

**CULTURALLY RESPONSIVE PEDAGOGY TO PROMOTE ORAL
PRODUCTION IN 7TH GRADE STUDENTS AT A PUBLIC SCHOOL IN ANTIOQUIA -
COLOMBIA**



**THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER IN ENGLISH LANGUAGE TEACHING PROGRAM**

**By
ISABEL MANUEL CARMONA SOTELO**

**ADVISOR
MG. DELIA GONZALEZ**

**UNIVERSITY OF CÓRDOBA
FACULTY OF EDUCATION
MASTER IN ENGLISH LANGUAGE TEACHING
MONTERÍA – CÓRDOBA**

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2. Acceptance Note

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3. Abstract

This research proposal was directed to the teaching of the English language, specifically in the teaching-learning process of oral production; where “morphological, phonological, syntactic knowledge, [...] and pragmatic competence” (De la Barra et al., 2018, p. 114) were pedagogically mediated from a Culturally Relevant Pedagogy (CRP) to reach “academic success” and “cultural competence” (Pilotti et al., 2021).

The students who participated in this research proposal presented difficulties in orally expressing their opinions, desires, likes, or dislikes when participating in English classes.

Therefore, this study aimed to research on how culturally responsive pedagogy could develop oral production in 7th-grade students of a public institution with 22 students, who were the participants.

For that end, pre-and speaking task, three focus groups, and the design of two lessons plans were used to collect data. The results revealed that:

First, students' development in oral production was observed due to CRP, and second, significant changes in students' oral production were noted in the implementation of CRP. And thirdly, it was related to the perception of students towards the use of CRP classes, all focused on improving oral production. In this way, assignments were no longer just a matter of performing an isolated activity; rather, they could share familiar cultural experiences and tasks where the student felt comfortable and meaningful learning was achieved.

Keywords: culture, CRP, speaking ability, oral production

4. Introduction

In this globalized world, in education, learning the English language has been shaped for contemporary global interest and communication. In this sense, efforts for the development of each of the skills have been a constant objective to perform well in different social scenarios: Economy, science, technology, entertainment, and so forth. In this sense, the English language promises, from a social perspective; leverage various collective scenarios that could improve the quality of life of those who delve into this knowledge (Philominraj et al., (2018).

In the world, there are many purposes around learning the English language, many of them were based on the possibility of having communicative social encounters where the speaking skill lays the foundations for these encounters in different social settings. In this respect, in the words of Iman (2017) “the teaching of the speaking skill has become increasingly important in English as a second or foreign language (ESL/EFL) context” (p. 88).

Beyond all the possible social considerations, there is a direct contribution to human and professional development. In this sense, the quality of the development of the ability to speak is evidenced in orality. Above all, and for the benefit of this research, a great interest on the academy, particularly for the development and promotion of orality has gained great attention. Oral production, the quality of the interventions added to the quantity of them, has proved to be a vehicle that impacts the above-mentioned social settings. That is why, in the world, the English teaching-learning process, in relation to the development of this global requirement in particular, has responded to this need since the inclusion of the development of the speaking skill in the curriculum design.

Worldwide, on one hand, either developing or promoting the speaking skill, and hence its oral production, has proved to be a challenge for English teachers. On second hand, it has turned into a social requirement to become a global citizen. In this sense, speaking English demands great cognitive efforts; even more so than the other three basic language skills (listening, reading, and writing). This may be due to the priority that this ability has to initiate social approaches Nget et al., (2020).

This situation is not unrelated to the local problem that is the object of study of this research proposal. Through some informal chats with the participants' English teachers, and through some observation to students while participating in oral tasks, teachers showed great concern regarding students' quality and quantity of their oral production. It was noticed that while taking roles, giving opinions or when sharing their ideas; students' oral performance was very limited and very close to null. This could be happened based on the fact that "students' low level of vocabulary and pronunciation are determinant factors that prevent them from speaking English" (Ortiz & Artunduaga, 2018, p. 52). To decrease this, students' culture could be used as a strategic pedagogical and methodological proposal. The latter may be significant due to the fact that because knowledge on familiar topics may possibly make them feel more comfortable towards learning, take risks, and participate.

Unfortunately, despite being the development of the oral production of great importance for students to perform well in spoken social encounters or events as well as in academic activities, and hence for life-long learning, promoting it has been elusive, difficult, partially accomplished or even neglected due to the lack of enough time, training, dedication, and efforts to develop students' oral production. Thus, not only academic and design decisions may be included into the teaching-learning process, but also psychological aspects. As a result, allotted

time on practicing the speaking skill, knowledge on speaking strategies, previous knowledge on topics, and motivational aspects seem to be hindered students' oral production. In the words of Ortiz & Artunduaga (2018).

Regarding oral production and the teaching of speaking, it is recognized that learning a language goes beyond the language itself; the exercise of learning it could perhaps take place from a context of social immersion or from a pedagogical mediation; whatever the context, above all it may be from the culture (Burns, 2012).

In the words of Wang & Lin (2015) “oral production can be produced from input and output during the interaction process in English speaking contexts to some degree” (p. 114). Oral production, is best taught and evidenced through authentic material, real material. In this sense, Ortiz & Artunduaga (2018) consider that “the social function of the language is a crucial aspect to be considered [...]” (p.12). Oral production is a matter of practice, of connecting meaningful previous knowledge towards understanding. It is this previous statement that makes attractive the idea of using culture as a purposeful, procedural, and significant vehicle, within the teaching-learning process, for oral development. Oral production, in this sense, may bring learning from reality, from culture. Keeping this in mind, Culturally Responsive Pedagogy [CRP] approach may serve this purpose. “Culturally responsive pedagogy is characterized by teachers who are committed to cultural competence and students who can maintain their cultural identities and integrity while flourishing in the educational context” (Samuels et al., 2017, p. 51).

Culturally Responsive Pedagogy (CRP) has been used around the world for various purposes, mostly for racial inclusion. In addition to this, there is the application of CRP for academic purposes to rethink pedagogical and curricular models and hence methodological

instructions towards the acquisition of academic skills. Being the latter approach the purpose of this research proposal.

Worldwide, culturally responsive education has demonstrated a positive impact on various fields of human development. This ranges from personal growth and professional development, intercultural impact, and the universality of an inclusive society. In this sense:

Culturally responsive pedagogy is an educational approach that suggests that curriculum, teaching, and interpersonal interactions in the educational process should be able to respond to the social and cultural contexts of learners and connect learners' cultural background and life experience with the learning they are now receiving (Wu, 2016, p.178).

Additionally, "the use of students' cultural referents in teaching empowers students intellectually, socially, emotionally, and politically, thereby enabling them to engage in the meaningful learning of knowledge, skills, and attitudes" (Harmon, 2012, pp. 13-14).

All over the world, through different educational settings, culturally responsive pedagogy has been used for several decades to improve various inherent factors to the teaching-learning process. This has been purposefully applied beyond the use of culture for racial recognition and inclusion. In fact, CRP is being used to improve aspects such as rethinking pedagogical models and therefore curricular designs. This supposes learning from a natural component, culture. In the words of Krasnoff (2016) "seminal studies of culturally responsive teaching, conducted over the course of the past 30–40 years have provided the evidence base for many of the innovative practices developed by Geneva Gay, Sonia Nieto, and Gloria Ladson-Billings" (p. 2). In these investigations, CRP has demonstrated, within the teaching-learning process, an important motivational link to develop students' language needs through their previous-based cultural

knowledge. In view of the above, CRP acts as a common thread that, based on previous significant experiences that students have had, makes use of culture as a means, even motivational beyond other possible benefits, for the development of knowledge whether linguistic or thematic from oral production.

A CRP is intended to be applied to achieve this research proposal main focus of interest. In this research proposal, the culturally inclusive or responsive pedagogy should be understood taken into account Gay's words (as cited in Celik, 2019, pp. 26-27):

- Legitimizes cultural heritage in terms of its impact on students' attitudes and approaches to learning
- Builds bridges between home and school
- Diversifies instructional strategies to address a diverse range of learning styles
- Raises awareness and appreciation in students for their own cultures and those of their peers
- Incorporates multicultural content and materials in the learning process.

Based on the above previously stated citation, Culturally Responsive Pedagogy [CRP] could be useful to respond to this research project purpose, promoting students' oral production.

Through this research proposal, it was expected to apply a culturally responsive pedagogy to elicit participants' oral production. To do this, in this research proposal, the following core research question was expected to be answered: To what extent could the use of culturally responsive pedagogy develop 7th graders oral production at José Manuel Restrepo public educational institution?

Significance of this Study

This research seeks to make a contribution to the English through culturally responsive pedagogy. Putting into context two principles, which are practical and theoretical: Firstly, there is the theoretical principle, which seeks to provide a solution to the development of oral production, which is the problem under study. Secondly, there is the practical one, in which was focused on students, whose results can be used as a reference to improve oral production in a second language, and students can express themselves orally using vocabulary from their culture. Likewise, for teachers, this type of research will help implement strategies with the CRP

That's why I established the following sub-question and objectives;

1. Sub-Questions

- What changes in students' oral production are evident during the implementation of culturally responsive pedagogy?
- What are students' perceptions towards CRP in classes?

2. Objectives

2.1 General Objective

To explore, whether Culturally Responsive Pedagogy could help students develop oral production

Specific Objectives

- To characterize students' state development of the English-speaking skill.

- To plan classes based on culturally responsive pedagogy.
- To design culturally responsive materials to be implemented in class.
- To develop classes based on culturally responsive pedagogy.
- To evaluate the intervention stage.

In the subsequent sections of this research proposal, oral production was addressed in light of theoretical support, the theoretical framework and research-based backgrounds. The above sought to expose the oral production as an essential component in the teaching-learning process of the English language. On the other hand, the implication of using the culturally responsive pedagogy as a means to motivate and develop oral production in students were discussed. Next, methodological decisions for the development of this research project was presented. In this particular section, it was intended to make use of meaningful students' cultural representations to allow the promotion of oral production while they carried out group assignments. This information was used to gain understanding on students' oral interaction and production while collecting, analyzing, interpreting data, to finally, it was presented initial results.

1 Theoretical Framework

This chapter contains two components: Conceptual framework and literature review on developing a Culturally Responsive Pedagogy [CRP], that as a social-educational environment, may develop oral production from a more natural way to communicate (Brown-Jeffy & Cooper, 2011).

1.1 Conceptual Framework

1.1.1 Speaking

The following concept of the ability to speak is taken paying particular attention to the nature of the mediation (a culturally responsive pedagogy) for the development of participants' oral production based on the inclusion of students' own cultural knowledge. Bearing this in

mind, Riyanto's (2020) definition of speaking is adopted when mentioning that "Speaking is a social activity" (p. 64). Additionally, Gerry (1992) claimed that "speaking is a radically cultural mode of communicative activity" (p. 4), culture, viewed in this way, provides a natural development of learning.

Speaking is a great catalyst of culture. In this sense, culture becomes a real experiential content. Speaking is intrinsically related to the result of decision-making, maintenance, execution behaviors, and courses of action in which meaning has been negotiated from social interactions. This may explain why "*speech* is the most basic means of human communication" (Lazaraton, 2001, p. 103).

In these social encounters, motivation and volition represent the conative aspect of human psychological functioning. In this respect, speaking is a social communicative act, where: Communication is anchored in individuals. More specifically, it is primarily dependent on cognitive, emotive and conative states and processes in individuals and it is by influencing such states and processes those interpersonal relations are constituted. Communication, thus, does not merely affect psychological and social states and relations built on factual information but just as much concerns emotions, volition, action and behavior (Allwood, 1995, p. 3).

According to Burns (2012), "speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time" (p.166), this claim calls for the involvement of students in meaningful situations where they can use the language to understand and interpret their reality, construct new knowledge, and develop their communicative competences at the same time.

This last concept is of great importance due to the fact that it recognizes not only the need to satisfy cognitive and perceptive categories; but also cultural as basic requirements that enable the development of a plurality of social phenomena. In fact, it presents speaking as not only on an instrumental level; but also as a purpose in itself to be developed from culture.

1.1.2 Oral Production

Oral production is defined as the language knowledge learners possess in terms of fluency, pronunciation, grammar, vocabulary, and content in certain social contexts; such as culture, from a development environment, for example, a culturally responsive pedagogy. Thus, as explained by Alonso (2012), “background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received” (p. 13).

Oral production beyond being sort of isolated measurable results of language elements; oral production is that and the relevant applied pedagogic and didactic strategies. In this sense Sanabria (2017) claims that oral production “is the process in which learners express in an accurate and fluency way their ideas and thoughts so it is important to design the activities taking into account the learners’ goals and the interest they have to learn EFL (p. 20)”. Oral production per se could be seen as the result of significant and therefore contextualized mediation. Oral production cannot be seen as something that results in an isolated or detached manner from a series of cognitive processes that result from a didactic sequence. Therefore, oral production; although it turns out to be the object of study; it is also true that this cannot be done without a proper intervention program. So, the importance or quality of oral production is not in the

production itself; but rather in what could motivate the production itself. In this sense, it is not enough to think about the competences promoted for oral production; but it is also vital to rethink the strategic mediation, CRP for this particular research.

Taking into consideration all the above, it could be said that oral production, as a product; corresponds to a series of processes, principles, and preliminary conditions of the language (“morphological, phonological, and syntactic knowledge...[and] pragmatic competence”) which, orchestrated, facilitate or allow the use of language for communication in an assertive, contextual, meaningful, and therefore, purposeful way (Barra et al., 2018, p. 114). Thus, oral production from a competitive point of view suggests opening up to more opportunities and possibilities. Oral production should then be taken as an opportunity to communicate consciously, since there is an awareness of the language itself and of the culture that also affects what is said, how it is said, and why it has been said. In some way, oral production could even be considered a sign of respect for the language and culture of the countries.

