

EFL Early Oral Practices in Rural Primary Students: Technological Tools Guiding their Intercultural Learning

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Abstract

Early instructions of English as a foreign language are a current tendency in Colombia, although it is noticeable that pupils from rural contexts encounter difficulties to communicate orally in English altering their social interaction skills. This study intended to propitiate spaces to early development of speaking skills of rural primary students from Boyacá, by using technology combined with intercultural contents such as English speaking countries' traditions, following a qualitative approach alongside action research. Workshops were applied in three momentums: pre-workshop, workshop and post workshop; the instruments for supporting data collection were focus groups interviews, video recording teacher's journals.

This study aimed to inquire about; first, what dimensions in rural primary students' early oral practices are apparent when they use technological tools to guide their intercultural learning? Followed by how do rural students perceive technological tools employed to guide their intercultural learning when they are developing early oral practices? Along with what intercultural attitudes do rural students manifest when they use technological tools in their early oral practices about English speaking countries traditions?

Within the findings of this research, students expressed their acceptance towards technological tools. They prepared oral communication by welcoming other cultures when they imagined themselves being immersed in foreign backgrounds. In order to structure communicative situations, learners reviewed previous linguistic and cultural contents.

Regarding technological outcomes, it was encountered that technological tools were a source of empowerment in relation to culture. Technology represented a positive impact in regards to students' appropriation and exploration of foreign traditions. Also, it served as a

source of motivation that entrusted learners towards actively participate in the EFL classroom. Similarly, technology was seen as a source of linguistic and cultural input.

When students had their first encounters with contents belonging to the foreign culture, they expressed willingness; they started a process where they compared, inquired, and embraced foreign culture features. Then, it caused students conceive imaginary scenarios where they were immersed in the foreign culture, thus, they experienced contrasting emotions which ranged from excitement and enjoyment to insecurity and fear to be misunderstood when they made use of the foreign language.

Keywords: Technological tools, culture, early oral practices, rural students

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1. Introduction

Nowadays learning a foreign language is a crucial factor not only for educative purposes but also for successful social interactions in both, local and foreign contexts. EFL Early instruction is a current tendency in private and public institutions due to the fact English is the core of global communication, in a more local level the instruction of EFL intends to respond to the demands of society development. This has caused the emergence of proposals for high quality teaching to procure young learners with a proper range of knowledge to boost up their learning.

Following this idea, “EFL Early Oral Practices In Rural Primary Students: Technological Tools Guiding Their Intercultural Learning” was a study which took place in two rural headquarters of the “Institución Técnico Comercial de Jenesano” of Boyacá. In this context, students encountered difficulties to communicate orally in English, thus, this research was intended to propitiate spaces to foster early development of participants’ speaking skill through the application of technological activities focused on the appropriation and exploration of intercultural contents in relation to traditions of English speaking countries.

This research study sought to foster the development of intercultural learning in participants, so they became aware of foreign cultures. We considered that this study could bring out students preparation to face opportunities for social interaction in both contexts, inside and outside the classroom. Additionally, as language educators, we thought we could gain awareness of how to use properly technological aids in the classroom to potentiate the foreign language learning and equip learners with useful knowledge to be unfolded in different contexts and to support their skills when communicating their ideas and opinions.

Currently, English learning predisposes an environment where globalization and new technologies merge; the lack of acquaintance with the previous aspects translates into educational and sociocultural disadvantages especially in rural communities. Accordingly to various documents from the MEN and the target educational institution's "Plan de area", it is necessary to set situations to educate students in the production of spontaneous language. In the case of this study, we believed this could be achieved by linking language and culture to strength students' cultural reflexive thinking. In the same way, this connection could foster communicative competences. Also, in the documents mentioned above it is stated that technology in the classroom is vital to increase motivation and therefore, to enrich learning skills in the foreign language. Similarly, these documents highlight that educational institutions, including those in rural communities, as the one in this study, should acknowledge the role of technological tools in students' foreign language learning and they should make use of them in the English classroom.

Taking into account the following information, this study followed a qualitative approach with the precepts of action research, which allowed disclosure of our initial queries with the purpose of designing and redesigning strategies to face target population problems such as lack of awareness of the use of technological tools in the foreign language classroom, the existent cultural gap in English syllabuses and learners' struggle to produce more meaningful oral language. The instruments used to explore the previous issues and gathering data were individual interviews, focus groups, teachers' journals and video recordings.

A series of workshops were implemented, each one of them composed by three phases: an initial stage called pre-workshop, followed by the workshop phase, in which learners were exposed to the technological tool and its activities, and the post-workshop phase. During this

final stage, the target population was instructed by means of activities to correlate with the cultural contents and technological information they acquired in the previous phases to appropriate spaces to develop early oral practices.

This document is divided in various sections. In the first section, the justification, the problem statement and the objectives proposed for this study are presented. Secondly, the state of the art which includes local, national and international researches related to the propitiation of early oral production situations through cultural contents by means of technological tools is described. Subsequently, the document includes a revision of theoretical concepts that support the oral production, technological and cultural constructs of this study. Thirdly, the research design, the type of research and the instruments used to collect data followed by the description of the workshops implemented in this research, is exhibited. Equally, the context and participants are outlined in this section. Finally, the data analysis process, its respective outcomes, conclusions, implications and further research chapter are displayed.

2. Justification

Learning English opens the path to recognize, explore and interact among different cultures, holding the notion of what one's own culture means and procuring the enhancement of oral production situations. All of this, along with the development and spreading of new technologies, become facilitating tools that contribute to the teaching of English to a population permeated by the advancements of globalization. The lack of such features can cause disadvantages among vulnerable populations such as rural students, fact that later on can mean an issue not only for their educational development, but also for their sociocultural interaction. This study attempted to initiate oral practices in rural young learners by using technological tools with intercultural contents to observe their attitudes towards local and foreign traditions.

In order for a learner to be competent in a foreign language, it is essential to deepen in the practice of certain abilities that allow the individual to enrich his/her linguistic perspective as well as the sociocultural outlook. Setting situations to enhance oral practices is fundamental to anchor the input content into the production of new language in a more spontaneous way. This perspective has been stipulated in various documents issued by the Colombian Ministry of Education. Documents such as *Lineamientos Curriculares Idiomas Extranjeros* (MEN, 2014), *Mallas de Aprendizaje* (MEN, 2016) and *Estándares Básicos de Competencia en Lenguas Extranjeras: Inglés* (MEN, 2006) seek the potentiation of learners' communicative competence to educate autonomous beings that are able to think critically, building knowledge to interpret and transform their environments, all of that using the foreign language. Likewise, the 'Plan de Area de Humanidades, Inglés-Español' of the "Institución Educativa Técnico Comercial Jenesano" school, the context where this study took place, showed a tendency towards the recognition of communicative competence as a pillar to strength cultural, reflexive and critical features in

students. This directly linked to the main purpose of this research since this study sought to enable students to appropriate and manage oral production abilities in English for building up cultural awareness.

According to recent governmental English education policies in Colombia, the management of technology in the classroom is vital, thus, ICT's and resources aimed to rural schools such as "vive digital", internet, CEO (*Contenidos Educativos Offline*) (Vega, 2013, p.112), have offered a transformation in the technological landscape in Colombian education. To keep up with the government recommendations in the English field, the document "Mallas de Aprendizaje" (MEN, 2016), presents varied technological content (link for websites, platforms, online activities, etc.) for educators and learners to explore English learning process simultaneously with technology, a combination that not just boosts up learners' motivation but also increases their learning skills. Even though these policies occupy a substantial hierarchy in English education, non-interactive classes are still being imparted in schools due in part to teachers' unawareness of technological tools that can be manipulated in the classroom. For this reason, this study sought to guide the target learning community to acknowledge the existence of technological tools that propitiate positive development of foreign language learning.

Furthermore, learning a foreign language is a valuable opportunity to seek social and cultural interaction. Accordingly to "Estandares Básicos de Inglés" (MEN, 2006), English in Colombia is an essential foreign language for educational, commercial and social endeavors that helps human beings to communicate and interact with citizens from different backgrounds. Besides, when acquiring a foreign language, linguistic and communicative aspects are keen features upon learners' level of performance. Nevertheless, the cultural gap in language education is still evident, as it was noticeable in the lesson plans implemented by pre-service

teachers in Jenesano School. Accordingly, it is proclaimed in numerous research studies that language and culture should not be disconnected (Moran, 2001), this research study contributed to develop intercultural aspects by offering learners opportunities to interact with foreign cultures and, at the same time, by observing learners' attitudes towards this new information. This was possible to identify through an exhaustive revision of previous English syllabuses, fact that encouraged us to include cultural contents in order to examine students' reactions towards this new component.

3. Problem Statement

English teaching to young learners has been escalating every time in a higher level of importance, not only in the pure aspect of instructional contents of the language, but also in a more communicative way. Thus, English has become relevant in the global educational, cognitive and emotional development of the learner. In Colombia, one of the contexts where young learners can learn English is in rural schools. The diverse rural context in Colombia presents a myriad of possibilities for teachers and students to enhance not only their learning and teaching performance, but also their advancement of oral practices enriched by social and cultural exchanges. However, as pre-service teachers being immersed in this underestimated context, we have also perceived breach aspects that limit educational opportunities standing out materials, resources, updated methodologies and even transportation; following the research lines proposed for the languages school of the UPTC which involves the teaching and learning of foreign languages associated with linguistics, pedagogy and language teaching.

During the development of our practice II in one of the rural branches of the Institución Educativa Técnico Comercial Jenesano, 'Paeces Alto' located in Jenesano, Boyacá, we observed that young learners struggled to cope with what was requested from the pedagogical activities proposed in class. The lesson plans were designed to engage learners in building sentences by using simple language that would lead them to cultivate their speaking skills (*e.g. talking about daily routines*). After the development of such activities, students would only mechanize isolated words letting aside more complex speech, and feeling insecurity, embarrassment or fear upon mistakes. This was evidenced during the development of the *Practicum II*, fact that led us to formulate strategies to cope with this issue.

Those negative aspects were reflected as well in the analysis of focus groups interviews and individual interview that we conducted at the beginning of this study, in the middle and at the end of the project (see annex 1 and 2). As a consequence of the aforementioned negative sentiments, young learners would rather use the limited input they remembered. These limitations led us to believe that some of the issues limiting children performance in English were the short length of time dedicated to English (1 hour per week and mostly when pre-service teachers were present), the lack of quality materials and the limited experience of head teachers in relation with the teaching of English.

On the other hand, following the parameters of previous syllabuses applied in the same context by previous pre-service teachers, it was noticeable that despite their valuable work to help kids learn the language, there was a cultural gap in the English practice proposed by these future teachers. As it is acknowledged in numerous research studies, language and culture should not be isolated; they should not be regarded as separate items (Byram, Gribkova & Starkey, 2002). Then, these aspects should be taught simultaneously to build up students' criteria and reflections about their own context as well as the world surrounding them. This fact can broaden young learners' points of view about local and foreign practices, since when they explore culture with communicative purposes learners become aware of their cultural identities (Brière, 1986, p.83).

To close, nowadays in Colombia and in the world, there is a growing tendency heading to the use of technological resources to support language learning. However, in one of the sites of the rural school targeted for our study, despite the fact that teachers and students had in hand a series of resources, such as a computer lab, these supplies were only being used to achieve educative purposes in other subjects, but English. In a focus group interview which involved

eight students in the aforementioned school, these young learners manifested their interest in learning English in the computer room and this could mean a potential increase in their motivation.

4. Research Questions

The issues and queries discussed above in the problem statement have led us to put forward the questions that will serve as a guide for this study.

4.1. Question

How do rural primary students' EFL early oral practices emerge through the utilization of technological tools to guide their intercultural learning?

4.2. Sub-questions:

- What dimensions in rural primary students' early oral practices are apparent when they use technological tools to guide their intercultural learning?
- How do rural students perceive technological tools employed to guide their intercultural learning when they are developing early oral practices?
- What intercultural attitudes do rural students manifest when they use technological tools in their early oral practices about English-speaking countries traditions?

5. Research Objectives

5.1. General objective

To examine rural primary students' EFL oral practices through the utilization of technological tools to guide their intercultural learning.

5.2. Specific objectives

- To characterize apparent dimensions in rural students early oral practices when they use technological tools to guide their intercultural learning.
- To recognize the perceptions of rural students towards the utilization of technological tools to propitiate the development of early oral practices.
- To establish the intercultural attitudes associated with English-speaking countries traditions that rural students manifest when they use technological tools in their early oral practices.

6. State Of The Art

Technology and intercultural learning have become important aspects when teaching a foreign language and every day their relevance is augmenting. In educational communities, technology has gained ground as a tool for learning the foreign language and the development of the intercultural communicative competence, although these constructs are approached in most of the cases as separate elements. Likewise, there are numerous studies that address oral production strategies in young learners; this sets a context that opens a path where it is possible to combine aspects such as technology and culture in order to propitiate spaces where learners could potentially find opportunities to augment their knowledge in regards of English as a foreign language.

In this section, research studies related with the constructs of this research project are briefly described, the studies are organized sequentially in regional (studies developed in Boyacá) national and international contexts.

To begin with, Camacho (2009), student of Modern Languages of the UPTC conducted a study called “Intercultural Learning Experienced through the Communicative Approach for the Development of 7th graders’ Speaking Skill at Instituto Técnico Industrial Rafael Reyes in Duitama”. The findings of this research showed that intercultural learning provided spaces for real communication purposes among the students. They were able to process understanding of their own cultures, while opening the gate for new ideas about foreign cultures which enhanced the development of tolerance towards the difference. In addition, the high level of motivation to explore the unknown was noticeable. This stimulus allowed students to express their own ideas and interests about different cultural aspects around the world.

A second study by Hernández (2016), a student from the UPTC, conducted a research with university students. A series of pedagogical interventions were applied in order to explore students' intercultural communicative competence (ICC), following the reference of Byram's model (1997). This study revealed three categories: cultural recognition, cultural experience and cultural reaction. Additionally, it was shown that participants were in an early stage of their ICC departing from the activities implemented in the class. Moreover, they understood the intentions and utility of including cultural contents in the EFL classroom and the relevance of it is to foster their intercultural communicative competences.

