture, language, places, music, clothes, and customs. Taking into account this, students today will present their final project showing all what they have learned in class. Each presentation has to be more than ten minutes. This final project is half of their final grade.

In this stage, students will have time to prepare their presentation such as billboards, videos or PPP.

Presentation (Allotted time 15 minutes)

For this stage, students will be in charge of the class presenting their final projects. Pre-service teachers will be monitoring the expositions.

Practice (Allotted time 15 minutes)

For this stage, students will be in charge of the class presenting their final projects. Pre-service teachers will be monitoring the expositions.

Production (Allotted time 15 minutes)

For this stage, students will be in charge of the class presenting their final projects. Pre-service teachers will be monitoring the expositions.

Evaluation (Allotted time 10 minutes)

For this stage, pre-service teachers and students will share their thoughts about the presentations, what new knowledge they acquire during the classes and what was students' favorite part about being aware of the different cultures around the world.