1.1.3 Culturally Responsive Pedagogy

Some researchers have defined culturally responsive pedagogy in many ways. The CRP approach to teaching incorporates students' prior knowledge and experiences from home and community into teaching and learning experiences. Culturally responsive pedagogy refers to a teaching style that recognizes that all students learn differently. In this sense, I am identified with the following theory of culturally responsive pedagogy, which is consistent with my research project. According to Ladson (as cited in Izquierdo & Faraco, 2021), culturally relevant pedagogy may rethink or include learners' “cultural references in teaching. Likewise, CRP gives an

explanation of how teachers' beliefs can influence the educational process if the cultural references of these students are not taken into account” (p.159).

This theory gives me very important aspects to take into account in this investigation. Similarly, Gay (2000), in a similar direction, suggests that “CRP can be defined as the use of ethnically diverse students' cultural knowledge, prior experiences, frames of reference, and performance styles to make encounters more meaningful, learning more relevant, and effective for them” (p.29). It is due to these CRP characteristics that it becomes a natural mediation that, inserted in the teaching-learning process, favors in a significant way, the participation of students. Thus, culture becomes a contextual natural immersion to support the development of oral production.

Based on these concepts, CRP is focused on students, their way of living, feeling, customs, beliefs among others that must be taken into account in the academic development of this pedagogy, that is why, in my research I will focus on taking into account these cultural aspects of the population, without ignoring their background knowledge, their ways of thinking, acting, believing, living and ideologies of thoughts, so I consider it is important to highlight these aspects in my research.

1.1.4 Culture

The term culture has been defined in many ways by researchers as the conglomeration of knowledge and characteristic features that identify a society, in a given time, or a social group in its context. culture, as it has evolved in society, is related to progress and values. In this sense Tylor (2016) and United Nations Educational, Scientific and Cultural Organization - UNESCO

(2001) conceive culture as the distinctive and complex set that includes knowledge, beliefs, art, laws, morals, customs, forms of coexistence, value systems, in the same way, considering that not always it is possible to measure such beliefs and values directly, it is possible to measure associated behaviors and practices. In this sense, “society and culture impact our expressed words” (Kakita & Palukuri, 2020, p. 134). Epistemological views at a social and cultural level may surely have a great impact on the teaching-learning process. In the specific case of this research, culture may significantly permeate the efforts students could make to express their experiences, beliefs, expectations, and opinions in the target language. Schools or universities may well offer mediated unreal learning situational environments, which may function thanks to different pedagogical decisions; but students’ own culture may work as a real educational immersion environment which is expected to have greater impact. In this sense, the lack of a cultural immersion where the language is spoken by native speakers; could be slightly replace by making use of students’ own culture. This may work as a motivational and attitudinal aspect and hence facilitate the development of oral production. Therefore, it is only necessary to build knowledge about the language itself to achieve this goal; the development of oral production.

Taking this concept, in my research project, I will take these premises: customs, beliefs, lifestyles, coexistence that represent the population under study. In addition, based on the above, it can be said that taking into account these cultural aspects, more significant learning can be achieved since it is taking into account their context and their previous knowledge

1.1.5 Culturally Responsive Pedagogy

The concept adopted for culturally responsive pedagogy was taken from Bishop et al., (2002) and Montgomery (2001) respectively, in which CRP assumes the teaching-learning process as an:

. . . education in which power is shared between self-determining individuals within non-dominating relations of interdependence; where culture counts; where learning is interactive, dialogic and spiral; and where participants are connected and committed to one another through the establishment of a common vision of what constitutes excellence in educational outcomes (p. 15).

. . . culturally responsive classrooms acknowledge the presence of culturally diverse students and the need for these students to find relevant connections with each other and with the subject matter and tasks teachers ask them to perform. Culturally responsive teaching includes acknowledging the presence of culturally diverse students in the classroom, helping students find connections among themselves and with the content area, and promoting relevant learning that engages students (p. 4).

Culturally responsive pedagogy can be developed by teachers who:

- Reflect on your cultural knowledge and teaching assumptions related to culture
- Learn about your students
- Use students' cultural knowledge, perspectives and skills as a resource for teaching
- Create a safe and supportive environment and build strong relationships
- Encourage a discursive curriculum and enable student self-determination
- Connect with families

- Connect with communities

(Luvizu, 2021)

To develop culturally responsive pedagogy, through oral production and from a social-based environment or real-communication, some oral skills should be considered.

Training in oral skills which let them communicate and interact in a meaningful and fruitful form, that is, exchanging information, negotiating meaning, supporting ideas, facing oral defenses, is a way to motivate students to see the foreign language as a vehicle for social interaction (Gutiérrez, 2005).

Worldwide Culturally Responsive Pedagogy [CRP] has been applied for various social, economic, and educational purposes. With regard to this:

It is critical that all students be given the opportunity to connect their own worlds of language and communication to the curriculum they encounter in schools. An additional area of concern within CRT is the importance of multiple teaching materials and resources that connect to students' everyday lived experiences (Piazza et al., 2015, p.3).

Based on the previous citation, "culturally responsive teaching cannot be viewed as a separate unit of study or a stand-alone lesson, but rather an approach and attitude that is fostered in overall teaching" (Samuels, 2018, p. 23). In this sense, CRP proposes a teaching-learning environment, in which teachers play a very important role. This bearing in mind that the inclusion of students' cultural references depends on how much teachers are prepared, professionally speaking, to develop or promote students' academic needs and achievements through students' own cultural knowledge. In this regard Kozleski (2010):

Teachers play a critical role in mediating the social and academic curriculum. While acknowledging what students already know, they connect it to frameworks and models for thinking and organizing knowledge that are embedded within disciplines such as literacy, mathematics, social studies, and the sciences (p. 3).

This corresponds to the pedagogical principles of providing a learner-centered education as it seeks to create situational meaningful learning spaces based on students' own experiences from their culture.

Culture is a critical component to the learning environment. However, “despite the neglect of cultural components in many English classes, some teachers are aware of culture as an integral part in foreign language teaching, so they make attempts to accommodate cultural elements with language skills” (Chinh, 2013, p. 3). Based on this, it is important to be aware of the influence culture has on all learning environments and to try to adapt that culture in a way that supports the most effective type of environment to develop students’ oral production and other skills. In this way, culture is a means to promote a positive attitude towards the object of study of this research, learners’ oral production. Though, teachers may try to connect the teaching practicum to culture to gain students’ attitude and motivation towards language knowledge and meaningful knowledge of the world. In this sense:

Culturally responsive pedagogy is an educational approach that suggests that curriculum, teaching, and interpersonal interactions in the educational process should be able to respond to the social and cultural contexts of learners and connect learners’ cultural background and life experience with the learning they are now receiving (Wu, 2016, p.178).

In a significant number of investigations, in different social and academic contexts, CRP has demonstrated, through based-tangible cultural evidences, to be an approach that allows the development of cognitive skills, across curriculums, in all academic practices in a transversal way (Samuels et al., 2017). Thus, “it is a pedagogy that recognizes students’ differences, validates students’ cultures, and asserts that cultural congruence of classroom practices increases students’ success in schools” (Ragoonaden & Mueller, 2017, p. 25). In this sense, the implication of the purposeful use of culture, can be seen beyond the simplistic way of celebrating social events, but as a meaningful manner to achieve academic goals. In this respect:

Culturally responsive pedagogy understood as cultural celebration tends to separate attention to culture from academic instruction, and leave existing academic expectations for students intact. ... Of course, cultural celebrations are not antithetical to academic learning. It is substituting celebrations for academic learning that is the problem (Sleeter, 2011, pp. 12-13).

CRP as a pedagogical, didactic, and methodological tool has shown that the symbiotic relationship between knowledge and skills, within a meaningful mediated context (students’ lived experiences) constitutes a cornerstone to promote favorable academic performance (Wu, 2016). The latter is possible thanks to the:

Culturally responsive feedback [, *This*] is provided when teachers offer critical, ongoing, and immediate feedback regarding students’ responses and participation. Through culturally responsive feedback, teachers supply individualized support regarding performance in a manner sensitive to students individual and cultural preferences (Aceves & Orosco, 2014, p. 14).

It is precisely under this situational context that the oral production of the participants in this research is intended to be developed. In this sense, “the culturally responsive instruction acknowledges children’s needs and interests, relies on close relationship between the teacher and students, and connects learning to cultural referents” (College & Ferry, 2006, p. 978).

Culturally Responsive Pedagogy provides an environment, a natural context to favor the teaching-learning process. In this sense:

Theorists in this field advocate mobilizing resources including gestures and movement (dance), objects and artefacts, images and artwork, among others, which are representational modes of conveying meaning. These representational modes are inextricably tied to the ways of being and knowing within diverse cultural contexts that offer a potent starting point for second language learning (Roessingh, 2020, parr.4).

Therefore, it does not only refer to what students should learn, but also implicitly allow them participate actively in the design of the teaching material and hence in the curriculum itself. Through this, based on (Misco, 2018, p. 84) “culturally responsive pedagogy, teaching, and curriculum calls for a multidimensionality of curriculum, classroom climate, and teacher-student interactions”. With this, educators help students play a leading role in the process of building their own knowledge based on their own culture as a means to develop skills. “In this respect, it is important to consider cultural components in designing an effective learning-teaching process for individuals and it is important that culture is at the center of shaping an educational context” (Karatas, 2020, p. 98).

CRP has a plurality of ways of approaching. In many studies, for example, they mostly refer to this as a racial problem or social justice, as a way of disciplining societies towards equality. For this research in particular, CRP means attending or including, with great interest,

social aspects that are influenced by culture and consider them in the teaching-learning process of students. In this research, CRP may be understood as students' natural real-life based information (culture) teachers consider to develop oral production. And culture is, for instance, "students' family backgrounds, educational experiences and cultural norms and values" (Perso, 2012, p. 28).

The relevance of CRP to the development of oral production has to do not only with the learning of the language itself; which is of great importance based on this research purpose, but also that CRP adds a plus to this learning process. CRP makes use of something so significant for students and parents; the inclusion of their culture of that meaningful context for learning take place. In this sense, CRP uses the culture of these participants to motivate language learning and hence their oral production. Though, CRP in this respect, Arvanitis (2018) suggests that:

These manifestations include non-material cultural aspects transmitted such as oral traditions, rituals, languages, sociocultural practices and the wealth of knowledge and skills to produce artefacts. [...] In this way, English second language learners increased their writing, reading and oral productivity feeling that their informal/prior/heritage learning is officially validated (pp. 3, 8).

CRP serves two fundamental purposes in this research. One has directly to do with its object of study, the oral production of the English language. On the other hand, the contextual mediation of culture provides added value. The latter considering that culture functions as a motivational catalyst to make the teaching-learning process a process supported by epistemological realities that, for being of this nature, everything is learner-centered. Though, everything (knowledge of the language itself) through their culture, is familiar and therefore of great relevance.

CRP could empower students not only to develop linguistic aspects (oral production) but also to promote social spaces from the culture of each of the students. Oral production; rather than written questioning is much more meaningful into the language learning process. In the words of e. Oral questions posed during classroom recitations are more effective in fostering learning than are written questions. Questions focused on student attention to salient elements in the lesson result in better comprehension (Cotton, 1998).

Therefore, it does not only promote continuity for the development of the English language; it could even be about survival, identity, transcendence of their culture among cultures through the English language.

1.1.6 Literature Review

In this section, a literature review in the field of culturally responsive pedagogy in educational contexts is presented mainly on the teaching and learning process towards the English language oral production. Besides that, studies on the research purpose field are presented to gain understanding on what researchers have done for collecting, analyzing, interpreting data, and presenting results. For that purpose, the following researches are presented.

Before presenting the researches, it is important to mention that from the available literature and researches, where CRP has been used, there is very little evidence on the use of this pedagogy towards the English language oral development in Hispanic or Latino contexts. This is even true for contexts where English is the official language. Most of the empirical evidences suggest that CRP has been mostly used for six general themes “(i.e., instructional engagement; culture, language, and racial identity; multicultural awareness; high expectations;

critical thinking; and social justice)” (Aceves & Orosco, 2014, p. 8); (Jessika et al., 2017); (Deanna et al., 2021); (Jessika et al., 2017). Most reference sources investigate cultural and racial aspects and the strengthening of cultural identity; everything is done from the native language. The use of CRP is very limited where one's own culture is used to learn another language, for English as a foreign language (EFL) and hence towards oral production.

The consulted investigations not only focus on how CRP (as an environmental mediation) affects the development of students' oral production; but there are also other exogenous factors that permeate the development of the object of study of this research. Among these factors are: the role of social and cultural practices of the family; the inclusion or exclusion of CRP, by teachers, from the curricular development to build knowledge about the language itself; and how culture as a system of beliefs, values, and identity, from CRP, facilitates a significant development of the participants' oral production.

The qualitative research conducted by Alaca & Pyle (2018), aimed to examine teachers' experiences of culturally responsive education to support students' learning; findings suggested that when incorporating familiar cultural topics for discussion; including trying new things, for example, multicultural foods, different clothes, games, toys, and other multicultural resources (informants' home experiences); this not only has a positive impact on the reinforcement of their identity; but also on motivational, attitudinal, and participatory endogenous factors which had a significant impact on oral production. In this sense, the qualitative research conducted by Sparrow & Hurst (2012) has in common the use of familiar elements (home-life) to incorporate them into the teaching-learning process towards oral production. Some of the benefits of this particular cultural pedagogy was that students felt more confident, more comfortable, and less painful when participating in front of their classmates.