A third study conducted by Usaquén (2011), whose process followed a qualitative and interpretative case study that involved eight graders to exploring culture-base materials with the aim of describing their perceptions about foreign cultures. Among the findings of this study, it is possible to highlight that when students interacted with unfamiliar situations far away from their home culture, in order to make sense of them, they leaned towards the search of an equivalent aspects from their environments. Students initiated a process where they essayed to understand the foreign culture by reviewing previous knowledge, making connections from both, foreign and home culture, acknowledging foreign culture development and reorganizing their thoughts about the foreign culture. This directly had an impact in the way they used language (mother and foreign) referring to beliefs, feelings and understanding about culture.

Additionally, in Pereira (Risaralda), Posada & Guevara (2016), conducted a thesis study called "Raising Intercultural Awareness through Speaking Tasks in Fifth Graders". They used authentic material with intercultural contents to potentiate the development of students' skills in EFL. They concluded that it was possible to foster children awareness towards the foreign cultures so they can identify differences and similitudes between their own culture and others'

and articulate them through simple spoken structures. They also highlighted the use of Spanish (mother tongue) as not relevant to convey meaning with young learners and the need to create material according to the students' needs.

Besides, Rojas (2017), a teacher at a rural school in Úmbita (Boyacá) developed a study called "An ICT Tool in a Rural School: A Drawback for Language Students at School? Some of the findings of his research showed that the use of technology in the classroom in relation to EFL is remarkable and translates in benefits such as the exploration of the foreign language by innovative classroom practices that increase children's ease to learn a second language in parallel with the strengthening of student's technological skills that society demands nowadays. However, the poor connectivity to the internet or the total lack of it and the poor maintenance of the devices represents the biggest obstacle in the foreign language learning process, in contrast with the pre-disposition of rural students to explore technology as an advantageous tool for their learning.

Following this sequence, as it was found in various international research studies, the base constructs of this study are not just relevant for specific local contexts; on the contrary, some authors addressed the importance of culture in the language classroom in order to enhance intercultural communicative competences. Similarly, suitable pedagogical uses of technology to foster English language learning are the target of several studies.

A study called "Developing Speaking Skills Using Virtual Speaking Buddy" carried out in Malaysia by Mohamed, Rahman, Shamsuddin, & Rashid (2017), with a group of five primary school students and their English language teacher as a target population; the researchers aimed to study ICT's tools integrated to innovative education through an application called V-buddy as a tool to enhance English language speaking skills among less proficient students. The analysis

demonstrated that all the students developed favorable levels of confidence in relation with the production of oral language and that the application can be used as a support tool in arising of speaking skill among students with low proficiency.

Similarly in study conducted by Yunus, Salehi, & Amini (2016), in which they used CALL to foster vocabulary acquisition in EFL learners, it was possible to evidence that CALL integration in EFL instruction propitiated the improvement of vocabulary competence. Furthermore, with the use of computers in the language classroom, it was also relevant the enrichment of learners' language competence in diferent levels such as lexical, spelling and reading stages which empowered their communicative competence initiation.

In the previous studies, intercultural communicative competence to develop EFL oral practices and technological tools used in the English classroom were taken as separated aspects in the regional, local and international contexts. Fact that motivated this research study to combine the three constructs as a base: to examine young learners' opportunities to become aware of their culture as well as foreign cultures and; to be able to communicate spontaneously by using interactive tools such as technology.

7. Theoretical Framework

This section includes theoretical information about the three constructs of this research. First, the educative model (Escuela Nueva) implemented in rural schools of “Institución Educativa Técnico Comercial de Jenesano” is discussed, followed by the development of oral EFL practices in young learners, then, an overview of technology in the foreign language teaching field and finally a review of the relevance of intercultural aspects in language learning.

7.1. Escuela Nueva

This study was conducted in two rural headquarters of the “Institución Educativa Técnica Comercial de Jenesano” in Boyacá. Education in rural areas of this school is framed within an educational approach called: “Escuela Nueva” (Fundacion Escuela Nueva, [EN], 2013), the following paragraphs present a discussion of this approach and historical data about the mentioned educative system.

According to an informative video posted in ‘Fundación Escuela Nueva¹, this is a flexible model developed in Colombia in the middle 70’s which aimed to cover and improve the educational necessities of low population density in rural areas of the country and has been recognized by various international organizations for its significant impact in rural communities in primary education. Such educational approach follows constructivism parameters.

Escuela Nueva (EN) is an educative model due to the fact that it counts with different proposals bias to satisfy the needs of children belonging to remote rural areas where the

¹ ‘Fundación Escuela Nueva, Volvamos a la gente’ [fundacionescuelanuev]. (2013, October 3rd.) Fundación Escuela Nueva: Unlocking Skills and Potential [video file]. Retrieved from https://www.youtube.com/watch?list=PLHHGR9F_LYi5JcMhQuZehWubQoDJDJ9k&v=I7CP-TxWFD0

traditional educative model is not suitable. To be more specific, the three propositions that Escuela nueva combines are: pedagogical, methodological and didactic. These components are coherent among them, allowing to develop policies, plans and social projects proposed by the government, with the aim of offering quality basic education in vulnerable rural communities².

In this model, there is one or two teachers in charge of the guidance of multigraded groups, fact that requires a basic training for the teachers. Kline (2002, p. 172), argues that teachers support is crucial in EN success because they are in charge of achieving its goals, methodology and uses in education. They are also in charge of integrating students guides and materials. In this spirit, There is as well a cooperative dynamics in which EN teachers congregate to share their experiences, thoughts and ideas in order to confront problems, clarify doubts and reflect about the process which will lead to state reforms in order to favor their corresponding communities.

The foreign language component in Escuela Nueva model is addressed based on the suggestions made on documents released by the Colombian Education Ministry (Lineamientos Curriculares para la Enseñanza del Inglés', 'Estándares Básicos de Competencias en Inglés', 'Mallas de Aprendizaje del Inglés' and 'Derechos Básicos de Aprendizaje'). All these facts are taken into consideration for the design of the 'Plan de área' of languages in "Escuela Técnico comercial de Jenesano". That is why, teachers are entitled to accommodate these assumptions based on the needs of multigraded groups.

² Nacional, M. d. (2010). *mineducacion.gov.co*. October 17th, 2019. Retrieved from: [mineducacion.gov.co: https://www.mineducacion.gov.co/1759/articles-340089_archivopdf_orientaciones_pedagogicas_tomoI.pdf](https://www.mineducacion.gov.co/1759/articles-340089_archivopdf_orientaciones_pedagogicas_tomoI.pdf)

Recently, pre-service teachers of the foreign languages program of the UPTC have marked a tendency towards the development of studies centered on the analysis of specific issues in different communities. Among the topics researched, it is possible to identify the use of information and communication technologies [ICT's] as a tool to foster foreign language learning (Hernández, 2016), or the inclusion of cultural contents to enhance communicative purposes in EFL (Camacho, 2009).

7.2. Development of oral skill in English as a foreign language and the case of young learners

Oral language learning is a natural process for children. Chomsky (2000), highlights, children are born with a 'language acquisition device LAD' that grants young learners an innate ability to acquire and use the language. Moreover, it is believed that language learning circuitry of the brain is more plastic in childhood and that children are more able than adults to master and convey correct use of language in almost all its linguistic aspects (Huttenlocher, 1990). Equally, Krashen (1982, pp. 10-11), also states that children acquire, while adults can only learn, although, older learners also possess the "language acquisition device" (initially proposed by Chomsky).

In addition, there are factors that, even though contested by some scholars, are believed to incur in successful language acquisition. These elements were conveyed, among others, from Krashen's (1982), theories:

- (1) The age factor – The older the learner is, the more difficult is to acquire the target language.

(2) The aptitude factor – Some individuals are naturally more skilled than others respecting the foreign language learning.

(3) The social factor – Some learners are more eager to take risks in the learning process of the target language.

(4) The psychological factor – People’s desire to function linguistically like native speakers of the target language.

(5) Low anxiety in the learning environment – the necessity to moderate the stress levels in the learning environment, avoiding at all costs high stress situations.

All these different perspectives become a pillar to acknowledge that learning a foreign language is essential to be able to widen the perception and comprehension of thoughts, needs and ideas of people around the world and simultaneously, understand different cultural backgrounds and increase the ability to interact with them (Soderman & Oshio, 2008, p. 299).

The ability to speak English nowadays is essential to be successful in a variety of fields. Burns & Joice (1997), agree that speaking is a constructive process that involves producing, receiving and processing information, and that it is often spontaneous and open-ended. Depending on the context where the speaking situation is taking place and the characteristics of the participants, its meaning and form varies. Bygate (1987, p.5), sees speaking as an interactional skill, where the speaker is constantly making decisions about communication. This is considered a top-down viewpoint. Keeping up with this line, spoken interactions are the result of cooperation between two or more participants in the same context and time. This also can be stated as a “dialogue” (Nunan, 1989, p. 27).

The use of speaking skill immediately suggests that the speakers are communicatively competent. Canal and Swain’s model (1980, p.27), explains that since the main goal of

developing speaking skill is to communicate a message successfully, certain elements operate when speakers use the language:

- Grammatical competence: it groups language rules like pronunciation and grammar structures patterns.
- Sociolinguistic competence addresses the norms of communication, intention and context.
- Discourse Competence refers to the production of coherent and cohesive utterances.
- Strategic Competence highlights the difficulties developed when learning a second language and the strategies to master verbal and nonverbal communication strategies.

7.2.1. The Teaching of speaking skills

The issue of supporting the development of speaking skills in young learners has become a challenge, especially, when language teaching is sometimes seen as a secondary subject and therefore, exposure to the language is very restricted. Ur (1991, p.120), mentions that among the four main skills (listening, speaking, reading and writing) speaking is the most important due to the fact that it is not enough to know the language, but it is also important to use it in real contexts. Zhang (2009), claims that “for the majority of English learners, speaking is the most difficult skill to master” (p.91), fact that demands a major concentration of the teacher in this ability to propitiate moments to use the target language as much as possible. This is taken beyond by Swaran et al. (2015, p. 163), when they affirm that the tendency of learners to avoid the use of L2 in the classroom could be a result of the overuse of L1 in instruction, depriving the opportunity to orally produce in the target language. Moreover, Patil (2008), notes that it is essential that teachers set the priority to build up student’s confidence to get rid of the conception that mistakes are not acceptable when learning a new language. Thus, such events may set an

obstacle to achieve the objectives to equip learners with a basic source of skills that allow them to take place in an effective communication dynamics. Ultimately, with regard to oral communication, teachers are required to provide more situations to strengthen learners' speaking competence.

According to Scott & Ytreberg (1990), it is important to bear in mind strategies to develop speaking skills to propitiate oral situations where children make use of actual language and think about it as a means of communication. It is essential to introduce linguistic items through controlled and guided activities and, at the same time, to propitiate 'natural talk'. It is appropriate to bear in mind that teachers can not have expectations about the language children will use because, in some cases, they naturally use language unintentionally; in addition, it is relevant to propitiate spaces for learners to speak in the target language as much as possible; also, it is suggested that mistakes are accepted and must be rectified in a subtle way and it is not advisable to correct them while children are giving oral presentations; moreover, input must be presented in an oral way.

Keeping with the line of examination of theoretical points relevant for this research, in the following segments technological referents are going to be described.

7.3. Technology and language learning

Essential changes in today's globalized world are strengthened by Technology. For that reason, it is complicated to imagine a world without it. However, in the past, telephones, letters and even books served as conduits to foster communication exchanges. Nowadays, in modern societies technology is linked to numerous aspects of life. According to Conole (2008), learners nowadays are required to fulfil "complex and multifaceted environments", where technology is

the core of many desired processes (p.136). Thus, today's educational areas of technology such as: computer assisted language learning (CALL) and information and communication technologies (ICTs) have become fundamental areas to bring to language learning education.

7.3.1. Computer Assisted Language Learning

Recently, computers and internet had awoken further interest in education matters, being those positive features for learners' efficacy and motivation inside and outside the classroom (Tinio, 2003, p.6). Following this sequence of innovative technologies, CALL offers opportunities to check progresses in the technological field and to analyze positive findings that demand new possibilities of teaching and language learning, with and without teachers' assistance (Beatty, 2013, p.1). Likewise, CALL can be perceived as a path that combines traditional instructions and new methodologies. As it is argued by Lim & Shen (2006), the use of CALL does not necessarily mean to make a contrast with traditional education in terms of learners' improvement although it fosters the way in which students recognize their learning conditions. Similarly Warschauer & Kern (2001), conclude that with the implementation of meaningful language practices in CALL, discussion and critical reflections can be included in the classroom.

Moreover, based on Jamieson, Chapelle, & Preiss (2005), the perceptions of CALL are defined based on specific criteria: "Language learning potential, meaning focus, learner fit, authenticity, positive impact and practicality" (p.4). For this reason, it is relevant, to offer clean, meaningful and authentic input to learners and to review the possible outcomes and its impact. Besides, in order to apply coherent use of CALL, it is important to bear in mind the relevance of CALL physical structure and its divisions "first the physical/technological setup, second the

institutional professional development supporting structure for technology use and third, the national structure of language education” (Garrett, 2009, p.720).

In relation with the functions of CALL regarding language learning, according to Fotos & Browne (2011, p. 9), CALL denotes a significant role since when included in foreign language teaching syllabuses, it enhances the development of linguistic proficiency and communicative competence due to factors like learners’ autonomy, motivation, satisfaction and self-confidence are increased in the process. This has a direct relation with Mckay & Robinson (1997), who affirm that computers can increase motivation, supplying active learning moments, in this way, pupils reflect about their learning approaches, and at the same time CALL encourages individual and cooperative learning.