In both researches, the inclusion of these components, from the CRP, were fundamental supports for the oral participation of the students. In these researches, a systematic participatory environment was observed whereby their opinions and ideas were shared. The results of these two previously consulted investigations are closely related to the findings found in the action investigation carried out by Ávila (2018), which aimed to show how students can improve their oral production by focusing on the advantages of using Colombian Legends as an interesting and meaningful input that let them relate the information given to their own life experiences. Findings showed that students did not have enough tools that help them to improve and motivate their oral communications skills since most of the activities developed during classes were repetitive: grammar practices, solutions of workshops, and questions about vocabulary or saying the same words many times, etc. Whereby, students did not feel comfortable when talking, it was visible the lack of fluency and their fears to express ideas using English, not just because of the lack of vocabulary, but for the lack of practice and also, the negative and selfless attitude when they had to do it. To try to solve this problem, CRP was applied giving the following results: when the teacher presented a topic related to their real-life or with similarities to their context, they showed more motivation and they liked to participate a lot, even, though they made mistakes when they were talking they continued giving their arguments or ideas about the topic. Furthermore, all of them agreed that English is a very important tool for the future and they wanted to improve it because they dreamt to have better employment opportunities and better living conditions. Thus, being familiar with these cultural aspects disinhibited some attitudes that did not contribute to oral development. The results of this research correspond to that carried out by Samuels (2018) because the students were willing to take off their masks; leaving aside sorrow, fear, and discouragement to participate orally. This becomes an opportunity for students

to imagine new possibilities, particularly in relation to learning (Kafele, 2013). This may suggest that the use of CRP not only has an impact on the development of language skills (oral development); but it also has benefits in social, cultural, and psychological aspects.

The above researches share some of the findings in the qualitative research conducted by Nagarkar (2011). This research aimed to explore the use of culturally responsive teaching practices in the classroom connecting what they had learned to the home (Misco (2018). Findings suggest that applying CRP allowed oral production when making a link between the school and the participants' families. The focus of the school was the teaching of the language towards oral production; but this supported by the family as a means to reinforce the study of the language; but from a cultural perspective. The function of the families was not to carry out an isolated task; it had a singular purpose; support the study of the language itself from the cultural foundations proposed from the school. The same was proposed by Özüdoğru (2018) in his research when he found that taking into account students' ancestral roots, their culture, their family experiences within the learning process is to give added value to the efforts students could make for oral production. CRP has proved to generate in participants a renewed attitude towards learning the English language and hence to oral production. CRP does not simply suggest the study of culture mediated by pedagogical, didactic, and methodological assumptions; but to take advantage of students' culture to motivate and encourage them to learn. In this way, learning is not only significant; but also becomes constructivist; this because there is a deep interest in making known what constitutes them. All this has a vital means, the oral production to mediate the communicative act. Thus, CRP as a mediator of knowledge (the study of language) may facilitate efforts towards oral production.

It is important to explore didactic strategies (CRP) to foster an inclusive and responsive educational environment that gives all students a voice and promotes equal access and opportunities towards oral production. In this sense, culture is a vital means to achieve this purpose. In my research, for example, the role of families in supporting language teaching-learning processes; through social-cultural practices (Callaway, 2015); is considered to motivate oral development. I believe that not only schools and universities should promote family support to replicate the effort made from the academy; I believe that teacher-researchers should also rely on them to achieve better academic results from CRP.

The qualitative study conducted by (Arvanitis, 2018), in which CRP was intended to validate student lifeworlds as a learning asset. Here, CRP support English second language learners increased their writing, reading, and oral productivity feeling that their informal/prior/heritage learning is officially validated. In this research, it is observed that, within the findings, there is empirical evidence that suggests that CRP has been used to improve different English language skills; writing and reading. Therefore, the use of CRP, in addition to contributing to the object of study of this research (oral production), this also promotes the development of other skills directly or indirectly. All of this is possible when something as valuable as culture is integrated into the curriculum for the development and promotion of orality. In fact, it is concluded that the integration of heritage culture/language into curriculum as something that is not of little value or importance may counteract subtractive bilingualism. This is possible through CRP.

The case study conducted by Orosco & O'Connor (2014), aimed to describe how oral language development is affected by culturally responsive pedagogy instructions. Results suggest that culturally responsive teaching approaches can have a powerful effect on

instructional engagement, contextualization, oral language development, and collaboration. CRP provide engaging and motivating collaborative oral practices. Although the development of didactic strategies was fundamentally in cultural readings; the importance of the CRP is highlighted due to the fact that the students were able to produce orally because the topics were familiar and of their interest. The use of a sociocultural reading-based model helped students activating their background knowledge (socio-cultural and the language itself) to improve their vocabulary and hence their oral language production and development. In this research, cultural readings were used as a didactic strategy for oral production. We know that oral production involves the development of a myriad skills and competencies. These decisions are made from CRP to encourage students' participation (Kafele, 2013) from learning environments that are familiar and meaningful to them. These conclusions are related to the research conducted by Larson et al., (2018), aim to examine how proactive management and culturally responsive teaching relate to student behavior: implications for measurement and practice. We could ask ourselves how this could be related to oral production; but in reality, without classroom management, it is almost impossible for there to be a successful teaching-learning process. Therefore, "student engagement and achievement are associated with teachers' use of evidence-based and proactive classroom management practices" (Larson et al., 2018, p.141). In any case, the connection between these two investigations is not precisely the management of the class; but that CRP can offer several benefits that go beyond the use and learning of cultures to promote learning spaces; which is something both investigations have in common, the oral production from material and immaterial resources typical of cultures in which educational requirements are necessary for learning to take place.

CRP, and based on the research I have so far presented, they have shown how CRP has positively influence classroom culture, foster positive relationships, and build a solid relationship of trust. Regarding my research, I confirm that CRP not only meets academic requirements, individual and group needs for the development of skills towards oral production. I also join the opportunity to make use of home videos, home experiences for curriculum development, and cultural identity; all of them for oral development.

In my research, on the other hand, those previous suggested pedagogical implications, will be considered; but it will also be given a more participatory role to students, allowing them to design their own cultural material for the development of oral production. In this sense, the fact of allowing students to design or elaborate elements that make up their culture and include them as didactic material could be highly motivating to promote oral participation. The idea of sharing something of themselves they have done, which constitutes them culturally, and therefore is significant, could generate in them the desire to orally share this cultural experience. Students may feel comfortable and confident when talking about their favorite food, costumes, games, popular songs like vallenato, cumbia, tamboreo. This may motivate them even more to share their culture and thereby improve oral production.

In addition, Wearmouth (2017) with the article “Employing culturally responsive pedagogy to foster literacy learning in schools” carries out an investigation with the purpose of adopting a sociocultural lens through a number of seminal texts to justify of its relevance. The results derive on children learn to speak within their own cultural contexts. As a result, teachers need to create a means to mediate students’ own cultural contexts and the school cultural context. concluding that, social contexts of schools provide mediation through which their students appropriate ways of thinking and acting in the world. This study is considered relevant to the

investigation purposes hence leads the set of principles taken into consideration by the sociocultural background as a mean of improving competences and oral communication skills.

The doctoral dissertation presented by Brooks (2022) about “Teachers’ experiences: culturally responsive pedagogy, student engagement, and growth achievement” Based on a qualitative phenomenological study has found that providing students with the concepts of culturally responsive pedagogy can support student engagement and achievement among culturally diverse learners. In addition, CRP makes students should feel some relevance to their lived experiences and culture for there to be motivation, engagement, and retention (Brooks, 2022, p.54). It can be considered a main reason to carry out a study based on students experiences and background knowledge. Finally, the recommendations from this research for future investigations focuses on the relevancy of CRP practices particularly among marginalized populations. For this reason, it is important to mention that the population on this study applies on this system.

The research article conducted by Ibrahima & Maizonniaux (2016) “Policies and pedagogies for students of diverse backgrounds” suits the aim of attending more diverse classrooms. On this case, students come from different regions and cultures at José Manuel Restrepo School. As a result, the CRP demonstrates contribution on classrooms and calls for clearly articulated policy pedagogies for students of diverse backgrounds. Also, diversity in education setting is an inescapable reality that needs to be systemically addressed. It means, implementing culturally responsive pedagogy encompasses ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. On this sense, oral production and interaction from the study will be based on this set of actions regarding to sociocultural background.

The interplay between CRP and oral communication has been studied by Civitillo et al (2018) based on valuing home language (L1) seeing it as beneficial and utilizing home language to support higher order thinking when developing oral interventions. The findings evidence the students truly seem to love to discuss what it was like in their home countries and the cultural background of the students are in the forefront of how they communicate and adapt to change in their environments (Civitillo et al, 2018, p.343). On this via, the CRP application is proved as an effective method to increased students' oral production and participation.

In Costa Rica, where English is taught as a Second Language Montero et al carried out an investigation (2016) "Enhancement of Oral production through the Teaching of Culture in Content-Based Instruction" the main purpose from this research lies on exploring the practice of enhancing oral production by teaching culture. It can be said that the purpose of my investigation is closed to the principles on which the students enriched their oral production from including cultural topics and social background. As a main finding, the participants enhanced their oral performance, focusing on content rather than on the language forms; likewise, the participants efficiently incorporated cultural content into their oral production. This investigation supports my intentions on promoting oral production with intermediate English Foreign Language students and reveals a set of activities and strategies to implement in classes.

The case study for Culturally and Linguistically Relevant Pedagogy: for oral production on L2 Learners applied by Ramírez (2020) guides teacher to some commonsense ideas to become increasingly on oral production within the critical consciousness principle, sharing power in the classroom, deserves special attention. Significantly, by inserting Spanish as a key vehicle for content and language development. Students felt at ease bringing themselves and their experiences into the classroom allowing content, process, context, and products from

lessons to be imprinted with students' interests and culture including recipes on national dishes and important facts about the region. Based on the above, the topic to promote oral interaction on my research will focus on Afro - Colombian music, costumes, food, beliefs, and customs. Also, festivals are celebrated on the town José Manuel Restrepo school is located.

In the research conducted by Arvanitis (2018), he argues that: community local stories, which are meaningful to students' everyday life as well as teaching new vocabulary every day and placing visual aids/pictures around the classroom and school is appropriate technique for language teaching. In this way, English second language learners increased their writing, reading and oral productivity feeling that their informal/prior/heritage learning is officially validated (p.8). Based on this, it can be said that the inclusion of cultural aspects is a motivational mediation that disposes students towards participation and therefore towards English language learning. From these findings, it can be seen that in addition to oral production; there are other abilities, which in an indirect way, are also susceptible to development.

The Doctoral dissertation called “Interactive multimedia in enhancing culturally responsive pedagogy” (Siti & Saedah, 2013) use arts as a medium to infuse oral production and culturally responsive arts on education classroom. The findings advocate CRP as principles of equality and to ensure that student's combat discrimination and stereotyping involved in the development of multicultural education in a learning environment. For this reason, carrying out an intervention based on CRP would lead on ensuring learning outcomes and language knowledge in terms of oral production and awareness elements on culture diversity to assist students on their progress. Also, the tasks designed for secondary schools have the features for an effective oral production on two-way interaction teacher – students and focus group in role plays tasks.

On the other hand, McCallops et al (2019) represents incorporation of culturally responsive pedagogy within social emotional learning and peer dialogues by promoting lived experiences and frames of reference of students to reinforce oral production. This reinforcement of students' cultural expression is key to culturally responsive as students are supported in their navigation of cultural conflicts and expression. In this sense, the participants from this research are teenagers who have been in contact with the cultural aspects of the Region and have learned some key aspects to discuss and express their opinion about the events such as festivals, food and dishes from Arboletes – Antioquia.

The action research conducted by David (2021), aimed to implement teaching techniques and learning strategies that allow participants from a rural school to develop oral production through the use of a community-based model. This action research shares many of the basic guidelines of CRP. The foregoing taking into account that it is also sought to foster teaching and learning practices that are meaningful for the pupils and the community's culture. These pedagogical decisions are important since “the cultural backgrounds of teachers and students taking part in the language learning process might share aspects that consequently may facilitate cognitive associations. On the contrary, if they do not share them, this would undermine those associations” (Bonilla & Cruz-Arcila, 2014, p.119). Bearing this in mind, that is why one of the main reasons why this study intends to improve oral production using real material that may appeal to students' context and realities. Therefore, for there to be cognitive development, and in this particular case, for oral production; It is essential to approach the possible elements of the students' culture for this learning to exist. The result that emerged in the project suggests that

there is an increase in the oral production of the participants as well as the retention in different communication strategies that allowed students to achieve the productive tasks of the workshops.

2 Methodology

In this section, theoretical and practical information was presented in relation to the object of study of this research. In this sense, conceptual aspects, educational context and participants, researches, were introduced and developed to provide a greater understanding of the application of the CRP within the educational familiar contexts.

On one hand, it was taken into consideration this research purpose, the use of a Culturally Responsive Pedagogy [CRP] to promote students' oral production, and its research question: To what extent could the use of culturally responsive pedagogy develop 7th graders oral production at José Manuel Restrepo public educational institution?, and therefore may investigate the essence of common and different experiences, phenomena, or processes among people in a community; in this particular case, the English class, this research corresponded to the qualitative design. On the other hand, and bearing in mind that it sought to investigate possible causes and consequences around the problem under study and its solutions, it was proposed to approach the object of study from an action research strategy.

2.1 Research approach and design

This research responds to a qualitative methodology as it studies social facts in natural contexts. In this sense, in the words of Sharp (2003) “qualitative inquiry means going into the field into the real world of programs, organizations, neighborhoods, street corners, and getting close enough to the people and circumstances there to capture what is happening” (p. 48).