Among the variety of materials that CALL offer to support language teaching and learning, it is important to highlight the valuable uses of technological gadgets such as the ones that rebuild multidimensional character: videos, sound, images, texts, graphics and animation. In addition, the use of these elements help users of the language to work beyond linguistic features, developing visual, nonverbal, cultural and linguistic dimensions (Salaberry, 1998, p. 274-285). Besides, the use of CALL provides flexibility when deciding the contents to be taught in the foreign language instruction, due to the fact that there are many possibilities to foster linguistic connections by means of technological devices, this statements is emphasized by Furstenberg (1997), when he mentions that authentic realia channeled by technological aids works as a tool to foster interaction in the language learning process.

7.3.2. Information and Communication Technologies

The combination of technological tools and resources, which demands process of communication, creation, storing and managing of information, is defined as ICTs. These

technological resources used worldwide are divergent in firstly: “devices such as computers, TV, radio, tablets, smartphones that enables the process of accessing, storing, processing and distributing information. Secondly communication technologies such as satellites, radio, TV, internet, router, etc., which share information through telecommunication system” (Daza, 2016, p. 14). Moreover ICT’s tools can be combined to be coherent with the learners’ context and to facilitate communication abilities. Although taking the view of Tinio (2003), ICT’s technologies are still in the process of application and employment in developing countries, due to limited infrastructure and high costs of access; additionally, it is laborious to assure that all communities make use of them in the language field.

In recent years there has been a popular front of attractions towards the way computers can best exploit in order to be beneficial in terms of efficiency and effectiveness of education. In the EFL grounds there are not exceptions towards the interest of taking advantage of technological tools to foster foreign language learning. Tinio (2003), says that ICT’S stimulate the transformation of the traditional foreign language learning environment into one that is more learner-centered. This change is noticeable in first, active learning where there is the structuration on inquiry, analysis and construction upon learner’s life situations; and second, collaborative learning which allows students to have a broader perspective of different cultures, due to the fact that it enhances learners’ communicative skills and global awareness.

In relation to the impact of ICT’S in the foreign language learning field, it is relevant to establish in what grade, by making use of such tools, learners can foster their intercultural learning. In a study made by Ghasemi & Hashemi (2011), point that ICT’s in the English classroom provide a context where learners are exposed to the foreign culture and have contact with specific cultural practices of the target language. Moreover, learners are enabled to access

this kind of information worldwide and therefore they feed not only their cultural knowledge but also some linguistic aspects are strengthened throughout the path. In other words, by making use of ICT'S students engage in the exploration of other cultures, and simultaneously make a parallel with their own.

In the same line, it is possible to bring out other aspects of relevance in relation with the benefits of ICT's in the instruction of English as a foreign language. Such advantages can be numbered and explained in four different dimensions. First, extended *learning* which is what can be done beyond the classroom; it includes social networking sites, (Facebook, blogs, wikis among others) that can be combined with traditional methods. Second, *ubiquitous wireless that* makes reference to the utilization of mobile devices like laptops, tablets and smartphones. Third, *intelligent searching* that grants learners the possibility of search and organizes data when it is needed. Last, *Educational gaming* which contains games and simulations that serve as tools to foster learning by boosting up motivation and communication using the foreign language (The Horizon Report, 2005, p. 6-15).

Next paragraphs will discuss the review of theory related to intercultural points in the teaching of the foreign language.

7.4. Language learning and culture

In many communities people have used distinctive languages in order to carry out their cultural practices, to distinguish their cultural products and to honor the cultural outlooks presented within the culture involved; specifically cultural practices employed a conduit to be expressed and to be communicated among members of the culture. Therefore "language, is a window of culture" (Moran, 2001, p. 2-8). Additionally, when studying foreign people's

practices and values, the members of a language community can learn about their own. These socio cultural practices can give language learners a starting point towards reflection; it is impossible for learners to become aware of their cultural identities without being in touch with a foreign language in the classroom. (Brière, 1986, p. 83).

In culture, language is present in every detail and aspect. For this reason, following the idea of numerous language educators, in the educational context language and culture should be combined, meaning that one reflects the other. Following this idea, Byram, Gribkova & Starkey (2002), posit that when language teaching unite in an intercultural dimension, learners can increase their linguistic competences because they communicate in oral and written forms to properly expose ideas, along with the development of intercultural competences. The complex understanding of diverge social identities is brought up in the process.

Furthermore, when mixing up language and culture, it is worthy to mention the communicate competence and its immediate relation with cultural performances. According to Spitzberg & Chagnon (2009), the processes of adjustment and assimilation are essential when facing new experiences and those elements are present in the first stages of communication, thus when experimenting new scenarios the process of reflection, appropriation and communication are developed. In this sense, Moran (2001), mentions the five dimensions of culture necessary to enhance communicative competence:

- Language and cultural products that range from objects, artifacts and places to constructions, in order to handle these products people need language.
- Language and cultural practices, which involves interaction and participation from speakers in certain social situations.

- Language and cultural perspectives, which reflects that people use language to wonder and understand perceptions, values, and beliefs of other people.
- Language and cultural communities.
- Language and persons (p. 3-5).

Finally, according to Byram, Gribkova & Starkey (2002), the components of intercultural competence are necessary to enhance a successful process of understanding the target culture, being those elements: attitudes, knowledge, skills and values. Similarly, as Brière (1986, p. 83-84), mentioned the intention in culture teaching is to cultivate reflection and understanding instead of affection.

7.4.1. Attitudes towards culture

Byram and Morgan (1994), provide guidelines for three dimensions in which attitudes and skills are included. These dimensions are explored while learning a foreign language in respect to the inclusion of the intercultural communicative competence. These three dimension model comprehends: the *knowledge dimension* which indicates that in order to communicate interculturally, the learner needs to have a notion about historical and geographical facts such as ceremonies, traditions, institutions, etc. The *Behaviour dimension* does not only gather politeness and etiquette, but needs to go beyond pure sociocultural rules imposed and adapted by the population towards a more broaden perspective of the world; and the *Attitude dimension* makes reference to the positive attitudes towards people from other countries and their respective costumes and cultures. Then, when talking about attitudes, it is necessary to explore how the practices of a culture can shape the learner's perspectives and how they are reflected in the language. Such perspectives are frequently discussed as prejudices or stereotypes (Byram, 1997, p. 34); however, Savignon & Sysoyev (2002, p. 508), explain that mistreatments of

stereotypes and overgeneralization in relation to culture can lead to the settlement of one of two myths: (a) people are all the same or (b) everyone is different. Therefore, although every myth can have a hint of truth, it is essential to hold on to the precept that announces that every individual is unique and in some cases, he/she may not be able to fit in general conceptions of even his/her own culture. Savignon & Sysoyev (2002, p. 509), also state that in order to procure success in intercultural communication within the classroom, learners need to adopt an open-minded posture, and at the same time to act as a subject engaged in the dialogue of cultures. Additionally, Byram (1997, p. 34), proposes curiosity in the learner as a cue element to exclude judgment with respect to others' beliefs, costumes and behaviors.

Byram, Morgan, & colleagues (1994, p. 31-33), note that in primary school, specifically with young learners, teachers are faced with both attitude formation and attitude change, which means that children do not present either a negative or a positive predisposition when they are learning about other countries, they just do not present a clear view about them. Then, the role of language teachers seems to be encouraging the acceptance of other cultures by means of credible performance because the more credible the presenter, the more acceptable the message is. Likewise, Hammer, Wiseman, Rasmussen, & Brusckke (1998), explain about attributional confidence and anxiety reduction through:

- (a) Closeness and attractiveness to experience greater confidence;
- (b) Cultural identity and basic knowledge of the own culture to find similarities with others;
- (c) Communication message exchange that includes passive and interactive strategies, self-disclosure and language proficiency and
- (d) The favorable conditions of contact with the new culture.

The previous set of factors will foster the satisfaction with the criteria of attributional confidence and anxiety reduction.

In the following section a detailed description of the development of the research design is presented.

8. Research Design

In the following fragment it is displayed the research approach, the type of research and its stages, the context, the population and participants to close with the description of the data collection instruments chosen for this research.

8.1. Research Approach:

According to Creswell (2009), qualitative procedures engage a variety of hypothesis postures, inspection approaches and divergent data collection, examination and perceptions. However, the development of this procedure is analogous; qualitative approach bases on specific information such as texts and images relevant in facts. Additionally, this approach counts with a series of particular steps in data analysis and employs distinct methods of inquiry, thus, the main source of data is a natural setting. In this sense, this project followed the line of qualitative research.

8.2.Type of research

Action research is defined as a form of self- reflection based on people real world experiences. It inquiries about participants in specific social circumstances with the idea of coping with solutions to solve or approach certain issues, alongside the understanding of the context where the problematic arose (Bell, 2005). Therefore, it is possible to enumerate essential characteristics of action research: it is participant centered and collaborative, it leads to change or improvement and it is context-specific.

In addition to the previous statement, it is necessary to resort to a schema that provides us with a cyclical series of steps that were of assistance to face the inconvenient arose in the classroom by employing action research. Those phases are: “planning, acting, observing,

reflecting and re-planning” (Lewin, 1946). Going through these stages lead the researcher to reflect throughout the process and if necessary redesign the strategy.

8.2.1. Stages of Action research

Taking into account Lewin (1946), proposal for establish a cycle to follow in action research, we adapted the following stages according to the characteristics of the target population of this study:

1. Observing

During the first visit to the target context, it was possible to conduct a diagnosis that allowed the identification of students’ needs regarding their development of oral practices in its beginning stages, as well as their likes and preferences in relation with the use of technology in the English class. The diagnosis also explored learners’ point of view in reference to cultural awareness. The instrument implemented to collect the previous information was a focus group aimed to eight students and implemented at the very beginning of the process.

2. Planning

Starting from the difficulties found in regards to oral production, it was decided to intervene with the utilization of technological tools with the purpose of initiating the production of spontaneous oral situations in connection with a cultural background related to notions about traditions in English speaking countries .

3. Acting

To achieve the main purpose of this research, a series of workshops were proposed. The initial intention of these workshops was to potentiate the production of oral language through the utilization of technological tools (online and offline), where

learners processed information about different celebrations carried out around the world and identified their own perspective about their cultural background as well as others'. Workshops were executed in three phases: pre-workshop where the learners got contextualized and prepared for the central phase; workshop, at this stage students were exposed to the technological tool and its activities; and post-workshop, when learners were provided with activities to correlate what they worked in the workshop with their own viewpoint, and in this way, propitiate the space to oral production situations and intercultural awareness.

4. Reflecting

This stage was aimed at providing spaces for the researchers to analyze the information collected by means of the instruments proposed (teachers' journals, focus groups and individual interviews), with the target of analyzing the effectiveness of the workshops and the pedagogical aspects to be improved in terms of the accomplishment on the research objectives proposed.

8.3 Context

Universidad Pedagógica y Tecnológica de Colombia is a public university located in Boyacá. This establishment is organized in various schools each one of them aimed to procure professionals skilled in different areas of knowledge. The school of languages offers three programs, among them the foreign languages program, whose mission is to educate competent future teachers to instruct English and French as a foreign language mainly in primary school settings.

Students from the foreign languages program, in their tenth semester are required to take a pedagogical research practice course called "Práctica Pedagógica Investigativa y de

Profundización”, which main objective is to bring all the knowledge acquired throughout the program into practice, to initiate a successful teaching process along with the assistance of tutors to verify its suitable development. In this course, pre-service teachers execute a classroom project “Proyecto de aula” based on the population presented. In this case, the classroom project (“Proyecto de aula”) developed during the first semester of the year in course (2019) was approved to be our thesis research project.

Moreover, this research project was carried out in a rural area located in Jenesano Boyacá, specifically “Institución Técnico Comercial de Jenesano” which main headquarter is located in the urban area, this educational center provides secondary education. Additionally, the school counts with eighteen branches aimed to provided education to primary school students located in rural areas of the town, this project was developed in two of these branches: Dulceyes and 20 de Julio. These sites count with the following physical infrastructure: classrooms, bathrooms, restaurant, sports field, park and technology room (laptops and computers available for most of the students).

In this context “Escuela Nueva” system is presented in the majority of the school headquarters and it is divided in multi-graded groups of learners. Thus, the classroom is organized with learners from different grades, also with the presence of one or two teachers guiding the learning process. Besides, English language learning is characterized as a traditional subject that is part of the “Plan de Estudio” with an intensity of two hours per week. This subject is taught by an educator who is in charge of teaching all the subjects.

8.4. Population and participants

In Jenesano Boyacá, students are immersed in a rural context where schools' locations are strategic in order to offer education access to children that live in the remote zones of this region. Additionally, as the "Escuela Nueva" methodology is presented, students work simultaneously with classmates from other grades, enhancing their cooperative learning when working in groups along with their independent learning when the teacher attends other groups. As a result students from Jenesano school have a big sense of fellowship and leadership.

This study was carried out in two headquarters of the Institución Educativa Técnico Comercial de Jenesano, specifically in 20 de Julio and Dulceyes headquarters. The pedagogical design proposed for this study was conducted with the total numbers of students belonging to the two branches targeted. The first branch is located in the urban area of the town of Jenesano and it supports teaching for 200 students of primary school learners from preschool to fifth grade. The selected population for this study was 30 students from 3rd grade. The second branch in which this study took place corresponded to Dulceyes headquarter; this school is located in the suburbs of the town. There, around 62 students from preschool to fifth grade who take educational classes following the Escuela Nueva system, the sample chosen for this research were a multi-graded group of 15 students of 4th and 5th grade.

The sample taken for collecting data as mentioned before were in total 45 students from 3rd to 5th grade from 20 de Julio and Dulceyes branches. The criteria to decide the sample groups were based on student's age and very basic knowledge and understanding of technological tools functioning. Students' ages ranged from 8 to 10 years old, most of them coming from rural areas of the department; their backgrounds corresponded to medium low socio-economical contexts. At these ages learners' personalities seem biased towards independency, self-confidence and

decision making attitudes, although, they still needed guidance in regards to performing pedagogical tasks.