This investigation also corresponded to the action research conceived as “inquiry, since it is conducted in a spiral of cycles and the researcher should reflect on each stage of the process” (Pardede, 2019, p. 283). This previous methodological decision was supported according to the object of study of this research, being that for this research an intervention program was proposed to improve not only the learning of the language itself; but also improve the students’ oral production through the CRP. Through action research (AR), “educators can improve their educational practice by identifying issues or problems they face, implementing actions (changes or interventions) to solve the problems, collecting, analyzing, and reflecting about the data to see the changes impact to the intended improvement” (Pardede, 2019, p. 283).

Though, action research was chosen due to the fact that it was focused on intervening to improve; within a natural environment and in a systematic way. In this respect, in action research, “teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action” (Aires et al., 2010, p. 2). In addition to the cycle that characterizes the process or strategy adopted through this methodology, it was important to recognize the purpose of this cycle, through which “action research focuses on creating meaningful and authentic change for those involved, whether in a classroom or community” (Vaughan et al., 2019, p. 1).

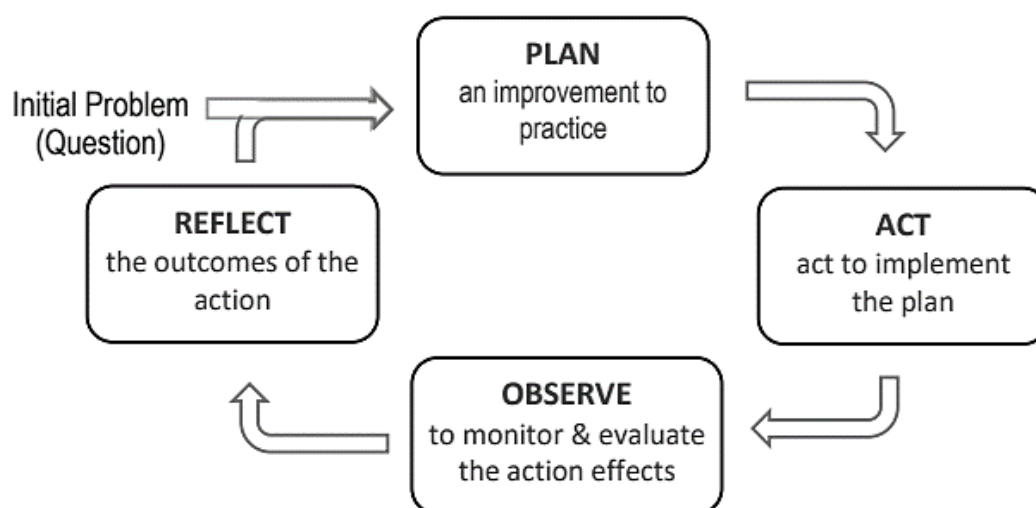
Therefore, in this research, the cycle proposed from this methodology suggested a systematic process to propose an intervention program or didactic sequence to solve a problem in

this community or group of students. On the other hand, from the motivational or significant point of view; culture was used as a vehicle to mediate the teaching-learning process suggested from the standards competence (promoted from the thematic development of the work units).

The Action research process or cycle adopted for this research was depicted below. (see Figure 1. The 4-stage action research cycle).

Figure 1

The 4 Stages Action Research Cycle



Source: Taken from (Pardede, 2019, p. 284).

2.2 Participants and context

This research proposal corresponds to a qualitative study, with action research method. This proposal was carried out in the José Manuel Restrepo public school in Arboletes-Antioquia, Colombia. A simple random sample was considered to choose the 22 out of the 800 students of this school where twelve students participated. Participants were all 7th graders - group A. Their ages ranged from 12 to 14 years old. Students come from low-income families and live in rural and urban areas. This sample was taken into account for practical reasons, the researcher was the full-time teacher of the participants. In the José Manuel Restrepo public school, According To The Territorial Council of Antioquia -CTPA and National Administrative Department of Statistics- DANE (2018), there were Afro-descendants population groups discriminated against in this way, (39.3%), followed by populated centers (36.84%) and scattered rural (23.86%) and also a significant part of indigenous people in the municipality belonging to the department of Cordoba Being close to the department of Córdoba there was always an influx of Cordovans to the area from both urban and rural areas.

Therefore, On the shore of the Caribbean Sea, where the immensity of colors was represented in its nature. Its inhabitants are mostly Afro-descendants, those who have maintained their race and culture over time, where they maintain their customs, traditions and beliefs by the sea. The Afro-Colombian culture was distinguished by a syncretism between beliefs, there is the Catholic Christian and the Protestant where the feelings of faith are promulgated without any discrimination, there are Catholic and Protestant temples, product of evangelization and convictions of African roots. Since slavery, Afro-Colombians celebrated their rites on the day off that their masters gave them, making jokes and representations of these in their typical dances.

In the same way, it was observed that this community had the following peculiarities of its culture, such as spending weekends with the family by the sea and enjoying an Ice-cold beer, Ceviche, Shrimp Cocktail, Boiled Crab with a Dish, a Michelada, Mango with Salt, enjoying his favorite music such as Samba, Champeta, Vallenato and Porro, due to the influence of the coastal area of both Córdoba and Sucre, typical of his daily life. It was very particular to find fish sellers on the seashore, who with their particular language of different fish such as Robalo, Sierra, Turbina, Egghead, Chipipi, Crab, Raya, and announce with loud shouts, captivating visitors and passers-by. -for buying the product. In relation to food, the visitor can enjoy this delicacy by the sea, since they are prepared for tourists to enjoy and learn about the cultural roots of this population, how they live and act in this environment, and there is no better way to do it, it is offering this representative culinary part of this population. In addition, these neighbors considered that the seashore was a good place to play beach ball, meditate on the situations experienced and find a solution, read and exercise to stay healthy as their own customs. In addition, the color of their costumes stands out, showing the beauty of nature, the varieties of flora and fauna that surround us, etc. For this reason, and others that concern us, this population was representative.

2.3 Research categories and instruments

Through the following table 1, research categories were introduced as well as the different proposed instruments to gather information from the research categories. Some of these categories of analysis were obtained by obtaining descriptive information about the object of study of this research and others.; based on this initial information, the proposal of the didactic sequence was used to try to improve the oral production of the participants

Table 1*Information Gathering Process*

Research Categories	Pre-speaking task	Video Recording	Students Focus group	Post-speaking task
1. To characterize students' state development of the English-speaking skill.	X	X		X
2. To plan classes based on culturally responsive pedagogy.				X
3. To design culturally responsive materials to be implemented in class.			X	X
4. To develop classes based on culturally responsive pedagogy.				X
5. To evaluate the intervention stage.				X

The instruments were applied in this research are listed below. In the same way, they were theoretically supported and their research purposes were mentioned in relation to the information gathering process.

2.3.1 Instruments

Pre and post speaking task. This was applied as an input behavior (initial results) and as an output behavior (results after the application of the didactic sequence) In this investigation, it was determined the state of development of students' individual and group oral production (on their beliefs, behaviors, objects, ceremonial artifacts, jewelry, or even clothing and other

characteristics shared by groups of people), this was taken into account. In this sense, and according to Camilo et al., (2017):

Speaking activities are divided into two types: an individual speaking activity and a pair-based speaking activity. The individual speaking activity consists of a picture description task, and the pair-based speaking activity consists of a role-play task performed by two students (p.45).

In this research, a pre-task and a post-task were applied “to set up a baseline from which gains on the posttest [...]” (Ghayebi & Farrokh, 2020, p. 100). In this way, comparisons were established in relation to the development of oral production after the application of the pedagogical sequence. In relation to the post-task, this type of activities was applied in order to Ghayebi & Farrokh (2020) “measure the learners’ progress or improvement” (p. 99). The objective of this instrument was to get participants based empirical information on their oral production. In addition, this process was carried out as follows.

Communicative competence was evaluated, taking into account the study plan established in the institution and Basic Learning Rights established by the National Government through the National Development Plan (2014-2018). For the seventh grade, it expresses in relation to speaking skill the following: Participates in short conversations providing information about him/herself as well as about familiar people, places, and events using simple phrases and sentences previously memorized, as expressed above, these particularities were taken into account to develop the post speaking task.

Video recording. Taking into consideration the purpose of this research, the use of this mediation was considered important to determine the influence of the intervention program or didactic sequence. This instrument was a benefit for both, the teacher and the student. The latter

taking into consideration that students can “[...] reflect on their individual speaking performances using a retrospective self-evaluation form” (Brooks, 1999, p. 73). For teachers, the approach to use this instrument allowed them “[...] not only in teaching, but also the assessment of speaking skills as a component of oral speaking portfolios (Brooks, 1999; Cheng & Chau, 2009). As cited in Göktürk (2016) The objective of this instrument was to get factual information on students’ oral performance so this could be analyzed qualitatively. In this sense, the observation technique plays an important role. A number of two oral activities were designed and hence video recorded.

Students focus group. This instrument allowed obtaining information according to the categories of analysis of this research in relation to students’ oral production. According to Freitas et al., (1998):

Focus Group is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures. The focus or object of analysis is the interaction inside the group. The participants influence each other through their answers to the ideas and contributions during the discussion (p. 2).

In this sense, the purpose of this instrument was to analyze participants extended contributions on the type of interaction when responding to the designed oral activities. This instrument was applied twice, for the initial findings and after applying the didactic sequence.

2.3.2 *Ethical considerations*

In order to guarantee an investigation with ethical principles, the parents of the students and the principal of the school were informed about this investigation process and its purpose in writing. For this, the suggestions of Bogdan & Biklen (1992) were taken into account. Parents were informed about the grade chosen for the study, the activities that were carried out on the site during the investigation process and who was responsible for the entire process. In addition, both parents and the principal were informed to the parents and principal of the school estimated time first, a consent letter were sent to the school principal asking for permission to conduct the study at the institution.

After received the satisfactory response from the rector, the procedures were reviewed since the participants were under 18 years of age and needed the written authorization of their parents in order to participate. Once the design was done, a consent request was sent to the parents informing them about the study process. In this letter, the parents of the students approved or not that their child's English teacher was the one to carry out the research process. In addition, parents of participants were informed that the CRP program was adapted to the student's curriculum. Similarly, the parents of the students were informed that this methodology did not interrupt the learning process of the students. In other words, the lessons were focused on Culturally Responsive Pedagogy (CRP) without disrupting classes. However, students were expected to have their consent.

In addition, the names of the students who participated were not revealed; the names were changed to pseudonyms such as S1, S2, S3, among others. The audio recordings were transcribed, the focus group, pre and post speaking task, all this information were categorized and analyzed. All of these files were organized and stored on a secure, password-protected computer for the private use of the researchers. (Attachment No.6).

2.4 Intervention stage

The intervention process was carried out in the following way, with the application of the instruments: In the first instance, a pre-speaking task was applied to know the level of English of the students. This was focused on the culture of Arboletes, with two activities. The first was a description in English of some well-known images in that municipality, and the second was a role play where they represent a situation in the municipality and describe it orally, with the aim of identifying the starting point of this intervention. Then a post-speaking task was applied, with the same theme previously exposed, after all the intervention process, to know if there were changes in the oral production (attachment No. 1).

A plan composed of two lessons, related to culturally sensitive pedagogy, of 50 minutes each class was implemented. In the first lesson plan, they were introduced to the subject of the present simple and adverbs of frequency, giving them examples of their daily routines and presenting them with communicative situations where this function of language is inserted, which is a component of the curriculum in said institution., using an appropriate vocabulary related to the culture of the municipality of Arboletes on topics such as food, clothing, music, festivities, and customs, among others, and expressions that will help them in oral production. In this first class, they were given the necessary input to carry out oral production activities (Attachment No. 2).

In the second lesson plan, students are asked to get into groups and use their creativity to present a topic from their culture. They are asked to talk about food, music, clothing, festivals, and customs that are part of their culture that identify them from their perspective (attachment No.3).

A rubric was developed to assess the presentations: The use of the present simple with adverbs of frequency and group work where at the end, their presentations processes were announced (attachment No. 4).

In the same way, three focus groups were applied. The first focus group was applied before the pre-speaking task, with the purpose of knowing the perceptions of the students regarding the inclusion of culture as an important factor for the strengthening of the process. The second focus group was conducted following the first lesson plan in order to ascertain how the learning process had gone and the students' feelings regarding the inclusion of culture as an important factor in the process of teaching and learning the English language.

Finally, after implementing the second lesson plan, a third focus group was conducted to determine how that learning experience was in the students in relation to the inclusion of culture as an important factor in the students' English learning teaching process. (Attachment No. 5).

In order to guarantee an investigation with ethical principles, to begin the implementation of the previous instruments, the parents of the students and the school director were informed in writing about this research process and its purpose. Where they were made aware of the process of this investigation and the conditions in which their children would participate, notwithstanding their obligation to participate, since it was intended to act responsibly and this action would not affect their negative grades, but rather an improvement in the English learning area as explained above (Attachment No. 6).

The following chapter describes the process and the method used to analyze the information, as well as how this coding process was carried out to arrive at the categories that

emerged. The steps to achieve the appropriate themes that would answer the research questions in this analysis process are outlined below.

2.5 Data analysis

This study analyzed the data from the pre and post speaking tasks, focus groups, and the design of two lesson plans carried out through thematic analysis, in order to identify students' understanding of the inclusion of culture, which could help to develop oral production. The methodological sequence, in relation to the thematic analysis, allowed a systematic monitoring of the appropriation language aspects, the study of the language itself (linguistic aspects and pragmatic competence: the appropriation of their own culture when necessary) and the use of these aspects represented through students' oral production of the students.