Concerning the role of the conductors of this study, it is necessary to mention that we were both pre-service teachers and researchers developing our last teaching practice and, at the same time, developing the research project proposal.

In order to comply with ethical guidelines, students were required to ask for their parents' permission through a consent form they signed (see annex 3).

8.5.Data collection instruments

Considering the research type characteristics, the instruments used to collect data throughout the process were: focus group interviews, video recording, teacher journals and individual interview.

8.5.1. Focus group interview

Focus group interviews are intended to generate discussions, which allow the gathering of data for its posterior analysis. The authors McDaniel & Bach (1996), affirm: "focus group interview is a discussion which takes place in a social setting, moderated by a group leader to generate descriptive or explanatory information" (p.114). In that sense, a focus groups interview is a useful tool for qualitative research to explore people's attitudes, perceptions and feelings in relation to a specific matter, information supported by Muhammad & Ijaz (2013), who point out that, "a focus group interview provides a setting for the relatively homogenous group to reflect on the questions asked by the interviewer"(p.192).

In this research study, the focus group interviews were used with the finality of responding to the main question and its respective sub-questions. First, focus group 1 was applied at the beginning, in order to involve students in the topic of the project and to know their points of view regarding oral production, cultural awareness and technology in the English classroom. Second, focus group 2 was executed in the middle, with the purpose of characterizing dimensions of learners' early oral practice, along with, the establishment of learners' intercultural attitudes upon foreign cultures and last but not less important, to recognize learners' perceptions in relation to technology as a tool to support foreign language learning process in young learners.

Bearing in mind the previous information, in order to prepare students for the focus group interview during the first encounter, researches prepared an agenda to make students feel comfortable, also a story was told to contextualize learners about technology, cultural generalities and English oral production.

The focus groups interviews employed questions where students felt comfortable talking about situations where they exchanged information with foreigners. Specifically, focus group 1 counted with a total of 13 questions divided into three categories 4 Oral production questions, 6 related to culture questions and 3 questions about technology. Following this sequence, the implementation of focus group 2 proposed 22 questions that were organized in 8 technology questions, 6 questions regarding culture and finally 7 questions about technology (see annex 1).

The length of time between the implementation of the first focus group compared with the second one was approximately a month and a half. Finally, this instrument assembled

information through audio recordings which served as a supporting tool for recording and storing the essential data, these collections were safely stored on the researchers' drive-cloud accounts.

8.5.2. Video recording

Certain aspects can be better analyzed through detailed observation of the phenomena in question and participants' behavior. In this research, the main goal was to monitor the development of speaking skills of the target population supported by the application of technological activities involving intercultural contents such as traditions of English speaking countries. Various studies concur with the statement that video recording is a useful tool for the collection and posterior analysis of qualitative research data. Pearce, Arnold, Phillips, & Dwan (2010, p. 90), suggest that one of the advantages of video recording observation is the possibility of recording and storing more information that with other instruments could not be captured. However, the information collected must be effectively used and narrowed, consequently, the utility of this instrument in this project manifested in the support that it provided in terms of confirmation, verification and inclusion of vital information in the teacher's journals.

Bearing in mind the main question set for this project: *How do rural primary students' EFL early oral practices emerge through the utilization of technological tools to guide their intercultural learning?* This instrument helped to guarantee the accomplishment of the research objectives in the target population and keep records of students' artifacts when they were exposed to technological activities.

Video- recordings were implemented in three different moments of each workshop, first, at the very beginning of each workshop where students had a conversation about general aspects regarding local and foreign culture. This was made in order to monitor their

inquiries about new aspects that could help us to feed the reflection towards the cultural part of this project.

Second, students were also video recorded when being exposed to technological tools, with the intention to characterize their perceptions towards technology. On a third stage, video-recordings were generated at the end of the workshop, after the application of technological tools, and the exposition towards different local and foreign traditions. Learners were equipped to accomplish certain linguistic tasks departing from the information they examined throughout the workshop.

The information obtained through the utilization of this instrument was recorded through the use of smart phones cameras. After the registrations were made, they were stored in computers and uploaded to drive-cloud systems to preserve and revisit them when it was necessary during the written composition of the teacher journals.

In order to avoid that participants felt stressed towards the fact of being recorded on camera, it was necessary, to first involve students in only audio-recording dynamics, then, include them in short video-shootings and show them the results later. Progressively, students demonstrated feeling comfortable when video-recording devices were set. In the last registers, it is possible to evidence students developed their activities in a natural way and they seemed not to even notice the presence of the camera.

8.5.3. Teacher journals

Journals provide significant insights that sometimes cannot be noticed by the application of other data collection instruments. According to Bashan & Holsblat (2017), through the act of reflecting on thoughts, ideas and learning it is possible to enhance metacognitive skills to grasp

the idea of new concepts with prior knowledge. The same scholars also highlight that: “journals serve as an instrument for the improvement of learning by creating a connection between theory and practice” (p. 3). In that sense, in this research, journals worked as a tool to evaluate and reevaluate the strategies used in the process, and how they were redirected in cases when they were not fulfilling the expectations concerning students learning process and the objectives of the research. With this in mind, teacher journals served to respond the aforementioned three different sub-questions of this study.

Moreover, teacher journals’ organization was discussed ahead and a specific structure was planned in order to facilitate the arrangement of information. In this sense, each researcher filled a journal chart (see annex 4) which was divided into three categories: cultural component, oral production and technology. After the application of each workshop, the teachers reflected upon the workshops components and specific learners’ reactions towards culture and technology as well as their oral development.

In addition, the process of writing the journals started with the application of the first workshop and consequently finished with the last workshop proposed. This implies that the researches captured their reflections every week as each session concurred. Teachers used laptops to store their reflections about the development of contents and each journal was uploaded to drive-cloud spaces to review the information when needed. It is important to emphasize that video recordings served as support of this instrument owing that, teachers checked the videos in order to revise aspects that could be left aside in the writing process of the journals.

8.5.4. Interview

Action research provides an appropriate context for developing interviews. According to Creswell (2009), in qualitative interviews, the researcher directs face-to-face interviews with participants. These interviews generally include unstructured and open-ended questions with the finality to extract rich data. Additionally, Hobson & Townsend (2010), also state that interviews allow the researcher to deepen into a broader range of matters that would not be possible to identify through instruments such as observation.

Having in mind, that interview can be un-structured, semi-structured or structured; this research followed the precepts of the third type mentioned before. Stringer (2014), highlights the considerable advantages of using semi-structured interviews in terms of pursuing information, among those benefits, it is remarkable that it will lead to design and implementation of strategies for transformation. This kind of interview demands a prior preparation of questions. This guide leaves spaces where the interviewer can ask supplementary questions to acquire more accurate information.

The utilization of individual interviews as a data collection instrument, allowed us to focus in a closer way in certain relevant aspects centered on responding to the research sub-questions proposed in this investigation. Furthermore, the students' answers provided rich data income, meaning that this instrument ended up being the one that propitiated major quantity of data as well as quality information to feed the research.

In terms of technology, the interview released the proposition of dimensions in regards to early oral production situations in the participants of the study. Besides, it also procured the context to explore student's perceptions towards the use of technology in the instruction of EFL,

and lastly it enhanced us to examine student's attitudes when they were presented with English speaking countries traditions to guide their intercultural learning.

An average of 10 students from each one of the branches (20 de Julio and Dulceyes) where this study took place were chosen to answer the interview. The criteria we took into account to select the interviewees was their level of participation in the workshops activities and their punctual attendance to the lessons. The interview was applied in an individual way and all students' answers were audio-recorded. The application of this procedure took place at the end of the project.

The methodology followed for the application of this instrument consisted on the preparation of 12 questions (see annex 2) divided in three sections: oral production, technology and culture. To illustrate about this affair, the type of questions proposed were open-ended questions that had as finality stimulate participants in order to obtain as much information as possible to reflect about the issues proposed in the research question.

As a final point, the information gathered by means of the individual interviews was transcribed and alongside the audio-recordings, it was stored in a drive-cloud to be revised when necessary.

In order to contribute to the initiation of early oral practices in rural primary students, a series of workshops were applied. The next section will describe this pedagogical design.

9. Pedagogical Design

In order to contribute to the initiation of early oral practices in rural primary students, a series of workshops were applied in two headquarters of 'Institución Educativa Técnico Comercial de Jenesano' (Dulceyes and 20 de Julio). After a diagnosis, several matters were identified that served as basis to develop the workshops structure and to set the pedagogical principles of the research. Additionally, the workshops' main focus was to enhance learners' exploration of technological aids based on cultural contents allowing them to make inquiries about different traditions celebrated in English speaking countries to foster their attitudes towards intercultural learning.

As a first aspect to explore, it was stated the need to propitiate spaces for the emergence of early oral practices in young learners. According to different theories, children are equipped to learn a foreign language in a 'more satisfactory' way than adults do (Krashen, 1982). Therefore, with the support of technological tools and intercultural contents, it was intended to appease the spaces for children to secure their first attempts in oral production activities. The combination of appealing celebrations and traditions from different cultures (Jamaica, New Zealand, Ireland and Colombia) were planned in order to propitiate the initial spaces to foster learners' early oral practices.

In second place, children manifested their motivation to learn English in other spaces different to their habitual classroom. Such display of emotions was essential to exploit the technological resources that schools have. Besides, technology has become of huge importance not only in the education field, but also in different instances of daily life (Conole, 2008). Therefore, it is vital for students to have notions of its functions and advantages. The central part of the workshops took place at this stance, where students reviewed the main input through the

interaction with intercultural contents through the utilization of CALL and ICT's approaches. When the aforementioned approaches are integrated to the English learning syllabuses, these tools can help learners foster their communication desire along with linguistic skills (Fotos & Browne, 2011). Additionally, traditional activities with technological tools activities were combined following the recommendations of scholars such as Lim & Shen, (2006), in order to provide students with different spaces where they could develop their early oral practices when discussing the cultural contents proposed.

As for the intercultural aspect of the research, it is of crucial importance to determine the attitudes of learners towards different cultural perspectives, specifically speaking of traditions (Moran, 2001). For this reason in the workshops' content, learners found a place to be familiarized with foreign cultures, seeking to express about the diverse cultural practices shown, and how that new information offered opportunities to expose their ideas and feelings verbally fostering their intercultural learning.

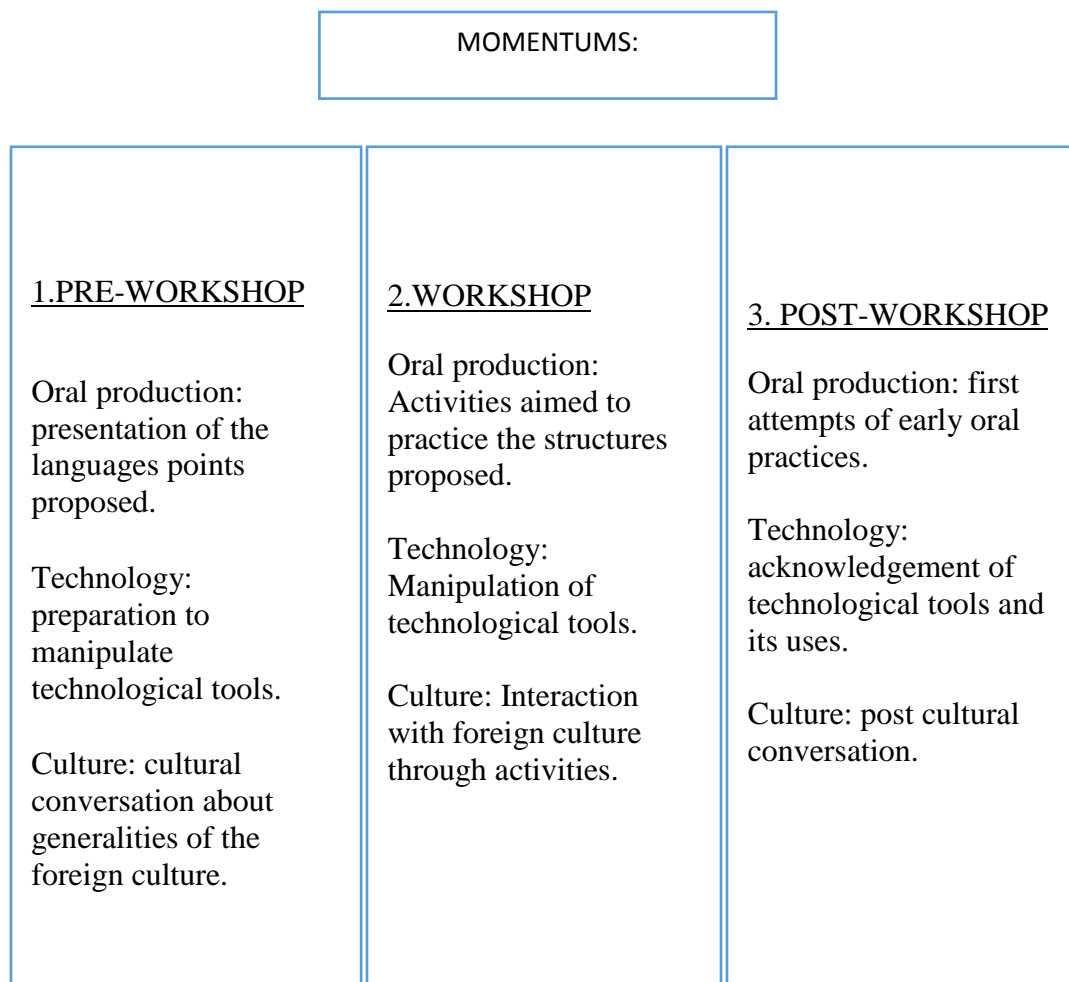
Furthermore, it is clear that, when learners are exposed to diverse cultural traditions, they can start a process of reflection towards their own costumes, due to the fact that they are aware of their home cultural information and feel curious about new one (Byram, 1997). The previous factor was crucial at the moment of including home culture activities in the workshops of this study. In this sense, learners had as a reference familiar practices when analyzing external cultures. Consequently their attitudes towards foreign cultures are not biased to negative aspects but more towards exploration of the unknown.

The pedagogical design was conducted in 16 weeks from April 8th to July 27th of the year in course. The workshops proposed were integrated into the lesson plans, moreover, we selected

countries like Jamaica, New Zealand and Ireland to make cultural parallels with Colombia. These countries were distributed into different topics such as: general cultural overview of the countries proposed, native languages, hairstyles, music, Christmas traditions and superstitions.

Keeping in the line of the pedagogical design, each workshop was applied in three momentums; this information is presented in the next diagram

Diagram1 workshop stages



In the next chart, it is possible to see an example of the type of workshop that was carried out in the middle of the execution of this project.

Table 1 workshop generalities

Workshop 3: Cultural parallel Jamaica and Colombia.			
Goal: To explore and experience similitudes and differences between Jamaican and Colombian traditions.			
Lesson 1	Pre-workshop	During-workshop	Post-workshop
Lesson 2			
Oral Production:	<p>Teacher's oral presentation using the board about different cultural items in Jamaica and Colombia.</p> <p>Language points:</p> <p>What are the traditions here/there? (Colombia/ Jamaica)</p> <p>Here (Colombia)/ there (Jamaica) we/they...</p>	<p>Guided practice activities:</p> <p>Spider web.</p> <p>Drawings.</p> <p>Roulette.</p> <p>Flags.</p> <p>Fashion show.</p>	<p>To create a comic strip in groups about the traditions students were exposed throughout the session and present it to the rest of the class making use of the structures proposed.</p>
Technology:	<p>Students' induction in English to manipulate the devices, to play videos and handle Power Point Presentations.</p>	<p>Video: 'Anya goes to Jamaica'.</p> <p>Video: 'Colores en Wayuunaiki'</p> <p>Jeopardy game.</p> <p>Power Point presentations (typical dances and hairstyles).</p>	<p>Based on the information of the videos and power point presentations exposed, students developed different activities in order to explore the culture and awareness of the foreign language.</p>

Culture:	Cultural conversation about traditions in Colombia and Jamaica. Similitudes and differences between traditions. (Conversation held in Spanish).	Students were exposed to cultural features from Jamaica and Colombia making use of different technological aids. Students explored the culture by interacting with Jamaican and Colombian music.	Post cultural conversation, how students reacted to the new culture they were being introduced and how they correlated that information with their own culture.
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Following, it is presented the lesson plan format that contains a detail description of the activities proposed for every phase of the aforementioned workshop.

Table 2 lesson plans



UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA



ESCUELA DE IDIOMAS- LICENCIATURA EN LENGUAS EXTRANJERAS

SCHOOL: Institución Educativa Técnico Comercial de Jenesano

HEADQUARTERS: 20 de Julio and Dulceyes.

PRE-SERVICE TEACHERS: Andrea Vera, Mónica Torres

TUTORS: John Jairo Viafara Gonzales / Vitalia Pachón Achury

GRADES: 3°, 4°, 5°

TIME: 2 hours

LESSON PLAN NUMBER: 4

HEAD TEACHERS: Esperanza Chipamocha, Milena Pinilla, Yaneth Lizarazo, Rocío Gordillo, Excelina Camargo, Milena Rangel, Lucia castilblanco.

LINGUISTIC COMPETENCE (STRUCTURE)	PRAGMATIC COMPETENCE (FUNCTIONS)	SOCIO- LINGUISTIC COMPETENCE (SITUATIONAL CONTEXT)
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<ul style="list-style-type: none"> - The student is able to formulate questions and structure answers using lexical related to Jamaican and Colombian traditions. - The student recognizes common verbs and uses them properly according to the context. - The student is familiar with the use of “here” and “there” prepositions and uses these articles in simple sentences. <p>Language points:</p> <p>What are the traditions in Jamaica and Colombia?</p> <p>Lexicon (verbs) To speak To dance To wear</p>	<ul style="list-style-type: none"> - The student formulates questions in English in order to get informed about foreign traditions. - The student presents information orally in English about Colombian and Jamaican traditions. 	<ul style="list-style-type: none"> - The student identifies similitudes and differences between local and external traditions. - The student identifies important aspects why his/her country is known for around the world. - The students comprehend and accept the fact that people can look in different ways depending on their cultural background. He/she embraces these differences pleasantly.
<p>AIM: The student explores and experiences similitudes and differences among some Jamaican and Colombian traditions.</p>		
<p>TOPIC: Cultural parallel Colombia and Jamaica (Native languages)</p>	<p>RESOURCES:</p> <p>Video, audio libro ‘Anya goes to Jamaica’. Flags from Colombia and Jamaica.</p>	

	Little flags from Colombia and Jamaica. Power Point presentations. Recycled paper. Computer room.
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PROCEDURE:

<p>WARMING UP:</p> <p>Pre-workshop activity (culture)</p> <p>Flag game</p> <p>Teacher will play two songs with typical Colombian and Jamaican rhythm: a Salsa and a Reggae song. Students will be able to dance when they identify the country that the rhythm belong to.</p> <p>There will be a bag with small Colombian and Jamaican flags. Each student will pull out a flag from the bag and won't show it to anybody. Then, the teacher will play again the songs, when the students that have Colombian flags listen to Salsa music, they will start dancing and group up, same dynamic if they have the Jamaican flag.</p> <p>Finally, the teacher will ask what do they think is the lesson about.</p>	<p>PRESENTATION:</p> <p>Pre-workshop activity (culture and technology)</p> <p>1. Audio book Anya goes to Jamaica: https://www.youtube.com/watch?v=NPtJu8hT3YA</p> <p>The students will be organized in pairs and each pair is going to play the video in their respective computer. Then, the teacher will propose a cultural conversation about the aspects presented in the video and its relation with Colombia.</p> <p>Questions:</p> <p>Where is the audio book from? What caught your attention the most? What Jamaican traditions could you identify? Do you think that Jamaica is different in relation to Colombia? Yes/ no Why? Would you like to visit Jamaica? Yes/No Why? Do you think that some of the traditions presented on the video are similar to Colombian ones? Do you know about dreadlocks? What do you think about this hairstyle? Do you know if in Colombia people speak other languages than Spanish?</p> <p>Pre-workshop activity (oral production)</p> <p>The teacher will attach Jamaican and</p>
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	<p>Colombian flags to the board, then she will play the audio book again and will stop it in different moments.</p> <p>Greetings: the video mentions different Greetings from Jamaica.</p> <p>Structure proposed:</p> <p>“What are the traditions in Jamaica and Colombia?”</p> <p>“There, in Jamaica people greet saying:</p> <p>whah guwan? (How is everything?) Patoí is one of the native languages in Jamaica”</p> <p>In Jamaica there are native languages, such as in Colombia.</p> <p>To contextualized students about native languages in Colombia they will watch a short video to get in touch with the wayuunaiki language.</p> <p>https://www.youtube.com/watch?v=jWzknOz01KA</p> <p>Language points:</p> <p>Here, in Colombia we greet saying: Jamaya pia?</p> <p>Wayuú is one of the native languages in Colombia.</p> <p>❖ Música típica para bailar:</p> <p>What are the traditions in Jamaica and Colombia?</p> <p>There, in Jamaica, people dance Reggae in international reggae day.</p> <p>Here, in Colombia, we dance Salsa in ‘Feria de Cali’.</p>
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	<p>❖ Estilos de peinados;</p> <p>What are the traditions in Jamaica and Colombia? There, in Jamaica, wearing dreadlocks is a common hairstyle. Here, in Colombia, wearing braids is a common hairstyle.</p>
<p>GUIDED PRACTICE</p> <p>Greetings</p> <p>Workshop activities (Oral production, culture and Technology)</p> <p>The teacher will play the audio book, she will stop it in the scene that talks about typical greetings in Jamaica and will repeat the structure proposed using the flags as support.</p> <p><i>“What are the different traditions in Jamaica and Colombia? There, in Jamaica people greet saying: ‘whah guwan? (How is everything?) ‘Patoí’ is one of the native languages in Jamaica. In Jamaica there are native languages, such as in Colombia: Here, in Colombia we salute saying: Jamaya pia? Wayuú is one of the native language in Colombia”</i></p> <p>Spider web</p> <p>Workshop activity (Oral production)</p> <p>With the bag of small flags students will choose one again. After, students will be organized in a circle, the teacher will throw a ball of thread to one student asking: <i>“what are the different traditions in Jamaica and Colombia?”</i> the student will answer according to the flag he holds. Example: if a</p>	<p>CREATIVE PRACTICE:</p> <p>Post workshop activity (Oral production)</p> <p>The students by groups of three people present their drawings to their classmates in a creative way, in front of the class.</p>

<p>student pull out the Colombian flag he will answer: <i>Here in Colombia we greet saying Jamaya pia</i> ' then, holding into his part of the thread this student will throw the ball to one of his classmates and will ask him/her: "<i>what are the different traditions in Jamaica and Colombia?</i>" the dynamic will go on until all the group have used the structures proposed and a spider web is built with the thread.</p> <p>Drawing (see annex 5)</p> <p>Workshop activity (Culture)</p> <p>The students will be organized in groups of three people; each group will have a piece of paper. Students will create a comic strip in which they represent interaction between Jamaican and Colombian people. The students will use the structures and lexical and elements proposed. The teacher will move around the classroom asking the proposed questions in order that students practice the foreign language.</p>	
<p>ASSESSMENT (EVALUATION)</p> <p>Teachers will check understanding of cultural and linguistic items proposed for this lesson when students made the oral presentations of their comic strips.</p>	



UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA



ESCUELA DE IDIOMAS- LICENCIATURA EN LENGUAS EXTRANJERAS

SCHOOL: Institución Educativa Técnico Comercial de Jenesano

HEADQUARTERS: 20 de Julio and Dulceyes.

PRE-SERVICE TEACHERS: Andrea Vera, Mónica Torres

TUTORS: John Jairo Viafara Gonzales / Vitalia Pachón Achury

GRADES: 3°, 4°, 5°

TIME: 2 hours

LESSON PLAN NUMBER: 5

HEAD TEACHERS: Esperanza Chipamocha, Milena Pinilla, Yaneth Lizarazo, Rocío Gordillo, Excelina Camargo, Milena Rangel, Lucia castilblanco.

LINGUISTIC COMPETENCE (STRUCTURE)	PRAGMATIC COMPETENCE (FUNCTIONS)	SOCIO- LINGUISTIC COMPETENCE (SITUATIONAL CONTEXT)
<ul style="list-style-type: none"> - The student is able to formulate questions and structure answers using lexical related to Jamaican and Colombian traditions. - The student recognizes common verbs and uses them properly according the context. - The student is familiar with the use of “here” and “there” prepositions and uses them this articles in simple sentences. <p>Language points:</p> <p>What are the traditions in Jamaica and Colombia?</p> <p>Lexicon (verbs) To speak To dance To wear</p>	<ul style="list-style-type: none"> - The student formulates questions in English in order to get informed about foreign traditions. - The student presents information orally in English about Colombian and Jamaican traditions. 	<ul style="list-style-type: none"> - The student identifies similitudes and differences between local and external traditions. - The student identifies important aspects why his/her country is known for around the world. - The students comprehends and accepts the fact that people can look in different ways depending on their cultural background. He/she embraces these differences pleasantly.
<p>AIM: The student explores and experiences similitudes and differences among some Jamaican and Colombian traditions.</p>		

<p>TOPIC: Cultural parallel Colombia and Jamaica (Music and Hairstyle)</p>	<p>RESOURCES:</p> <p>Video, audio book ‘Anya goes to Jamaica’. Flags from Colombia and Jamaica. Little flags from Colombia and Jamaica. Power Point presentations. Recycled paper. Computer room.</p>
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PROCEDURE:

<p>WARMING UP</p> <p>Pre-workshop activity (culture)</p> <p>Cultural Music</p> <p>In order to make students remember previous information reviewed in the previous lesson, the teacher will play songs belonging to Jamaican and Colombian culture, students will dance and say from what country the songs belong to.</p>	<p>PRESENTATION:</p> <p>Pre-workshop activity (culture and technology)</p> <p>Audio book Anya goes to Jamaica: https://www.youtube.com/watch?v=NPTJu8hT3YA</p> <p>The students will be organized in pairs and each pair is going to play the video in their respective computer. The teacher will instruct students in what specific moments they will have to stop the video, the following there will be the structures proposed.</p> <p>Language points:</p> <ul style="list-style-type: none"> ❖ Typical dancing music: <p>“What are the traditions in Jamaica and Colombia? There, in Jamaica, people dance Reggae in international reggae day. Here, in Colombia, we dance Salsa in Feria de Cali”</p> ❖ Hairstyles: <p>“What are the traditions in Jamaica and Colombia? There, in Jamaica, wearing dreadlocks is a</p>
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	<p><i>common hairstyle.</i> <i>Here, in Colombia, wearing braids is a common hairstyle”.</i></p>
<p>GUIDED PRACTICE :</p> <p>Jeopardy Game:</p> <p>Workshop activity (Culture, technology and oral production)</p> <p>There will be an interactive presentation (see annex 5) with background music where students will choose a number, this will have a hyperlink that will lead them to a graphical representation of Colombia or Jamaica, and the images will be about: Feria de Cali or International Reggae day. The teacher will ask: <i>“is this tradition from here or there?”</i> students will answer naming the corresponding country. The teacher will ask: <i>“What are the different traditions in Colombia and Jamaica?”</i> they will answer depending on the image displayed, example: an image representing Feria de Cali will guide the students to say: <i>“Here, we dance salsa in Feria de Cali”</i> if an image from international Reggae day is showed, then students will answer: <i>“there, they dance reggae in the international reggae day”</i>.</p> <p>The teacher will help students in case they forget or mispronounce vocabulary.</p> <p>Culture Roulette:</p> <p>Workshop activity (Culture, technology and oral production)</p> <p>One student will come to the front of the class and spin the roulette that displays flags from Jamaica and Colombia depending on the flag that the roulette indicates the students will</p>	<p>CREATIVE PRACTICE:</p> <p>Fashion show (see annex 5)</p> <p>Post workshop activity (Oral production)</p> <p>Each group will choose two of their members that will model the wigs, in front of the class they will model like in a fashion show. Meanwhile, other members of the group will describe the wigs and the countries that they belong to, this will be done by using the vocabulary students remember.</p>

have to look in the Power point presentation used for the Jeopardy game an image related to the flag, example: is the roulette shows a Jamaican flag, the student will look for an image that represents international Reggae day and will have to say the structure proposed: *“there, they dance reggae in the international reggae day”*. The dynamic will be the same, until all the images have been found on the Power point presentation and most of the students have the opportunity to manipulate the technological tools.