A key data organization structure in qualitative research is coding, as expressed in "a code in qualitative inquiry is usually a word or short phrase that symbolically assigns a sum, salient, essence capture, and/or evocative attribute to a piece of visual or language-based data" (Saldafia, 2009, p. 3). To analyze the information obtained, the thematic analysis method was selected, as proposed by Braun & Clarke (2013, pp. 202–203). According to these authors, thematic analysis consists of a series of six steps that include: becoming familiar with the data collected; coding data very carefully, raising themes, reviewing themes; defining and naming themes; and writing. For the thematic analysis of first, it was very important to know the data. Since there was a lot of information, it was necessary to review it carefully and become familiar with all the information. Coding was the next step. Words and phrases were identified and underlined in codes that described their meaning. Then, the codes were carefully analyzed with the purpose of identifying patterns that would generate themes. After the above, these themes

were reviewed with the purpose of identifying if the codes were well categorized or not. After reviewing, defining, and naming themes, he proceeded to the next step. A name was assigned to each theme, which in turn gave rise to the three categories that involved the themes that emerged. Finally, this data analysis process was previously organized with the defined themes and with the aim of answering the research questions of this study. Each of the steps proposed from the thematic analysis, facilitated the identification, description, construction, and analysis of the proposed codes to characterize the advances in linguistic terms and oral production. The empirical evidence suggests an appropriation of vocabulary, semantics, grammar, syntax, and pragmatics knowledge that denotes a thematic development exposed in the oral production of the participants.

In the next chapter, you will find the results of the analysis carried out on the information collected, where each of the questions is answered with its corresponding category, showing the most significant findings found in this research project.

2.6 Findings

The chapter presents the findings of my research project, the questions and sub-questions established in this project: To what extent could the use of culturally responsive pedagogy develop the oral production of the 7th grade students of the public educational institution José Manuel Restrepo? the Sub-questions: What changes in students' oral production are evident during the implementation of culturally responsive pedagogy? and What are the students' perceptions of CRP in the classroom?. Thus, three categories emerged:

To answer the first question about: *to what extent could the use of culturally responsive pedagogy develop 7th graders' oral production at José Manuel Restrepo public educational*

institution? findings of the pre-speaking task and the post-speaking task were organized (through a comparative and contrast exercise) and presented in response to each of the categories of analysis aimed at answering the questions of this research. The information that responds to each of the categories is supported according to the results of the thematic analysis, and by providing the respective instrument applied to collect the information (pre and post speaking task; video recording and focus groups). Given the case in which there is information linking other categories, during the analysis of one in particular; this information may be triangulated for a better analysis of it.

First research category:

Students' development in oral production due to CRP.

On one hand, it is evident that psychological aspects such as motivation and interest in the development of the pre and post-speaking tasks and the three focus groups were evident; even in students' mother tongue. Although these psychological aspects did not directly correspond to the object of study of this research; they were determinants or necessary predictors to guarantee students' efforts to orally participate. In this respect, "motivational levels of respondents toward speaking English as motivation is considered a fundamental element in achieving oral proficiency" (Amoah & Yeboah, 2021, p. 56). Therefore, they favor the development of these activities into a more dynamic environment.

On the other hand, it is evident in the pre-speaking task and in focus group 1; the lack of vocabulary to answer the questions about these instruments. While in the post-speaking task and in focus groups 2 and 3; the use of the English language begins to be noticed, although with some limitations of fluency, syntax, and grammar; for example: St 3: "I don't know the words

chocar and afeitar” [crash and shave, in English]; “[I stopped to think about] the vocabulary, because one had to think of what to say” (Páez, 2020, p. 101). This may explain why students did not produce orally; they did not have the necessary linguistic resources, thus, prolonged gaps when speaking English were evident.

In this first activity, which aims to know students’ English level, a sample of 12 students from the seventh grade was taken. Here, two role plays (in pairs), from the pre and post-speaking tasks, focused on oral production, were applied for students to describe their municipality and the typical food of Arboletes.

The answers of the students correspond to the following two questions:

- **Teacher:** a friend of you plan to visit the town of Arboletes for a few days to know this municipality that is full of many cultural riches and magnificent places. Talk to her or him about these cultural aspects and places. Here are some images with some ideas to help you.
- **Teacher:** You are a famous singer. You are asking for information about the typical foods and drinks of the municipality and you also want to know how people live, what they do on the shore of this beautiful sea, and what inspires them in this municipality

According to the previous language setting participants have shown achievement regarding to learning outcomes. Specially, in terms of oral production such as collaborative creation of meaning, learning through attending the feedback, paying attention to the input, and trying to incorporate new forms into one’s developing oral production competence (Montero et al 2016).

The statements presented above can be evidenced on the following table.

Pre-speaking task	Post-speaking task
<p>Teacher: a friend of you plan to visit the town of Arboletes for a few days to know this municipality that is full of many cultural riches and magnificent places. Talk to her or him about these cultural aspects and places. Here are some images with some ideas to help you.</p> <p><i>S1: “varias veces he ido al volcán de lodo, muchas veces veo grandes artes en la playa, saludo a los pescadores, todos los fines de semana compro cholado...”</i></p> <p><i>S2: “volcano, riviera del sol hotel, cholados...”</i></p> <p>Teacher: You are a famous singer. You are asking for information about the typical foods and drinks of the municipality and you also want to know how people live, what they do</p>	<p>Teacher: a friend of you plan to visit the town of Arboletes for a few days to know this municipality that is full of many cultural riches and magnificent places. Talk to her or him about these cultural aspects and places. Here are some images with some ideas to help you.</p> <p><i>S1: “In the first image, you can see Riviera del Sol Hotel, in second imagine a person drinks cholado, I like cholado, I see people in the volcano, chip of banana and.... I like swim in the beach”</i></p> <p><i>S2: “you can appreciate a volcano, Riviera Del Sol Hotel, you eat fish with coconut rice, I like the crab, it is fantastic food, I always eat fish and delicious I lunch rice with coconut and fishand...”</i></p>

on the shore of this beautiful sea, and what inspires them in this municipality.

S5: "What are the typical dishes of the region?"

S6: "fish.....arroz con coco"

S5: "What are the most consumed drinks in this region?"

S6: "jugo de naranja"

S5: "What can I find on the shore of this sea?"

S6: "Playa, comidas..." "What is the most representative of your people?"

S6 "pezcado de mar"

S7: What are the typical dishes of the region?

S8 *"pezcado de mar con arroz coconut"*

S7: What are the most consumed drinks in this region?

S8: *"el cholado , jugo de limon.....etc"*

S7: What can I find on the shore of this sea?

S8: *"En la Playa hay comidas muy típicas..."*

S7: What is the most representative of your people?

S8 *"pezcado de mar y sus fiestas"*

Teacher: You are a famous singer. You are asking for information about the typical foods and drinks of the municipality and you also want to know how people live, what they do on the shore of this beautiful sea, and what inspires them in this municipality

S1: "What are the typical dishes of the region?"

S2: "fish.....with coconut and banana with eggs"

S1: "What are the most consumed drinks in this region?"

S2: "Lemonade is very delicious; I always drink lemonade in the lunch"

S1: "What can I find on the shore of this sea?"

S2: "stores of food, beach you always swim in the beach..."

S1: "What is the most representative of your people?"

S2: "I see of folklore, the food ... for me and de volcano".

S3: "I prefer salad, fish....and fruits juice"

S2: "I prefer rice and fish..."

S3: *My food favorite is hamburger*

T: *Very good, excellent, repeat my favorite food is hamburger*

Despite the fact that the answers in the *pre-speaking task* did not demonstrate or evidence a good performance in the English language and therefore of oral production; students were willing to orally participate. The foregoing is due to the use of their culture and the interest in learning English. In fact, CRP is teaching for life; the “teaching-learning is mediated through the world and life-experiences. We are all defined by cultures and life experiences” (Bhattacharya, 2022, p. 15). Thus, teaching about culture is teaching a type of knowledge that will transcend despite time. And on the other hand, there is the learning of the English language; learn it is to participate in the globalized world. In addition, Wearmouth (2017) explains that teachers need to create a means to mediate students’ own cultural contexts and the school cultural context. concluding that, social contexts of schools provide as a mediation where students feel comfortable

In this respect, to respond to the second research category:

The inclusion of CRP into the English language learning-process to develop oral production.

Students reported the following:

Focus group 1

Focus group 2

Focus group 3

The following evidences are derived from the pre-speaking task:

The following evidence are derived from the post-speaking task:

(T) Question 2: Based on what you learned, do you feel more motivated when speaking in English with your classmates?

S1 *“Sí porque es una manera muy dinamica de expresarnos en ingles”* [Yes, because it is a very dynamic way of expressing ourselves in English]; *“Realmente disfrute las clases de ingles”* [I really enjoyed English classes... because we can learn more on our own].

S2 *“Sí porque es muy dinamica”* [Good because it is a very dynamic]; *“Realmente lo disfrute... porque podemos aprender”* [I really enjoyed ... because we can learn].

(T) Question 2: Based on what you learned, do you feel more motivated when speaking in English with your classmates?

S4 *“La verdad es que si me siento más confiada de hablar el inglés con mis compañeros y amigos porque ehh yaaa he aprendido varias cosas que me pueden ayudar...”* [The truth is that if I feel more confident of speaking English with my classmates and friends because ehh yaaa I have learned several things that can help me...].

S5 *“Si me siento capaz ya que ehhh, lo que hemos aprendido, podemos platicar sobre... con las demás personas sobre... la hermosa cultura que tenemos”* [I feel capable since ehhh, what we have learned, we can talk about... with the other people about... the beautiful culture that we have].

(T) Question 2: Based on what you learned, do you feel more motivated when speaking in English with your classmates?

S2 *“Sí, porque me siento más preparado”* [Yes, because I feel more prepared...]

S3 *“Sí, porque como dice mi compañero me siento más motivado más preparado a hablar en inglés”* [Yes, because as my colleague says, I feel more motivated and more prepared to speak in English].

Source. Own elaboration (2022).

Based on the findings of the three focus groups, it can be said that the inclusion of cultural aspects is a motivational mediation that disposes students towards participation and therefore towards English language learning. In this respect, Mckay (1982, as cited in Ávila,

2018) argues that “it is important to select themes with which the students can identify. Certainly, one common experience of most ESL students is their struggle with a language and culture with which they are unfamiliar” (p. 4).

From these findings, it can be seen that in addition to oral production; there are other abilities, which in an indirect way, are also susceptible to development. In the research conducted by Arvanitis (2018), he argues that:

community local stories, which are meaningful to students’ everyday life as well as teaching new vocabulary every day and placing visual aides/pictures around the classroom and school is appropriate technique for language teaching. In this way, English second language learners increased their writing, reading and oral productivity feeling that their informal/prior/heritage learning is officially validated (p.8).

In this sense, the use of culture functions as an environment for oral development. This trend could favor the oral development of the English language. This constitutes a starting point for this particular goal.

On the other hand, based on the result from the pre-speaking task, it is important to note that when the pre-speaking task was carried out, it was pretty much a poor performance. The majority of the words were in Spanish, and a few in English. In this sense, the motivational aspect that CRP provides could prevent students’ demotivation aspects. Moreover, demotivation and lack of English oral participation could also result from lack of subject familiarization and linguistic needs. All these negative incidents lead to the use of Spanish. In the words of Ávila (2018) the above negative evidences could lead “low or no participation during the classes and if they decided to participate all their answers or opinions were in Spanish (p. 1). This may explain

why in the pre-speaking task, it was noted that there was little English oral production, and students limited themselves to using their language to describe what they saw in the images provided describing local culture through flashcards. In this respect, it was noticed that it is necessary to continue applying CRP and reinforce the vocabulary of students' local culture.

In contrast to the above findings, and based on the results from the third and fourth research categories:

The design of culturally responsive material towards oral production and the implementation of CRP.

Results of the post-speaking task was qualitatively much better. In the development of the post-speaking task, both individually and in groups, a change was observed in oral production. There was evidence of more use of vocabulary, expressions related to culture, syntactic knowledge, and fluency. The purposeful design of activities based on the theme of culture favors the development of students' oral production in English. This finding is supported by the research conducted by Montero et al., (2016) in which it was evident that:

Some of the oral tasks helped participants to enhance their oral production more accurately, while some others did not fulfill this objective thoroughly. A possible explanation can be that certain topics and activities oriented for the teaching of culture can promote students' oral production more than others (pp. 324-325).

When analyzing the question asked by the teacher: A friend of yours plans to visit the town of Arboletes for a few days to get to know this municipality that is full of many cultural riches and magnificent places. Student 4 answered:

S4: *“In Arboletes, there is a volcano, I like fish. I usually eat fish... and crab. I always go with my father to the beach. I eat fish for lunch every day”.*

Moreover, in the perception of the students towards the use of the CRP classes, it was reported the following:

S5: *“I have learned more vocabulary about my culture.” “Yes, very good, I learned more about my beliefs; with what we have learned more about the vocabulary to teach others about my people.”*

This seems to be notorious also in other investigations, where these thematic activities on cultures are used with respect to other activities unrelated to this theme. From here arises a pedagogical, didactic and methodological implication; teachers should integrate culture not as an isolated element, but as a means to language teaching and learning. Therefore, to implement objectives that integrate cultural aspects as well as academic and language objectives becomes a key element when planning a class. Thus, letting students choose and participate in the design of this material was an excellent pedagogical decision. In fact, pedagogical decisions are characterized by studying the realities of the participants to rediscover their potential from the local culture and from these social readings propose interventions. Evidences of the success of this implementation were as followed:

Post-speaking task

S5: *“In Arboletes, there is a volcano, I like fish”.*

“I usually eat fish... and crab. I always go with my father to the beach”.

“I eat fish for lunch every day...”