Hairstyle:

Workshop activity (Technology and oral production)

The teacher will show the audio book again and will stop it in the part that Jamaican hairstyles are mentioned. then, the teacher will show a Power Point presentation with images of popular Jamaican and Colombian hairstyles (dreadlocks and braids)

Flags roulette

Workshop activity (oral production) The teacher will explain a competition game, the group will be divided in two sub groups. A member of each group will come to the board and spin the roulette, the other group members will ask the question: *“What are the different traditions in Colombia and Jamaica?”* the students will answer depending on the flag that the roulette shows and his/her classmates can help, if the student answer the question correctly: *“there, they dance reggae in the international reggae day”* this group will score a point. The first group that completes five points will win.

<p>Designing of wigs</p> <p>Workshop activity (culture)</p> <p>Students will be organized in groups of six people, they will be provided with recycled paper and tape. Using their creativity they will create two wigs that represents each country (Colombia and Jamaica).</p>	
<p>ASSESSMENT (EVALUATION)</p> <p>Teachers will check understanding of cultural and linguistic items proposed for this lesson when students made the oral presentations of their comic strips.</p>	

In the upcoming passage, the data analysis process is described in detail in order to specify the process we followed to respond to our research question.

10. Data Analysis

This research study followed the precepts of *thematic coding* for the analysis of data collected. As it is implicit in its name, thematic analysis denotes finding *themes*. Gibbs (2007), defines thematic coding as the process of identification sections of data elements that deliver common descriptive ideas or theoretical information. Commonly, the researcher groups similar fragments in the data that are potential answers to research questions and then a name is assigned to these fragments. The previous information is supported by Fereday & Muir-Cochrane (2006), who affirm that this data analysis procedure is a process of recognition of patterns within the data where the information is associated and grouped up into categories.

The sequence of analysis that this study pursued started with identifying the instrument that offered the major quantity of qualitative data, which turned out to be the individual interview applied to 8 participants at the end of process. Immediately after, this interview data was submitted to a thematic coding process, to do so, it was necessary to make use of the scientific software *ATLAS.ti* to analyze qualitative data. Fragments of information were analyzed using the software previously mentioned; this process generated a series of codes which names were assigned considering their nature as potential answers to research questions. The codes were grouped in a list, and they were associated according to common topics among them. Gradually the list of codes was minimized by integrating and combining similar codes and eliminating repetitive ones. Additionally, when setting the codes, it was taken into account the three main constructs of the research. Following with this idea, the codes were classified into technology, cultural and oral production aspects to facilitate the analysis process.

Right immediately after analyzing the interview, the instrument that offered more qualitative information were the teachers' journals which were written individually by each

teacher right after the implementation of the workshops. The same sequence of codes which arose in the interview analysis was recycled in these instruments with the finality of connecting the information and patterns between the instruments. Correspondingly, when it was necessary, new codes were produced in order to integrate new data that was relevant to the study.

The last instrument taken into analysis was the focus groups which were applied at the very beginning and in the middle of the pedagogical process of the project. The same processes done in the analysis of the interview and the teacher journals was employed examining relevant information and searching for new codes. The analysis of the focus groups also served to confirm the findings established through the other instruments.

The data analysis process previously described was validated through a triangulation process. According to Breitmayer (1991), "Triangulation is a technical term used in surveying and navigation to describe a technique whereby two known or visible points are used to plot the location of a third point" (p. 227). Having in mind the previous information, this study aligned with researcher triangulation since the information was initially codified by two researchers individually. Then, the data was organized collectively to discuss the findings, with the purpose of classifying the data outcomes in order to respond to the research questions previously proposed. Furthermore methodological triangulation, which according to Rugg (2010), is defined as a procedure that employs various methods to analyze a given situation, was employed. The general idea is to compensate, clarify and/or enrich the deficiencies of the results or data of one method with the advantages that another possesses. All of this, leaning to avoid rapid conclusions that just one method would offer. The ulterior information is confirmed by Alanazi (2019), who says that methodological triangulation conception entails that for gathering data it is

necessary to use more than one method. For this specific case, the methods used were interviews, focus groups and teacher’s journals for each researcher respectively.

This process of analysis which used thematic coding and triangulation of data allowed us to obtain three categories responding to the three sub-questions of this research :*How do rural students perceive technological tools employ to guide their intercultural learning when they are developing early oral practices?; what dimensions in rural primary students’ early oral practices are apparent when they use technological tools to guide their intercultural learning?; what intercultural attitudes do rural students manifest when they use technological tools in their early oral practices about English- speaking countries traditions?.* Each one of them including subcategories, with the finality to respond to the research questions and objectives proposed:

Table 3 categories generalities

Categories classified by constructs	Sub- categories
<p>Technology</p> <p><i>How do rural students perceive technological tools employ to guide their intercultural learning when they are developing early oral practices?</i></p> <p>1. Technology becomes a source of empowerment in relation to culture, communication and enjoyment.</p>	<p>- Technologies as a means to contextualize the exploration of cultural traditions.</p>
	<p>- As a means to build a framework to support their communicative skills.</p>
	<p>- As a source of enjoyment causing innovative classroom practices and entrusting students.</p>

<p>Oral production</p> <p><i>What dimensions in rural primary students' early oral practices are apparent when they use technological tools to guide their intercultural learning?</i></p> <p>2. Students show acceptance towards the use of technological tools to contextualize communicative exchanges.</p>	<ul style="list-style-type: none"> - Preparing oral communication by welcoming other cultures, making parallels with them and imagining being immersed in this context. - Communicating using the foreign language: drawing up early oral practices by reviewing previous contents.
<p>Culture</p> <p><i>What intercultural attitudes do rural students manifest when they use technological tools in their early oral practices about English-speaking countries traditions?</i></p> <p>3. Willingness to interact with local and foreign cultures.</p>	<ul style="list-style-type: none"> - Contrasting emotions when thinking about immersion in a foreign culture. - By being immersed in foreign cultural traditions, learners initiate an awareness process to build their identity, between foreign and local traditions. - Learners acknowledge music as an important factor to identify key features

	in a foreign culture.
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11. Findings

Technology becomes a source of empowerment in relation to culture, communication and enjoyment

Among the outcomes that this study brought, it was encountered that when students manipulated technology in the English classroom, they experienced positive feelings of acceptance, such as attraction and excitement which motivated them to scrutinize every technological tool and its contents. Moreover, participants expressed that technology represented a source of innovation due to the fact that it was not previously used in foreign language instruction. The previous facts structured a departing point to make a relation between technology and culture, while students traveled through cultural subjects by means of technological tools, they found themselves drawn into the new information about local and foreign cultural practices. The previous fact connoted that learners sensed an atmosphere in which they could exchange information about the different traditions they acknowledged, then reflected about them and simultaneously empowered their communicative skills.

Consequently, the previous information connects with the specific objectives established for this study, specifically, referring first to recognize perceptions, second to characterize apparent dimensions and third to establish intercultural attitudes of rural students when they make use of technological tools combined with cultural contents of English speaking countries' traditions.

Technological resources were perceived as innovative classroom practices by participants because they manifested that previously there had been no utilization of technology aids for English purposes. With regards to the research sub-question that approaches the technological

construct of this research: *How do rural students perceive technological tools employ to guide their intercultural learning when they are developing early oral practices?*, it was possible to find a relationship with the theoretical discussion put forward by Beatty (2013). This scholar mentions that CALL provides momentums to monitor pupils' positive outcomes and at the same time offers new teaching methodologies. In this sense, a participant manifested that by using technology tools in the English classes, he could sense:

I felt like if I maybe go there (an English speaking country) one day, I am going to be sure about my language because I already know some words and I am going to use them. The computer helped me, I mean, how to say the greetings, like it was said in English and I liked to use the computer ³(Q4, P8, Int)⁴.

Technology in the classroom translated into increasing students' motivation levels in regards to the process of learning and becoming aware of a foreign language. Moreover, learners fashioned a mental framework that enhanced them to explore and interact with the foreign culture along with the foundation of their communicative competences in the foreign language using the cultural knowledge they acquired in the process.

This category is diverged into the following subcategories which will be immediately explained in detailed: first, *technologies as a means to contextualize exploration of cultural tradition*, followed by *technology as a means to build a framework to support their communicative skills*, and last but not least, *technology as a source of enjoyment causing innovative classroom practices and empowering students*.

³ All the students' answers provided were translated into English by the authors of this document and captured in this research study.

⁴ Throughout the findings section, some abbreviations were used: 'P' meaning Participant - Q meaning question - 'Int' meaning Interview –TJ meaning Teacher journal – Tr meaning Teacher.

1. Technology as a means to contextualize exploration of cultural traditions

By means of the data collected, it was possible to notice that technology offered learners an environment in which they could easily identify a context to look closely at specific local and foreign traditions. Through the utilization of technological elements such as images, videos, music, games, online and offline presentations, among others, students could recall cultural information to later on start a process of analysis and reflection upon different cultural practices in relation to both, known and unknown cultural features.

The data gathered showed that the use of technological tools in the English classroom represented certain advantages for learners to acquire, conceptualize and interact using the foreign language in real contexts. Then, during this process, an exchange of cultural information took place. Participants reflected upon unfamiliar information holding into what was recognizable within their environments. Thus, many profitable options were used by teachers to use technology to encourage social interactions regarding local and foreign contexts. Nowadays teachers can set potential goals in order to teach culture in their instructions by means of technological tools; those goals highlight the importance of opening a path for students to develop their perspectives about practices, traditions and costumes of the target culture (Moore, 1999, p. 1-9).

To deepen into the impact of technology in the structuration of cultural contexts that students created through the process, it was noticeable that the context that technology built in the English classroom allowed students to broad their minds in terms of the exploration of foreign cultures and traditions. As it is mentioned in a teacher journal:

...the students analyzed all the cultural aspects in an unconscious way by looking at the video, after watching some of the images they highlighted aspects they considered different and similar. Without me asking, they were making comments in Spanish. (TJ 2 Tr 1).

The use of technology provoked a positive impact in the learners concerning their understanding of foreign and local cultural practices and their curiosity to inquire about them. The previous statement can be supported by Levy (2009), who mentions that when learners enroll in technological environments with the goal to learn a foreign language, plenty of tools can be sources to access the target language culture; this process can easily be reached by just exploring a web site with authentic contents (*videos, games, online books, etc.*).

Secondly, technology set spaces for students to wonder and analyze new information through implicit processes and correlate it with what they were already familiar with. Learners connected new knowledge acquired through technological aids with previous information. The following is an instance observed in the workshops: “...since they seem to have the ability to recycle what they have learnt previously...They also included words they remembered from previous English lessons with different teachers using more complex structures. (TJ 2, Tr 2)”. This information was taken from the workshop “*Christmas parallel Colombia and New Zealand*”. In this session, learners were prepared to ask and answer simple questions about Christmas traditions. In addition, the final task of this workshop was to invent a Christmas carol using the vocabulary learnt throughout the class.

Lastly, the use of technology in the classroom brought up favorable emotions, which served as a departing point to delve into cultural characteristics of the target language and the

mother tongue. Besides, the inclusion of technological tools generated an agreeable environment, therefore, learners engaged in the language learning process, supported by attractive contents and technological tools. According to the results of a research study conducted by Ilter (2009), foreign language learning is affected by the use of technological equipment. Equally, in the previous study, learners' responses showed that there is a direct relation of technology and language motivation, due to the fact that technology encourages the exploration of language in a more enjoyable way which promotes students' engagement. Additionally, participants also answered about the impact of technology in their linguistic growth:

When participants were asked about the usefulness of technological tools in order to remember cultural information in English, they manifested: "Yes, because there were things I did not know before about other countries traditions and with the videos and all that I know what they celebrate and how I can say that information in English" (Q2, P9, and Int).

Teachers can now adopt clearly stated goals for the teaching of culture, factor that mainly benefits learners, due to the fact that for the first time, the importance of creating activities and opportunities where students developed perspectives about the products and practices of the target culture was emphasized.

2. Technology as a means to build a framework to support their communicative skills

As it was shown in the information gathered, the use of technological aids in the English classroom served to set a scheme where students could revise and check the input they learnt when using these tools. This situation facilitated that learners could retain the cultural content presented. Furthermore, technology directly fostered understanding, due to the fact that learners could comprehend cultural information with the help of visual backup, listening activities and

productive activities; all these positive outcomes in regards to technology equally provided learners spaces for communicating using the foreign language.

Following with this sequence, through the development of the workshops, the framework that arose by means of the implementation of technological tools allowed learners to spontaneously produced communication by sharing the traditions and customs from both local and foreign environments. Additionally, the combination of diverse technological tools (ICT's) responded to the demands of the learner's context. In this sense, it promoted a desire for communication exchanges considering that it gave them opportunities that were related to their daily life situations, (Daza, 2016, p. 14).

The data collected demonstrated that firstly, students were able to notice the advantages of pedagogical strategies and teachers' methodologies in the foreign language learning process. That is to say that, technology in the classroom granted a context in which learners took advantage of a set of activities provided through the computers as a learning tool, along with traditional methodologies to activate their knowledge of foreign traditions and simultaneously, the acquisition of linguistic elements of the foreign language. Thus, the previous information is reinforced by Lim & Shen (2006), who mention that the use of CALL do not predisposes a contrast with traditional pedagogical practices in terms of learner's improvement, but it fosters the way in which students recognize their learning conditions. As a manner to exemplify the precedent statement, it was possible to consider students' inquires in regards to the subject: "technology helped me in the way we can understand you (the teacher) more and you do not have to be explaining us all (linguistic and cultural contents mentioned in English) by yourself all the time"(Q3, P10, Int).

Secondly, by means of technology as a learning tool, it was seen as a resourceful accessory to provide input both, linguistic and cultural. Consequently, departing from the information acquired, learners worked on their first attempts to communicate making use of the foreign language and at the same they started an awareness process in terms of pronunciation. This could be related to the fact that through videos, which contained English spoken activities, learners could actively listen to later recall the linguistic information they heard. The previous statement was discussed in a focus group interview when students were asked about technology and how these tools provided more opportunities to learn English, learners manifested: “I think we have more opportunities because we can see the written form of the words also we can see the images and listen to how they are correctly pronounced” (Fg2, Q1, P1).

Correspondingly, the previous situations translated into significant advancements in regards to strengthen students’ oral competences and motivation to explore the foreign language in the development of this project. In detail, Nunan (1989), complies that computers offer opportunities where interactive visual media is the core to engage on topics involving social situations that immediately influence in the process of learning a foreign language.

In the light of examination towards the use of technological tools and how these devices augmented spaces for spontaneous communication within participants of this project, a teacher journal captured how learners, by virtue of technological material, could gain relevant input to unwrap it later on the activities proposed; also to convey meaning owing to the visual backup, they were exposed to videos and images of real people’s cultural practices such as: hairstyle, music and native languages. Specifically speaking, during the workshop “cultural parallel Colombian and Jamaica” students:

With the help of technology, in this case with videos and images students understood the meaning of the sentences, they were equipped with input necessary to build up more complex structures...it was noticeable that the stage of understanding and gaining input is really important in order to build English oral production. (TJ3, Tr2).

It was evident that, the input transmitted by means of the technological tools played an important role, due to the fact that it provides learners a basis for early oral production attempts.

3. Technology as a source of enjoyment causing innovative classroom practices and entrusting students

Through the revision and analysis of the data obtained by the application of the instruments proposed, it was attainable to establish that the implementation of technological tools in the English instruction served students to encounter themselves immersed in an enjoyable and trustful atmosphere, where they could explore the foreign language in an innovative way by means of the manipulation of technological aids such as videos, gifs, interactive power point presentations, games, among others. Therefore, it was possible to deduce that the level of motivation with respect to learn and explore the foreign language increased and students had positive experiences when learning through technology.

In the last years, methodologies for teaching foreign languages have experienced dramatic changes. Technology represents possibly one of the major sources for teachers to support language guidance. According to Fahri (2015), nowadays computer based instruction is taking a more central role in the foreign language classroom. This implies that technology has drawn the interest of learners in non-English speaking countries towards the acceptation and engagement in the language learning process. After the analysis process made for this research, it

was understood that students integrated technological aids in a smooth way, such procedure contributed to propitiate spaces where language and culture were explored in an amusing manner. In particular, the previous information can be reflected on a student's notion. When students were asked about enjoyment of technology in the classroom, one of them answered:

Technology helps me because when you (the teacher) show us many things in the video-beam, even with the animated characters, I learn how they (people from foreign cultures) dance, their hairstyles, how they do daily life activities, and it also can help us to improve our English (Q1, P15, Int).

The application of activities using technological tools lifted up certain features that are directly related with the students' engagement towards the development of oral skills through the exposition to specific cultural contents. In first place, technology suggested the appearance of positive emotions that allowed learners to be an active member of the class. This means that learners were pleased to welcome technological aids into their learning settings, and therefore this situation potentiated their desire to perform actively in the English learning sessions. Bearing in mind that technology, specifically ICT's tools, offer a range of possibilities that can be combined and adapted to the learners context and in this sense, they facilitate communication abilities in diverse learning environments; thus students often increase their risk-taking and experimentation when learning (Pennington, 1996, p. 2).

Secondly, this study also helped to establish that technology was perceived as a source of innovation that propitiated students' enjoyment towards manipulating technological aids with educational purposes. Accordingly, Ilter (2009), suggests that technology could be considered as a crucial component that can determine learners' positive attitudes towards the EFL instruction.

The previous statement is related to what the following participant stated when learners were asked about their perceptions towards the use of technological aids in the English classroom:

I felt excited because we never worked with the computers before, and it was the first time that the English teacher allowed us to use the computers, it is so nice because I feel I learn more. (Q4, P7, Int).

In the third place, it was possible to appreciate how visual aids displayed through different technological tools served as a mean for learners to mechanize and remember information and concurrently, allowed students to show preference towards certain technological aids. It is important to have in mind that the contents used in technological dynamics must be contextualized according to the target population's characteristics to promote positive changes and advancement in the learning process of the foreign language. Keeping in this line, it is highlighted that the use of computers as a learning tool upholds the classroom and locates it as an active place full of meaningful activities where students can work independently for their own learning (Gilakjani, 2014, p. 147).

In the same fashion, students' statements in relation to technology revealed a tendency towards the usefulness of technological resources in the English classroom, as an illustration a participant claimed: "Technological tools were useful because they helped me to understand some things that you (the teacher) said in English, at the beginning we did not understand but then with the images and everything we did" (Q6, P3, Fg2).

Henceforth, technologies used in the English classroom offer a varied range of possibilities for learners to benefit from the advantages that it serves, not only in regards to the

acquisition of the foreign language but also as a tool of preparation to interact and cope with the demands of the globalized context in which learners are living.

In the upcoming section, it is outlined the second category and subcategories corresponding to the issues regarding oral production practices.

Students show acceptance towards the use of technological tools to contextualize communication exchanges

The analysis of the data gathered throughout the process, lead us to inquire into how early oral production situations are stimulated departing from cultural features from local and foreign contexts, these being addressed by computers as learning tools.

Students identified various dimensions in which they started a process of acceptance, interaction and parallelization of local and foreign traditions with the finality of exchanging and communicating information using the foreign language when being exposed to technological tools. Besides, it is thought that oral practices emerged through the review of previous cultural contents and at the same time learners extracted language components necessary to potentiate their communicative competences. Moreover, it was possible to perceive learners were aware of their vulnerability regarding the use of spoken language in the classroom.

Correspondingly, the remarks mentioned in the previous paragraph coincide with the specific objective set for the exploration of early oral production functions which referred to the characterization of apparent dimensions in rural students' early oral practices when they use technological tools to guide their intercultural learning. Similarly, it was relevant to observe how along the process, every specific objective was correlated with one another but always highlighting their main focus: technology, oral production or culture.

Then, with reference to the research sub- question of this study: *What dimensions in rural primary students' early oral practices are apparent when they use technological tools to guide their intercultural learning?* We established a relationship with what Scott & Ytreberg (1990) discuss. These academics argue about the relevance to bear in mind approaches to empower speaking skills and therefore to bring about oral situations where learners are aware of the target language as a means of communication. Going beyond Byram, Gribkova & Starkey (2002), discuss about the relation between cultural features and language learning, they declare that when foreign language teaching and culture unite into one dimension, learners acquire linguistic competences in a more successful way.

In addition, participants of this study presented some of their points of view regarding the impact of technology and culture on their speaking skills development: “it has been important (learning about traditions in the computer room), because it is very necessary to know about other countries traditions especially in English... we can express our emotions and we can learn more” (Q12, P9, Int).

The contextualization of communicative exchanges that had place departing from the students' exposition to technological tools based on cultural contents, incurred in the creation of a process where learners seemed to easily accept foreign cultures to proceed to build parallels between local and foreign traditions. Fact that drove them towards the conception of being immersed in these new contexts and therefore, the first attempts of communication emerged. Likewise, these first oral communication situations were possible thanks to a process where learners reviewed previous contents in order to enrich their oral practices.

In order to deepen into some aspects of relevance regarding the realization of the statements proposed in the objectives of the research, this category was subdivided into two different sub-categories: *Preparing oral communication by welcoming other cultures, making parallels with them and imagining being immersed in this context* and *Communicating using the foreign language: drawing up early oral practices by reviewing previous contents*. The previous aspects will be explained in detailed in the following segments.

1. Preparing oral communication by welcoming other cultures, making parallels with them and imagining being immersed in this context

During the execution of this research project, the collected information showed that the communication aspect when learning a foreign language pursued a process in which learners first acquired the language items on behalf of technology use, emphasizing cultural contents, then they retained information owing to visual attractive materials; likewise students utilized these linguistic features to communicate with their peers.

Sequentially, once students felt prepared and secured to master the language items they had learnt, the practice of making parallels between their culture and the foreign one commenced; as a matter of fact, pupils seemed to merge into imaginary environments where immersion, interaction and communication were aspects that they wanted to explore in the foreign culture.

Additionally, when students interacted with foreign cultures a process of acceptance was brought up because it was common and necessary to focus on similar and different characteristics from foreign and local cultures by analyzing its practices, values and beliefs when contrasting their culture with another one, especially when there was a significant desire to

communicate, fact that can be supported by Moran (2001). This scholar posits that we are in need of a method to successfully communicate when practicing culture. From this author's perspective the central feature is to promote language which allows us to express our ideas and communicate with participants of the culture by welcoming their perspectives and understanding their way of life.

The data collected demonstrated that when cultural content is assisted with technological tools, spaces where learners can initiate their oral practices emerge. With this in mind, in order to prepare students to start this journey, it was necessary to resort to specific criteria at the moment of discussing cultural aspects given that one of the objectives of this study was to unveil learner's perceptions when learning foreign cultures.

Additionally, it was shown that in order to welcome a foreign culture learners needed cultural input which was provided through the technological component. In this sense, when students were asked about the importance to know about what other people do and their language, a learner said: "Yes (English is important), let's say we go to one of those countries and you have no idea what are they talking about (people), it is very important" (Q2, P11, Int).

In another scenario, a learner explained how he would connect with speakers in a situation where they have to interact with a foreign person:

Security (how this person feels) because I feel I am saying the information correctly and because I am learning new things about my culture and others. I will talk in English but I still need to learn more, because there are some things we still do not know. (Q10, P9, Int,)

In the previous statement, it was clear that learners were acknowledging the language through the cultural content presented, because in order to interact with a foreign person,

students highlighted they needed to learn more, to go beyond; in this sense, they can successfully expose their ideas.

Furthermore, it was evident pupils were aware of the English language and some of its variations in terms of accents, countries and cultures. Following this idea, they were equipped with necessary language features to initiate their communicational and cultural exchanges, as it is stated in various research studies, pupils are not able to successfully acquire the language if they do not interact and analyze the cultural environment in which the language takes place, (Doganay, Ashirimbetova, & Davis, 2013).

Learners necessarily need to interact in some way with the culture, this process was evident in this study, when students started to feel aware of the language they were learning, for this reason they experienced appropriation towards certain language key features to be able to expose their ideas in the exercises proposed.

To illustrate the prior information, when students were asked about their advancements in English departing from the inclusion of cultural contents, one student manifested:

Yes, it (learning English through culture) has generated an advancement because I am able to say traditions in English for example from: *Ireland and New Zealand* (the student mentioned these countries in English) and from other countries. I can also talk about in English about my traditions... (Q12, P8, Int).

It is remarkable how students' integrated English in their quotidian speech, this means they were attempting to mechanize the information about cultural contents they found appealing.

2. Communicating using the foreign language: drawing up early oral practices by reviewing previous contents

With the idea of coping with the issues propound in the objectives of this research, and after analyzing the data gathered, it was evident that through the immersion in cultural contents proposed on account of technological aids, students commenced a structuration of concepts based on the linguistic information they pondered throughout the process. Subsequently, they reviewed previous cultural information in order to establish more precise initiatives that empowered them to attempt to communicate using the foreign language in pursuance of transmitting information related with specific local and foreign features.

The data analysis outcomes concurred in the notion that reviewing previous information related with cultural features served as a gate for learners towards the contemplation, appropriation and usage of more complex language. The previous information allowed us to reflect on the influence of cultural contents in students' try outs to orally produce language. That is how it is possible to align this conception with some experts' views when they affirm that "linguaging about language and culture provides opportunities to explore the life worlds that learners bring to their engagement with a new language and culture, and allows learners to explore the encultured starting points to the process of interpretation" (Liddicoat & Scarino, 2013, p. 100).

The interpretation of the data gathered led us to estimate that the commencement of early oral practices expressions in the participants of this research, originated on behalf of the introduction and posterior revision of previous material related with cultural matters being those transmitted by technological means.

To deepen into this prospect, there is a series of aspects that must be taken into consideration. First, when being immersed in cultural contents, students subtracted isolated

words; then, it seems that through repetition and drill exercises, they managed to incorporate those words into meaningful, but simple structures. This matches Brown's (1994) idea, when he affirms that learners conform a process in which they construct their speaking skills through receiving, processing and finally producing information that is often spontaneous. To demonstrate what was mentioned before, we bring this fragment from a teacher's journal which main aim was to explore Native languages, hairstyles and typical music from Colombia and Jamaica, the highlighted information was:

Due to the fact that students could not remember the whole sentence, when I asked the question 'what is the tradition?' students first answered what the country's name was, so they related the tradition with its country. After having implemented some activities students' progression was noticeable, for example, one student said: 'that belongs to Jamaica', and answered the question with longer sentences, 'there in Jamaica, they dance reggae' (TJ3, Tr1).

Second, the major quantity of input that students acquired during this research was achieved on account of cultural contents. Meaning, that cultural information performed as a rich source that delivered opportunities for students to engage in the language learning process and entrusted them to produce oral communication using English as the main channel of communication. In concordance with the ulterior inquires, a study conducted by Savignon & Sysoyev (2002), showed that participants had positive attitudes towards the inclusion of sociocultural strategies with aims to enhancing their L2 communicative behavior, in other words, they were drawn to use English departing from intercultural contents for communicative purposes.