Focus group 2

S5: *“What are the typical dishes of the region?”*

S6: *“fish, with, crab...rice”*

S5: *“What are the most consumed drinks in this region?”*

S6: *“We usually drink lemonade”.*

S5: *“What can I find on the shore of this sea?”*

S6: *“you find restaurant, bar”*

S5: *“What is the most representative of your people?”*

S6: *“The most representative is folklore. We always celebrate the party at sea and the volcano”.*

Presentation about festivals and volcano (transcripts)

S12: *“In my family celebrate the festivity of Mar y Volcan, I always.... Celebrate festivities in June...Virgen Maria, festival of banana, and.... my mother sometimes.... enjoy this festivities”.*

S13: *“I always celebrate day of afrocolombianidad and Virgen Mari.....jajaja and bananas festivalvery good for me”.*

S14: *“I and my family celebrate San Isidro party ... festivities Mar y el Volcano We always prepare to celebrate”.*

Transcripts class plan two

Students start talking about their stands

Stands cloths 1

S1: “this is a stand about dressand I usually wear ah blouse, and Pants, my family is commode cloth. And... I sometime wear sacks; my brother is tall and he wears Pantalone anchos in English. My friends wear bathing suits in the beach (they show some cloths)”.

S2: “I wear short pants; I wear busos ajaj I sometimes wear blue jeans I don’t like... I like to wear sweater. I like to wear in the beach ... I usually wear typical cloths. White pants and long dress common, my representation”.

S3: “I sometimes use shorts, and soft cloths and in Arboletes is hot... aja”

S4: “I wear a glass and jacket I always wear cup; I always wear uniform to go school. Pants, are very common”.

T: excellent! very good

In the previous fragment there was a significant change, in relation to the pre-speaking task, since there was greater oral production, greater use of context vocabulary. Due to this analysis, the change observed is quite significant, because the appropriation of the vocabulary related to the culture of this municipality and other local festivities were observed, which was put into practice during the intervention of the classes, and that generates a change in the oral production.

Moreover, sample taken from the post-speaking task activity 2 “the role play”, it can be observed that English oral production is more evident when do it through their culture. This due

to the fact that students feel more confident when talking about their culture, they are able to express, what they prefer, feel, live, and experience despite being in another language. For example:

In focus group 3 (the role play):

S1: *What are the typical dishes of the region?*

S7: *“Puedo ver... patacones con pescado y ensalada, y ves platanos en diferentes presentaciones”* [I can see... patacon with fish and salad, and you see platano in different ways].

S1: *What are the most consumed drinks in this region?*

S7: *“mucho jugo de frutas”* [A lot of fruit juice]

S1: *What can I find on the shore of this sea?*

S7: *“Te gusta el cholao y el mango”* [you like cholado and mango].

S1: *What is the most representative of your people?*

S7: *“Volcan, el lugar más representativo y el festival del volcan”* [volcano, most representative place and volcano festival]

We can confirm this improvement with the answers given in the focused group, where S1 expressed regarding the question, *¿cómo te sientes con la inclusión de temas como familia y amigos en las clases de inglés?* [how do you feel about the inclusion of topics such as family and friends in English classes?] the answer provide was:

S1 *“hhh, muy bien son temas cotidianos que uno se le hace fácil de hablar y más si es en inglés”* [feliz porque estoy expresando algo a lo que pertenezco, con lo que convivo a diario ya lo puedo expresar en inglés y....].

S1: *“hhh, very well they are daily topics that one it is easy for him to speak and even more so if it is in English”* [happy because I am expressing something to which I belong, with which I live daily I can already express it in English and...].

On the other hand, to answer the fifth research category, which is related to:

The evaluation of the CRP and students’ perceptions towards the application of CRP in classes.

When students did their presentations about their customs and beliefs, they were proud of it because it was linked to their lives. Learning a language seems to be motivated by the inclusion of learners’ own culture; thus, “it is evident that culture influences language and vice versa” (Mbibe, 2021, p. 1). Moreover, report processes were written in English, which makes it clear in advance that they can even write, pronounce, and make their ideas known through oral production. In this respect, Fink (2003, as cited in Ramírez & Artunduaga, 2018) “highlights the importance of inspiring students to connect the knowledge received in classes with their lives so that this information can be used in new situations” (p. 52). All this confirms that CRP provides a suitable environment for teaching about the language itself and for the development of oral production. For instance:

S2: *“we celebrate the festival of the sea and the volcano, the Virgin Mary; customs...”, “we always go to the beach to play”*.

We can also confirm this improvement with the answer given by S5 in relation to the following question: T: ¿Cómo fue tu experiencia con el uso de aspectos culturales como la música, la vestimenta, las creencias, etc.? [how was your experience with the use of cultural aspects such as music, clothing, beliefs, etc.?].

Focus Group 2

S5: *" he aprendido mas vocabulario sobre mi cultura" "si muy bien aprendo mas sobre mi creencias " con lo que hemos aprendido mas sobre el vocabulario para enseñarle a los demás sobre mi pueblo" "I have learned more vocabulary about my culture"; "yes, very well, I learnt more about my beliefs; with what we have learned more about the vocabulary to teach others about my people".*

T: ¿Cómo te has sentido con la inclusión de temas sobre la familia y amigos en las clases de inglés? ¿cómo ha sido ese proceso? [How have you felt with the inclusion of topics about family and friends in English classes? how has that process been?].

S1: *"Feliz porque he aprendido más sobre mi cultura en ingles".*

S2: *"Si, porque con las dinámicas que hemos hecho, hemos aprendido cosas que yo personalmente ehhe, no sabía de acá en inglés".*

T: ¿Tienes más confianza para expresarte sobre tu cultura, familia amigos en inglés? ¿Si tu respuesta es SÍ? por qué? Ahora, con todo lo que han aprendido, ¿sienten más confianza? [Do you have more confidence to express yourself about your culture, family, friends in English? If your answer is YES? why? Now, with everything you've learned, do you feel more confident?]

S5: *“Si, porque me gusta mucho la cultura en mi municipio y ehhhhhn me encanta hablar con mis amigos”.*

T: ¿Te sientes capaz de hablar con extranjeros acerca de tu cultura familia costumbres amigos en ingles con lo que has aprendido? [Do you feel capable of speaking with foreigners about your culture, family, customs, friends in English with what you have learned?].

S5: *“De hecho sí, porque me siento capaz de poder hablar con extranjeros sobre nuestra cultura”.*

S3: *“Si, opino que sería muy bueno porque pues tras que ellos ya saben un poco más sobre esas cosas y yo trasmitiéndoselas en ingles nos podemos entender”.*

Based on these evidences, it could be said that, there is recognition of their cultural identity and, therefore, they need to express it in a second language, in English. Thus, their cultural perception is represented in some cases the ways they live as well. It could be affirmed that the inclusion of CRP, from a cultural thematic design, is the maximum approximation of real situations within the teaching-learning process of the students. CRP has a positive impact on the teaching-learning process that leads to interactional oral production as well as the development of collateral skills (Price, 1997); (Solgi & Tafazoli, 2018). In fact, the epistemological foundations of CRP are based on the sociocultural theory; and it is because of this, that CRP facilitates oral interaction, oral production individually and among students. In this respect, Bahador & Mofrad (2020) explain that “sociocultural theory argues that human cognition is socially mediated through interaction with others and through the usage of cultural artifacts” (p. 84). Bearing this in mind, it could be said that through the use of CRP, it is surprising to see the excitement, interest, motivation, and desire students have to learn about their culture, but that in

a purposeful way; it is even more important the use of culture to develop and promote oral production. Despite students being involved in a culture; they are not sufficiently aware of the roots that identify them, bring them closer together and distance them from other cultures. All this generates in them an intention to learn that involves them emotionally. It could be affirmed that for the first time, the oral production of the English language, is seen as a means to speak to the world about their lives, about its people. This help students “acquired greater powers of decision, persuasion and assertiveness in communication” (Pedagogies, 2019, p. 3). This is possible since students are being exposed to cultural constituents, which have high motivational approval; in addition to the interest in learning English through this cultural mediation. Each of these aspects adds up positively so that the development process of oral production is achieved.

2.7 Discussion

To introduce this chapter, it is proposed to do so by responding to each research category in a sequential manner. By responding to each of the categories; the most relevant findings are provided to be supported from the existing literature and from investigative references that support the resulting conclusions.

First research category

To characterize students' state development of the English-speaking skill.

The use of the Spanish language is excessively evident in the pre-speaking task. This shortcoming may be overcome in order to orally communicate in the target language. This, bearing in mind that “vocabulary is the entryway to learning any language” (Cochi, 2020, p. 37). Thus, the absence of English in students' oral interventions, would probably be; at first, due to the lack of the English language linguistic access; or even to the lack of topic-based knowledge. This last assessment does not seem to be the problem to be solved.

In the same way, the progress students have made by the CRP is remarkable, especially when there is evidence of not existing good level of oral production on the pre-speaking task data analysis. On this sense, Wearmouth (2017) states that “The CRP provides the means of mediation through which the students appropriate ways of thinking and acting in the world. Oral production learning is a socially situated, culturally- and historically grounded form of mediated action that shapes human development” (Wearmouth, 2017, p. 13). On this basis, the participants confirm the importance of sociocultural background as an important input and content to foster oral production.

Other researchers suggest that students use their mother tongue (unless it is allowed by teachers for pedagogical decisions) it due to the need to report or answer a question based on their opinions, thoughts, decisions, or ideas. Spanish is also used by students when being in doubts (Arango et al., 2019); (Jambi, 2021, p. 603). These students in particular reported to using much more Spanish because the topic at hand was of their interest (students' own culture). This interest in their own culture is of the utmost importance as a mediation for oral production in English.

On the other hand, in the post-speaking tasks, as predicted in the pre-speaking task; students had a significant connection with the topic of the speaking tasks, their own culture. This may explain why students were eager to participate despite the target language lack of vocabulary and fluency needs. Thus, letting the students choose the local inner topics of their culture, designing, and presenting these activities was a meaningful pedagogical, didactic, and methodological decision for the oral production of the English language. Indeed, this has a lot to do with the assumption that "learning from a constructivist view is social in nature and therefore is influenced by the culture of an individual. Hence, cultural factors can influence the way an individual learns" (Vygotsky, 1986, as cited in Choy et al., 2015, p. 50).

Although this research did not have as its object of study the linguistic aspects such as vocabulary, grammar, syntax, etc., it cannot be denied that these aspects inherently develop oral production. Therefore, it is necessary that there is a media environment (students' own culture) to motivate in the students a proactive effort towards their learning process, oral production. The fluency component seems to be students' most evident need; but this may not be a major concern. This bearing in mind that there were not "too many pausing, hesitation" which "[...] may obstruct the fluency and depress the speakers in communication" (Wang & Lin, 2015, p.

114). In any case, and although this shortcoming is observed; oral production evidences were significant; the use of the English language was not so observable before; compare pre-speaking task with post-speaking tasks.

In the second and third research categories:

To plan classes based on culturally responsive pedagogy and design culturally responsive materials to be implemented in class.

There is much evidence supported by students regarding the use of CRP in their classes for oral production. Therefore, the pre and post evidences were both in favor of CRP as a mediation for the inclusion of their culture to promote oral production in English. It could be said that the expectation that students have regarding the use of CRP is high considering that this “approach is meant to promote engagement, enrichment, and achievement of all students by [...] nurturing students’ cultural strengths, and validating students’ lived experiences and their place in the world” (Samuels, 2018, p. 23). Perhaps the fact of talking about their culture is a way of talking about themselves and therefore feeling involved is part of the curriculum. CRP in this sense is a curricular invitation to call things, their things (everything that constitutes their culture); from another language, English.

Although evidences showed some deficiencies in terms of knowledge of the language; mainly the lack of vocabulary; the progress these students have made is remarkable; evidences on real oral production were non-existent in the pre-speaking task.

The intervention was oriented towards promoting oral production through authentic and significant communication situations. Therefore, designing material from the perspective of CRP is to enter the lives of students from their roots. Through CRP, it was sought that students were

able to establish linguistic connections, of semantic vocabulary that once studied in the target language; these could significantly be adhered to a daily situation of the students, typical of the culture in which they live. In this way, it was sought to establish a significant bridge between the linguistic and the culture of the students for oral production in English. This is explained by Sanabria & Silva (2017) when mentioning that “a semantic memory has the information which is related to the culture, behaviors and general knowledge about the word and it is consciousness, finally, an episodic memory is related to the ability of storing information about events which people felt” (p. 34). This constitutes an approach to their realities, it is to build from their realities, their lives from contextual approaches. Thus, when applying CRP, “you might find members of the community that will speak to the students on various subjects, teach a lesson, or give a demonstration. The aim is for community projects focused on authentic, genuine experiences” (Pedagogies, 2019, p. 11). That is why, the proposed CR activities in this research were designed under spontaneous conditions and daily or real situations of the students, perceiving that this type of classroom activity produced in the students a real motivation to learn.

From the experience in the proposed activities, it can be said that for the students of the population sample, use of their lifestyles, customs, or habits (based-cultural aspects) helped students in their oral production in the English language. As Izquierdo & Faraco (2021) pointed out, since language is the reason for exchanges and the engine of learning, it remains essential to provide students with a stimulating and language-friendly environment, where materials, images, concrete components, labels, and word stores are conducive to achieving language connectivity.

With regard to the fourth research category:

To develop classes based on culturally responsive pedagogy

The main objectives of learning a foreign language are to communicate and exchange ideas, and here, especially after the accelerated development in the fields of technology, the economy, and international relations, culture has been consolidated as a vital part of the processes (Solgi & Tafazoli, 2018). Thus, culture and education maintain a dual relationship to understand not only the people, but the language itself. It is a reciprocal relationship that brings students closer to understanding cultures and the people who live in them. And as it is part of the epistemological principles of the CRP, promoting learning through cultural experiences generates connection ties amid the diversity of all the young people who come together in a classroom.

In relation to this, Piazza et al., (2015) stated that CRP favors the learning of a second language because it allows one to express oneself, adapting to another language the way in which we tell our stories, celebrate, remember the past, entertain ourselves, and imagine the future.

And in effect, oral expression based on experiences from our own culture helps us define ourselves and see the world through the eyes of others. because, in addition to its intrinsic value, culture brings valuable social and economic benefits. Along with improving education and health, and increasing tolerance and bonding opportunities, culture improves our quality of life and increases the sense of well-being of both individuals and communities. Culture brought to educational environments can offer emotionally or intellectually moving and pleasurable experiences that invite celebration, contemplation, and positively promote the achievement of language learning objectives.

As pedagogical suggestions for future researches, it is vital to be clear about students' language learning process, how much they have learned or acquired the language to be able to

know how far they can be demanded. And therefore, as teachers be aware of their strengths and weaknesses.

For this particular investigation, some aspects of the language (vocabulary knowledge, grammar aspects, syntax, coherence, and fluency) despite not being the object of study in this investigation; if it is necessary to recognize its importance in oral development and production. One could not speak of oral production without first having developed these linguistic aspects in the students. Identifying the state of development of each of these components will determine the level of progress that students are showing. My students still show deficiencies in vocabulary, synthesis, and fluency; but if I consider a before and after of this investigation, I can affirm that they have advanced a lot. This conclusion is possible when there is a real diagnosis of the possibilities of the students. The assessment of the students' efforts and even the success of the proposed didactic sequence depends on the diagnosis of the students.

But as reflected in the findings, according to the responses of the students, culture also provides a means to express creativity, develop a sense of identity, and strengthen or maintain a sense of community

3 Conclusions

As a researcher, I am exploring whether culturally responsive pedagogy could help students develop oral production. Based on the information collected, it was found that participating in cultural activities allows children and young people to expand their thinking and coping skills, in addition to increasing their self-esteem, which is ultimately reflected in their academic performance.

Particular evidence when comparing the oral expressions of the students before the pedagogical intervention, in relation to those that were presented in the period after the development of the activities in the classroom. It is possible to identify a significant improvement.

This process was developed in the natural context of the students, in the normal schedules of the English class, weekly. But interactive elements based on the day-to-day actions of the families, related to the culture of the region, were included. And work was done with the resources available at the school. Indeed, it can be said that the culturally responsive pedagogy did promote the effective oral production among students of the José Manuel Restrepo public educational institution.

However, the teaching of foreign languages in public educational institutions often remains a little interactive. This was reflected to characterize students' state of development of the English-speaking skill, where problems in managing the language were reflected according to the results of the evaluation carried out. For this reason, after a process of active observation

with the school groups and identifying the possibilities of the context, it was proposed to plan the classes based on a culturally receptive pedagogy.

For this, culturally responsive materials were designed to be implemented in class, proposing activities and classroom tasks where the students will be connected with their culture and with the learning objectives for the English language area. Once the sessions were consolidated in the pedagogical proposal, the classes were developed in the classroom based on a culturally receptive pedagogy.

Some reflections were generated in this implementation of CRP as a teaching method. First, it is generally perceived that both teachers and students seem to be marked by restrictive conceptions of what is learned in a language, since they are limited to a strictly linguistic representation of discourse as a text, that is, as a succession of sentences, without taking into account extralinguistic information, such as knowledge of the world, of the interaction situation, among other aspects that are implicit in the text and that are necessary for interpretation.

In addition, it was perceived that the students reflect demotivation when facing the learning spaces of the second language because it is not an element with which they interact in their family or neighborhood environments. Rather, it is a curricular structure that they attend regularly, and this makes it difficult for them to explore the communication skills that they could develop in a second language.

For all these reasons, in innovative pedagogical spaces such as the one proposed in this research, the loss of reference points calls into question their reference systems, representations, and linguistic and cultural practices inherited from the cultural practices of the social group and the school. Therefore, changing these social representations consists of trying to understand and

explain the nature of the social bonds that unite individuals, including the social practices that they develop as well as intra-and intergroup relationships.

In this sense, CRP theorists such as Samuels (2018) suggest that students should be guided to think of languages as collections to be inventoried, catalogs to be profited from, or puzzles to be completed. From a didactic standpoint, the learning object should represent not only the knowledge to be acquired, but also the contextualized and diverse uses that must be appropriated.

Even if the main goal of the students is to learn to communicate in the target foreign language, it is undeniable that culture has its place in the classroom and students are supposed to be aware of it for various reasons. First of all, one of the first objectives of a teacher is to participate in the personal cultural enrichment of her students.

If this is true regardless of the subject taught by the teacher, it is even more so when we are in a foreign language course, where the learner is in direct contact with a culture other than his own. In fact, learning a foreign language also means understanding a new culture, different ways of living and ways of thinking.

In this way, when evaluating the intervention stage, it was identified that by integrating the cultural dimension with the linguistic dimension in a language course, it allows students to open up to other cultures and, therefore, promote a more objective view of things and a more tolerant and respectful state of mind. Indeed, the PCR allows students to combat stereotypes and generalities of culture by confronting them with cultural elements such as: way of life, conventional behaviors, eating habits, interaction with the environment, among other aspects already discussed.

It would then be interesting for the teacher of second language subjects in public institutions such as the José Manuel Restrepo school to highlight the cultural references transmitted by the language, the media, and advertising, among others, so that students can interpret and use them to better understand the language presented to them.

In other words, second language teachers could make use of innovative tools in the classroom, such as CRP, to permanently link the student and also to their context. And this will mean a recurring interaction with the language and its complex semantic structures to make everyday life easier, to bring it to the table of the student's home, to family recreation spaces, and to recreation spaces in schools. Thus, enhancing the teaching and learning processes of the second language in a set of natural actions, by linking the cognitive, the emotional, and the environmental.

For future researchers exploring future CRP-related research delving into Co-design the unit's curriculum or project with your students to ensure the class is culturally responsive and student-centered. Find those spaces where students are given the opportunity and creative freedom to choose learning roadmaps and final projects that align with their interests and highlight their skills. since these could integrate Personalized Learning and still meet the learning objectives and required standards. In fact, engaging students through "Critical Race Theory" (CRT) can enable you to exceed beyond your prescribed learning goals.

Employing speaking tasks related to the students' prior knowledge as a teaching approach improves oral production and interaction abilities. Additionally, with diverse cultural contexts or with students of different grades. In further research, it would be good students practice in advance, by ICT tools the speaking activities. On the other hand, students strengthen their ability to relate to others in the pursuit of cooperative solutions while also developing a critical

perspective toward life, while the activities implemented by CRP work as a motivator for students to increase their oral skills.

Finally, promoting oral production with ICT tools, it seeks to promote the autonomy of students, who need to get more involved in their own learning process, learning to apply metacognition of their knowledge to developing their skills and abilities in other scenarios by interacting with students and sharing their folklore, dishes, and culture. The teacher's role in CRP is a factor with a strong influence on the learning process of his/her students because it determines, among other things, such as perception, willingness to carry out each assignment and the interaction among them and their teacher. On this sense, the students feel comfortable or satisfied with speaking tasks in the classroom.

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5 Attachments

5.1 Attachments No 1

Pre- and post-speaking task

Objective: To evaluate the students speaking skill level based on the Common European framework in seventh grade.

Instructions

The teacher will explain to the students the activity to be developed, they will be organized individually and then in pairs.

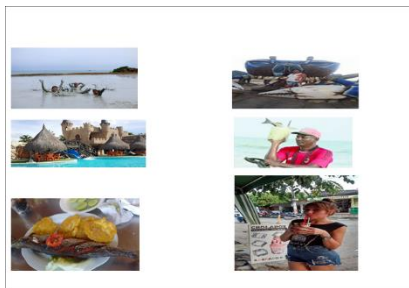
In the first activity they will be shown a situation using images of the municipality.

In the second activity, they will develop a role play about their customs, habits and beliefs as a family, etc. Based on the following situations

Situations: Two situations will be presented below where the student will have to develop it

Activity 1. A friend of you plan to visit the town of Arboletes for a few days to know this municipality that is full of many cultural riches and magnificent places. Talk to her or him about these cultural aspects and places. Here are some images with some ideas to help you

Adapted from Camilo et al., (2017)



Activity 2

Role play: In this role play activity you will be given the questions-and-answers guide to make the interaction flow more.

S1: You are a famous singer. You are asking for information about the typical foods and drinks of the municipality and you also want to know how people live, what they do on the shore of this beautiful sea, and what inspires them in this municipality

- A) What are the typical dishes of the region?
- B) What are the most consumed drinks in this region?
- C) What can I find on the shore of this sea?
- D) What is the most representative of your people?

S2: You are a waiter. You are attending a famous singer; you tell him about the region

-Typical dishes we have.....

-in this region people drink.....

-At the edge of the sea you can....

-The most representative of the people of this municipality is..

5.2 Attachments No 2 Lesson plan 1

INSTITUCION EDUCATIVA JOSE MANUEL RESTREPO

LESSON PLAN 1

STUDENT TEACHER: Isael Carmona Sotelo **ED. INSTITUTION:** José Manuel Restrepo **GRADE:** 7° **HOURS:** 2 **UNIT TITLE:** Afro-Arboletes Culture **LESSON DATE:** **TIME:** 1

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
<p>*Describe your daily routine</p> <p>*Make the classroom a stand of Arboletes culture and present orally important aspects about culture</p>	<p>*The students will be able to express their opinions, and give information about Arboletes culture.</p> <p>*The students will be able to express about Arboletes Culture in present simple emphasizing the affirmative and negative information</p>	<p>*The grammatical structures of the present and also adverbs of frequency to express daily life activities</p> <p>*Recognition of the culture:</p> <p>*Music</p> <p>* Changing rooms</p> <p>*Foods</p> <p>*Beliefs</p> <p>*Customs</p> <p>*Holidays</p>

		*Learn to ask about the subject
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INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<p>In this activity about culture and traditions for the student, they will have a workshop where they will write about, my favorite tradition, food, clothing that is used in the context and beliefs. At the end of the activity, each student will read their writings.</p> <p>The teacher will ask each student among them to form the word using the letters they have</p> <p>After the warm up, the teacher will give each student a sheet where the grammatical structures will be, which he will explain before going through each stand, also accompanied by a small list of verbs and vocabulary that will be used in the immersion in the culture</p> <p>the first is that the teacher makes the explanation corresponding to the use of the structure of the simple present in the affirmative form, he will give a list of vocabulary and common verbs that can be used in the topic presented in each stand, in the second instance they will learn how to describe what they observe in each stand, what contributes to the Arboletes culture.</p> <p>Examples:</p> <ul style="list-style-type: none"> * Afro-Colombian men wear white pants rolled up to the knee. * Afro-Colombians celebrate the carnival of Barranquilla * * What music do people from Arboletes play? 	<p>prior knowledge</p>	<p>5 minutes</p> <p>30 jh</p>

<p>*Delicious food Rice with Crab * Fish soup Teacher gives necessary vocabulary in each stand, which has a sample of Culture. Recognizing the characteristics of the culture, through sections/stands to capture the interest of students and motivate them to participate by asking questions related to the topic making use of the simple present.</p> <p>During the class, interactive questions will be asked to motivate the interest of the topic identifying vocabulary and verbs</p>		
<p>Main activity: CULTURAL IMMERSION</p> <p>The teacher previously organized the classroom for a cultural immersion, leaving the room divided by stands in order to guide the performance.</p> <p>First: *Colombian Music: Instruments, Arboletes Sounds.</p> <p>Second: *Costume: the typical costume of the Arboletes culture.</p> <p>Third: *Food: the typical dishes of the culture (the teacher will bring a sample of the most representative dish)</p> <p>Fourth: *Beliefs and customs of the A</p> <p>Fifth: *Annual festivities for the general public and unique festivities for culture</p>	<p>Pictures Decorative clothing, posters, musical instruments, typical shirt, video beam.</p> <p>study sheet, markers</p> <p>Pictures Decorative clothing, posters, musical instruments, typical shirt, video beam, ,</p>	<p>previously</p> <p>20 minutes</p>

<p>Closure</p> <p>*The teacher will explain the homework for the next class With the vocabulary learned in class, the students will choose their cultural topic, they will present it orally using the previous knowledge.</p> <p>Homework: Create teams; for the realization of a didactic and creative exhibition of each aspect of Arboletes culture, but taking account the present simple structures</p> <p>1-Afro -Colombia Music 2-Costumes 3-Food 4-Beliefs and customs 5- Annual festivities</p>	<p>Box Flashcards Market</p>	<p>5 minutes</p>
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ASSESSMENT:

The teacher will take into account students' participation and will grade the classroom activities.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

OBSERVATIONS AND COMMENTS:

5.3 Attachments No 3 Lesson plan two

INSTITUCION EDUCATIVA JOSE MANUEL RESTREPO

LESSON PLAN 2

STUDENT TEACHER: Isael Carmona Sotelo **ED. INSTITUTION:** José Manuel Restrepo
GRADE: 7° **HOURS:** 2 **UNIT TITLE:** Afro-Arboletes culture **LESSON**
DATE: **TIME:** 1 hour

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
<p>*Make use of simple present structures for giving information about culture</p> <p>*Expressing in a simple way and didactic in English on the topic that each team chose about Arboletes Culture</p>	<p>* Students will be able to use correctly the simple present structure in an oral presentation about their culture identity</p> <p>* They will be able to give simple information about their culture identity</p>	<p>* Correct pronunciation.</p> <p>* Corrections in the use of the Simple present tense</p> <p>*Teach and remember vocabulary and verbs in present</p> <p>*Music</p> <p>*Foods</p> <p>*Beliefs</p> <p>*Customs</p> <p>*Holidays</p>

INSTRUCTIONAL ACTIVITIES

<p>Warm-up</p> <p>Brainstorm about culture: The teacher writes the words on the board that children tell him about the topic.</p>	<p>Resources/Materials</p> <p>prior knowledge</p>	<p>Time</p> <p>5minutes</p>
<p>Main activity:</p> <p>The students this time will be the protagonists of the class, therefore, they will proceed to assemble the presentations of each work team in the classroom for stands.</p> <p>Each work team will make their oral presentations on the topic chosen by each one, fulfilling the requirements of the task:</p> <ul style="list-style-type: none"> * All team members must participate in the oral presentation *Use of the present simple *Creative and didactic presentation <p>Each team will have 8 minutes for their presentation.</p> <p>the teacher will create a rubric to evaluate the oral presentation of the students</p> <p>During the class, the teacher will evaluate each group the following items:</p> <ul style="list-style-type: none"> *The good use of the grammatical structures of the simple present tense *Express orally, simply and clearly about Afro-Arboletes culture. *Use of vocabulary about Afro-Arboletes culture *Presentation creativity. *Teamwork. 	<p>Pictures posters Video beam Decorations clothes</p> <p>Evaluative ítems sheet</p>	<p>7 minutes</p> <p>40 minutes</p>
<p>Closure</p> <p>Once the presentations are finished, the teacher will make an evaluative socialization on the oral productions in a qualitative way. Valuing the effort made and highlighting some presentations to motivate them to continue practicing English.</p>		<p>8 minutes</p>

Also, he will ask to students, questions such as:		
---	--	--

Do you feel identified with Afro-Arboletes culture? the English language is a means to understand our Afro-Arboletes culture?		
--	--	--

ASSESSMENT:

The teacher will take into account students' participation and will grade the classroom activities and during the class, the teacher will evaluate each group.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**OBSERVATIONS AND COMMENTS:**

SIMPLE PRESENT (DO/DOES)

I	do
YOU	do
HE	does
SHE	
IT	do
YOU	
WE	
THEY	

Affirmative:



+ VERB + COMPLEMENT.

Alro Arboletes wear colorful clothes

Negative:



+ do/does + not+ VERB + COMPLEMENT.

They do not sing reggaeton to praise their divinities

X, SH, CH, O, SS
y Z: ES
Si termina en
Y, pero
antecede una
vocal: S
Si termina en
Y, pero
antecede una
consonante:
IES

VERBS

*Eat=comer

*Tell =decir, contar

*Want=querer

*Like=gustar

*Go=ir

*Have=tener

*Fallow=seguir

*Swim=nadar

*Drink=tomar

*Wear=usar

*Enjoy=disfrutar

*Sing= cantar

VOCABULARY

-beach-playa

-juice- jugo

-mango- Mango

-music-musica

-rice- arroz

-fish-pezcado

-michelada-michelada

-crab-cangrejo

-Soup.sopa

-banana-plátano

-basketball

-coffee

-fish

5.4 Attachments No 4 Rubrica para evaluación de la actividad de producción oral

Rúbrica para evaluación de la actividad de producción oral					
Área	Asignatura	Competencia			Grado
Humanidades	inglés	Comunicativa			7°
Estudiante (s)					
Criterios	Superior (4,5 a 5,0)	Alto (4,0-4,49)	Básico (3,0-3,99)	Bajo (1,0 - 2,99)	Total
Oral production	El estudiante es eficientemente capaz de hablar acerca de su cultura de Arboletes en presente simple usando los adverbios de frecuencia	El estudiante es capaz de hablar acerca de su cultura de Arboletes en presente simple usando los adverbios de frecuencia de forma correcta	El estudiante es capaz de hablar acerca de su cultura de Arboletes en presente simple usando los adverbios de frecuencia con mínimos errores	El estudiante se le dificulta hablar acerca de su cultura de Arboletes en presente simple usando los adverbios de frecuencia.	
Trabajo en grupo	Se observa un trabajo grupal excelente en las presentaciones hechas	Se observa un trabajo grupal bueno en las presentaciones hechas	Se observa un trabajo grupal básico con sus falencias en las presentaciones hechas	Se observan dificultades en el trabajo grupal, no trabajaron las presentaciones.	
Puntaje total					

5.5 Attachments No 5

5.5.1 First Grupo Focal

Bienvenido

Gracias por aceptar ser parte del grupo focal. Agradecemos su disposición a participar.

Propósito del grupo focal:

El objetivo de este grupo focal es conocer las percepciones de los estudiantes en torno a la inclusión de la cultura como factor importante para el fortalecimiento del proceso de enseñanza aprendizaje del idioma ingles

Necesitamos su opinión y queremos que comparta sus pensamientos honestos y abiertos con nosotros.

Adaptado de Ritchi E y Lewis (2003)

Preguntas de la entrevista

1.¿Te sientes orgulloso de tu municipio, tu cultura, tu familia? ¿Por qué?

2. ¿Te motiva hablar en inglés con tus compañeros?

3. ¿Sientes que puedes expresarte sobre tu cultura, familia, amigo en inglés? si tu respuesta es sí ¿te hace sentir feliz?

4 ¿Te gustaría poder hablar con extranjeros acerca de tu cultura, familia, costumbres, amigos en inglés?

5. ¿Consideras el uso de aspectos culturales tales como la comida, la música, el vestuario, las creencias son interesantes para ti? ¿De qué forma?

6 ¿Crees que el uso de los conocimientos acerca de tus costumbres, creencias, estilo de vida en las clases te podrían ayudar a hablar en inglés? ¿Por qué?

7 ¿Te gustaría mostrar y describir elementos de tu cultura, comida, fiestas típicas en eventos culturales en inglés?

.8 ¿Qué necesitarías para poder lograrlo?

9 ¿Te gustaría que llevaran a las clases de inglés tu música favorita, representaciones de las comidas típicas, de los vestuarios?

10 ¿Te gustaría ser guía turista y hablar en ingles de las riquezas gastronómicas, festividades y creencias religiosas?

11 ¿Qué es lo primero que se viene a la mente cuando se habla de festividades ¿?

12 ¿Qué es lo que más prefieres para comer? ¿por qué?

13 ¿Qué es lo hacen los fines de semana en la playa? ¿cuéntame?

5.5.2 *Second Grupo Focal during the intervention stage*

Bienvenido

Gracias por aceptar ser parte del grupo focal. Agradecemos su disposición a participar.

Propósito del grupo focal:

El objetivo de este grupo focal es conocer como ha sido ese proceso de aprendizaje y el sentir en los estudiantes en lo relacionado con la inclusión de la cultura como factor importante para el fortalecimiento del proceso de enseñanza aprendizaje del idioma ingles

Necesitamos su opinión y queremos que comparta sus pensamientos honestos y abiertos con nosotros.

Adaptado de Ritchi E y Lewis (2003)

Preguntas de la entrevista

1. ¿Cómo te has sentido con la inclusión de temas sobre tu familia, amigos en las clases de inglés?
2. ¿En lo que ha transcurrido en tu aprendizaje, te sientes más motivado hablar en inglés con tus compañeros?
3. ¿Tienes más confianza para expresarte sobre tu cultura, familia, amigo en inglés? si tu respuesta es sí ¿Por qué?
4. ¿Te sientes capaz de poder hablar con extranjeros acerca de tu cultura, familia, costumbres, amigos en inglés con los que has aprendido?
5. ¿Cómo te ha parecido el uso de aspectos culturales tales como la comida, la música, el vestuario, las creencias en las clases de inglés? ¿te ha gustado? Si tu respuesta es sí, ¿por qué?

6 ¿Puedes describir eventos culturales típicos de la región en inglés con los conocimientos adquiridos?

.7 ¿Te sientes seguro con el vocabulario aprendido sobre tu municipio para hablar en inglés?

8 ¿Cómo te has sentido en las clases de inglés donde se te llevado tu música favorita, representaciones de las comidas típicas, los vestuarios?

9 ¿Con lo que has aprendido hasta el momento te gustaría ser guía turista y hablar en ingles de las riquezas gastronómicas, festividades y creencias religiosas?

10 ¿Has aprendido hablar de festividades en inglés?

11 ¿puedes expresar en ingles lo que prefieres comer con lo has aprendido?

12 ¿Puedes expresar en ingles lo que haces los fines de semana en la playa con lo que estas aprendiendo? ¿cuéntame?

5.5.3 *Third Grupo Focal*

Bienvenido

Gracias por aceptar ser parte del grupo focal. Agradecemos su disposición a participar.

Propósito del grupo focal:

El objetivo de este grupo focal es conocer como fue esa experiencia de aprendizaje en los estudiantes en lo relacionado con la inclusión de la cultura como factor importante para el fortalecimiento del proceso de enseñanza aprendizaje del idioma ingles

Necesitamos su opinión y queremos que comparta sus pensamientos honestos y abiertos con nosotros.

Adaptado de Ritchi E y Lewis (2003)

Preguntas de la entrevista

1. ¿Cómo te sentiste con la inclusión de temas sobre tu familia, amigos en las clases de inglés?
2. ¿Con lo que aprendiste sientes más motivado hablar en inglés con tus compañeros?
3. ¿Puedes expresarte sobre tu cultura, familia, amigo en inglés con lo que aprendiste? si tu respuesta es sí ¿Por qué?
- 4 ¿Puedes hablar con extranjeros acerca de tu cultura, familia, costumbres, amigos en inglés con los que aprendiste?
5. ¿Cómo fue tu experiencia con el uso de aspectos culturales tales como la comida, la música, el vestuario, las creencias en las clases de inglés? ¿te gusto? Si tu respuesta es sí, ¿por qué?
- 6 ¿Te ayudo el uso de los conocimientos acerca de tus costumbres, creencias, estilo de vida en las clases para poder expresarte en inglés? ¿Por qué?
- 7 ¿Cómo fue tu experiencia en aprender a describir elementos de tu cultura, comida, fiestas típicas en eventos culturales en inglés con lo que aprendiste?
- 8 ¿Hay más seguridad para poder lograrlo?
- 9 ¿Cómo te sentiste en las clases de inglés donde se te llevo tu tipo música favorita, representaciones de las comidas típicas, los vestuarios?

10 ¿Con lo que aprendiste en clase te gustaría ser guía turista y hablar en ingles de las riquezas gastronómicas, festividades y creencias religiosas?

11 ¿Aprendiste hablar de tus festividades en inglés?

12 ¿Puedes expresarte con tranquilidad en ingles de lo que prefieres comer?

13 ¿Puedes expresar en ingles lo que haces los fines de semana en la playa con lo que estas aprendiendo? ¿cuéntame?

5.6 Attachments No 6

Letter of consent

Arboletes, Antioquia

Señores

PADRES DE FAMILIA

I E JOSE MANUEL RESTREPO

La ciudad de Arboletes Antioquia

Cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en el proyecto de investigación denominado “*pedagogía culturalmente receptiva para promover la producción oral , el cual tiene como objetivo mejorar la producción oral del inglés en los estudiantes _*”, a cargo de Isael Manuel Carmona Sotelo estudiante de maestría en la enseñanza de ingles de la Universidad de Córdoba con quien está a cargo del proyecto.

Procedimiento: Previa autorización de la institución y consentimiento informado por parte de los padres y el (la) adolescente, debidamente firmado, se procederá a aplicar los siguientes instrumentos de manera anónima y confidencial en los estudiantes del grado 7°. Una actividad

para conocer el nivel de inglés de ellos, una al inicio de la intervención y otra al final, tres grupos focales y la realización de dos clases, las cuales serán grabadas para recolectar insumos para este proyecto y tal información se manejará de forma confidencial, aclarando también que los resultados de esta investigación no repercutirán en su desempeño académico, y el estudiante es libre de retirarse del proceso.

Por lo anteriormente expresado yo _____, identificado con numero _____ de CC _____ De _____, apoderado de _____, doy mi autorización y consentimiento para que participe de este proceso de investigación en el campo de la enseñanza del inglés. Y afirmo que fui informado de todo el proceso que implica esta participación.

Cordialmente,

Firma del padre de familia _____

Alumno Investigador _____

Arboletes, Antioquia

Señora

RECTORA

I E JOSE MANUEL RESTREPO

DARIS OBREGON HERNANDEZ

La ciudad de Arboletes Antioquia

Cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para llevar a cabo en esta institución educativa el proyecto de investigación denominado “*pedagogía culturalmente receptiva para promover la producción oral , el cual tiene como objetivo mejorar la producción oral del inglés en los estudiantes del grado 7° _*”, a cargo de Isael Manuel Carmona Sotelo estudiante de maestría en la enseñanza de ingles de la Universidad de Córdoba con quien está a cargo del proyecto.

Procedimiento: Previa autorización de la institución debidamente firmado, se procederá a aplicar los siguientes instrumentos de manera anónima y confidencial a los estudiantes del grado 7°: Una actividad para conocer el nivel de inglés de ellos , una al inicio de la intervención y otra al final, tres grupos focales y la realización de dos clases, las cuales serán grabadas para recolectar insumos para este proyecto, y tal información se maneja de forma confidencial , aclarando también que los resultado de esta investigación no repercutirán en su desempeño académico, y el estudiante es libre de retirarse del proceso.

Por lo anteriormente expresado espero su autorización para el desarrollo del mismo.

Reitero su compromiso con la educación de los niños y el mejoramiento continúe de ellos

Cordialmente,

Rectora _____

Alumno Investigador _____

Universidad de Córdoba