Last but not least, students demonstrated a desire to communicate in the foreign language; they started by including specific words of the target language into their quotidian speech. The inclusion of cultural contents along with technological aids seemed to propitiate spaces where students made connections that granted them with enough new linguistic background to start communicative interaction in English. Although students did not convey into the production of very complex oral language, they were aware and embraced the foreign language by using some discursive items into their common discussions held in Spanish.

To provide a context of the previous information, during the journal of the workshop “*cultural parallel Jamaica and Colombia*” where students analyze aspects such as native languages, hairstyles and typical music from both countries, one of the researchers reflected: “it was interesting to see that when we started the next session, some of the students instead of greeting me by saying ‘*good morning*’, they said ‘*gwah wah*’ (How are you? In Patois, Jamaican native language)” (TJ3, Tr2).

Moreover, students exhibited eagerness towards being immersed and interact in real contexts of the foreign language where they can exchange varied information belonging to both, local and foreign cultures.

To exemplify the precedent facts, it is possible to observe how, in a focus group interview, when students were asked about their reactions if they had to interact with a native English speaker, one of them said:

I would make contact with him (an English native speaker) by means of what I have learnt in this class, and everything that I have learnt in the computer. If this person asked me to write a greeting I could say how it is written, as I was taught in this class. I could

say to him 'gwah wah'(how are you? Patois, Jamaican native language), here we celebrate 'la feria de las flores' (Q10, P8, Int).

It is interesting the fact that children thought about possible interactions using what they know of the foreign language, this demonstrated they see usefulness of exploring cultures while learning English.

In the following segment, it will be stated the main category and its sub categories related to cultural attitudes learners experienced in the development of the workshops.

Willingness to interact with local and foreign cultures

After submitting the data gathered to analysis, it was possible to observe the enthusiasm that students attested when they were first encountered with practices belonging to different cultures. These circumstances along with technology instruction led them to embark on their first attempts to communicate using English.

In this sense, when being exposed to local and foreign traditions, students' attitudes were biased towards the willingness to interact within known and unknown customs. Learners' sense of curiosity was turned on, factor that allowed them to engage positively with the unfamiliar usages of the foreign culture and to contrast those practices with their home culture practices. Comparatively, Byram (1997), asserts that curiosity in the learner is a virtue that needs to be exploited in terms of avoiding judgment and mistreatments in respect with other beliefs, costumes and behaviors.

The information collected let us understood that, through the exploration of cultural customs, students' identity was reflected on how they assimilate new knowledge and the attempt

to include it in their daily life. In other words, by examining unknown practices of a foreign culture, learners unintentionally foster their identity as Colombian citizens; they commenced to point out relevant aspects of their home culture. This information is supported by theoreticians like Gee & Crawford (1998), who point that depending on the sociocultural environment the learners are residing in and accompanied by the introduction of external cultures, they can adopt diverse points of view, yet there are always connections among them that contribute to the composition of their identities. In the same way, participants provided some reflections about the importance of exploring culture along with learning of English: “Discovering other countries traditions has been important because we can go to other countries and we can talk to them in English and explain them our traditions and everything we do” (Q16, P5, Fg2).

Additionally, learners made a connection between musical features and specific cultural patterns which allowed them to explore beyond the information given in the foreign language instruction.

Bearing in mind the points that this research was aimed to explore in regards with cultural aspects, this category essayed to respond to the research question: *What intercultural attitudes do rural students manifest when they use technological tools in their early oral practices about English speaking countries traditions?* It was relevant that during this process, students demonstrated mainly positive attitudes towards the inclusion of cultural contents in the English syllabus. They showed disposition to explore these foreign cultural features along with the appreciation for their own culture, which allowed the emergence of a broader perspective in relation to socio-cultural aspects of English speaking countries. Nonetheless, students were mindful about their concern to be understood or not when participating in cultural exchanges with foreign individuals.

While exploring the attitudes of participants upon foreign traditions, and in order to clarify some relevant aspects, it was necessary to formulate sub-divisions of the main category being those: *Contrasting emotions when thinking about immersion in a foreign culture*, followed by *being immersed in foreign cultural traditions learners initiate an awareness process to build up their identity between local and foreign traditions* and finally *learners acknowledge music as an important factor to identify key features in a foreign culture*. These sub-categories will be commented in the next segments.

1. Contrasting emotions when thinking about immersion in a foreign culture

The data harvested in this project helped us to understand that, by means of cultural contents specially, the examination of traditions from various countries in the English classroom, learners were immersed in environments that encouraged their possibilities to overcome challenges explicitly at the moment of acquiring new input in order to understand the general idea of those unfamiliar practices. Consequently students experienced both positive and negative emotions when they thought about the possibility of being immersed in the target contexts. On one hand, pupils endured favorable sentiments such as: excitement towards the unknown or acceptance upon discrepancies between cultures. On the other hand, students manifested worries about misconceptions when interacting with practitioners of foreign communities in imaginary situations.

In effect, in the development of this study learners' attitudes upon cultural practices were notable in their longing to build meaningful experiences, when developing the activities that include cultural information; that is why, the combination of feelings students experienced range from positive to concerning attitudes, and that progression was not necessarily harmful, fact that is supported by Knutson (2006). This scholar discusses the relevance of monitoring pupil's

attitudes such as hostility, likeness, resistance and fear in the classroom, being these essential postures when learning a foreign culture. Although it might sound negative at the beginning, these sentiments can dramatically change to attraction, fascination to finally question the importance of new features, feeding learners critical thinking about different perspectives of the world in contrast to the ones they are used to.

Additionally, through the deliverance of opportunities to discuss simple cultural characteristics in the lessons, students participated in cultural exchanges regarding familiar contexts along with outlandish ones, by doing so, learners imagined themselves being present in foreign environments, although concerns upon misunderstandings prevailed, this translated into students' sense on fear upon the idea of making a mistake when interacting with a peer and also when they thought about opportunities to exchange information with a foreigner.

Consequently, when students inquired about their self-confidence regarding how they felt when they talked in English about the traditions of their home culture as well as the foreign one, a learner highlighted: "the feelings that I sense (when talking in English) are a combination of nervousness and happiness" (Q18, P1, Fg2). Also, another participant manifested: "Fear, because if I mispronounce a word, I will feel embarrassed" (Q5, P4, Int).

Finally, learners expressed their concerns about misunderstanding. In another words, when pupils imagined being immersed in the foreign cultures, they wanted to avoid getting into impolite situations by mispronouncing a word or making a mistake. Consequently, these thoughts caused in them negative feelings such as: fear upon mistakes, insecurity and embarrassment when speaking. Facts that were present in various students' answers when they were asked if they feel they could say something in English to a foreign person that was visiting

Colombia: “No, because I can say something wrong and maybe that information can become a mockery from that people’s country”. (Q10, P6, Int.). Another participant stated: “No, because we can mispronounce a word and perhaps that word means something bad for them (participants of the foreign culture)” (Q22, P2, Fg2).

It was stated that children were aware of the need of linguistic and cultural preparation in order to successfully interact in a foreign context.

2. By being immersed in foreign cultural traditions learners initiate an awareness process to build their identity, between foreign and local traditions

Among the outcomes that the data analysis brought up, it was encountered that after students obtained enough cultural background in respect to English speaking countries traditions, they started to articulate their ideas based on the linguistic items they acquired throughout the workshops.

Through the instruction of traditions contents, learners initiated to express their inclination and likeness towards being immersed in these unfamiliar contexts; this was channeled through a dynamics where students imagined scenarios in which they were immersed as practitioners of the target language, sharing and exchanging thoughts related to local and foreign beliefs, costumes and traditions. This set the precedent to build their identities while exploring and exchanging perceptions about the world that surrounds them, this can be supported by Knutson (2006), who states that cultural identity focus remains in the fact of highlighting patterns from both, home and target cultures.

In this sense, students welcomed cultural heterogeneity defining their identity by serving of local and external cultural attributes. Moreover, when students were asked about the feelings

they experienced when they have to talk in English about the fact of being Colombian, they expressed: “I feel proud if being Colombian, I like to talk about it in English and even other languages” (Q5, P9, Int). additionally, they consider that besides being Colombian it is also important to highlight their local context, another student support this information by saying: “By using his/her (Foreign person) language, I would talk about our songs, our music, our local dances and I would teach him/her about the Colombian traditions”(Q10, P11, Int).

With the intention of responding to the objective proposed, departing from the data analyzed some aspects of relevance arose in the discussion and need to be broadened in detail.

First aspect to notice was that learners showed a positive posture towards new cultural information drawn up specifically from international traditions. They embraced these contents and embarked upon a journey where they emphasized on the information that was more attractive for them. Students wondered and traveled through these peculiarities and structured a framework where they compared, discern and tried to exchange information.

Based on the features mentioned above, when students were asked to organize a festival to make a foreign person feel welcome, this imaginary situation was proposed in one of the questions of the individual interview in order for students to inquire about cultural acceptance; a student underlined some cultural expressions that he considered appealing: “It (the festival) would be about Christmas, I would decorate a real tree. On Saint Patrick’s day I would use a leprechaun toy and some shamrocks, I would talk about how nice I think their celebrations are” (Q8, P6, Int). It was noticeable that learners had a positive posture in relation to foreign traditions; they embraced them and tried to make sense about them by thinking about situations where they were able to experience them.

As a second aspect to have in mind, learners initiated to lean towards immersion settings, where, via the propitiation of artificial cultural exchanges opportunities, they felt empowered to interact among themselves by sharing their thoughts, perceptions and ideas about the new information they were being introduced to versus their local knowledge of the world. Accordingly to Murray (2007), when immersion materials are used in the language instruction and the attention is on the content rather than the form, learners are provided with a more authentic environment where they can promote language experiences closer to the target language reality.

Following, it is possible to evidence how student's experiences during this research reflected the immersion theme discussed before. When students were questioned about the relevance of foreign traditions taught in English lessons, one of them pointed: "yes (foreign traditions) helped me, because maybe I can go there (foreign countries) and I already know the games they play, I mean, I am already prepared if they (foreign people) invite me to do something, they won't have to teach me again..." (Q2, P8, Int).

On third place, and having in mind that during this research cultural aspects were parallelized among local and foreign traditions, it is crucial to mention that this combination offered learners an approach to deliberate about similitudes and contrasts between home and external cultures. This dynamic was first evidenced when learners had their first encounters with little known settings; they opened a path of understanding about what is unfamiliar and then welcomed these practices into their learning environments regarding the foreign language.

In concordance with Byram (1997), it is essential to foster curiosity in the learners as a tool to reject judgment towards foreign habits, beliefs, costumes and behaviors. In this way,

during the research development, it was evidenced students disposition to inquire about unknown traditions and teachers' notes attest to this fact: "they (students) could easily find similarities and differences between Colombia and Jamaica, but they did not show any preference towards any of them" (Tj3, Tr2). This is directly related with a student' point of view provided when he was asked about the situation where he would have to organize a festival to welcome a foreign person, the student commented:

My festival will be about Saint Patricks' day if the foreigner is from Ireland or Christmas if he is from New Zealand and so on depending on the country, the festival would also be about here, so we can show them what we do here like for example: a Colombian Christmas festival (Q8, P10, Int). It is clear how students are not predisposed to immediately pick a side when it comes to different cultural traditions, they rather explore all of them and combined them to make the experienced more meaningful.

3. Learners acknowledge music as an important factor to identify key features in a foreign culture

Among the outcomes that this research upholds, music was highlighted as a purposeful aspect in terms of cultural exploration. By means of melodies, students were able to reference the country of origin of the musical keys and therefore they were able to identify key concepts that led them to make a direct relation between music and cultural learning. On behalf of the soundtracks used in some of the workshops implemented, participants recognized certain elements that served them as vital points to understand the concept of diversity and explore foreign tradition in an innovative way.

The prior statement could be reflected in a student' observation about the impact of music to help them identify key aspects of culture, this learner highlighted: "Yes (with the use of music), we can learn more from these people (foreigners), and also they can teach us new things" (Q3, P10, Int).

This set an environment where learners fed their curiosity and also facilitated a path towards the acceptance of the unknown, therefore their possibilities of learning augmented. This idea is discussed in an academic article centered on the implications of music in the EFL teaching process; there, it is set forth that when students are exposed to musical keys, they will likely find enjoyment in this kind of activity and then, more learning is expected to happen since they might be motivated to expand this knowledge outside the classroom by means of music (Schoepp, 2001, p. 3). Above all, music was perceived by learners in a positive way, they used concrete words to describe how music influenced in their learning process: "Music was important because, music transmit their (foreign people) interests" (Q3, P4, Int).

Through the analysis of the data obtained, it was also important to examine how music was a decisive factor to explore the foreign language. Alongside the implementation of representative soundtracks belonging to English speaking countries and local melodies, students were able to identify and then remember linguistic items proposed for the session.

This is possible to observe in inquires that participants made regards to the use of music on the English foreign language process: "I can learn because in the music there are words in English that I can memorize, I remember Jamaica is an island and its celebrations" (Q3, P6, Int). Lake (2002), corroborates the previous information when he mentions that in the learning world music is used to make the learner retain information or even provoke feelings about it.

12. Conclusions

This project has been conducted with the main goal of exploring rural students' early oral practices by implementing the use of technological tools to guide their intercultural learning. Specifically we sought to respond the research sub-questions of this study which are the following: *what dimensions in rural primary students' EFL early oral practices are apparent when they use technological tools to guide their intercultural learning?, how do rural students perceive technological tools employed to guide their intercultural learning when they are developing early oral practices? And what intercultural attitudes do rural students manifest when they use technological tools in their early oral practices about English speaking countries traditions?* In this sense, this chapter will provide concrete responses to the previous questions.

Considering the first sub-question, it was found that the use of technological tools was germane in the preparation of oral communication situations where departing from cultural contents it was deduced that students from the target rural areas were predisposed to welcome other cultures. It was found that their daily life context propitiates acceptance of diversity due to learners are immersed in contexts where people are predisposed to learn from other communities, therefore, they organized mental parallels where they delved into unfamiliar and known characteristics of both cultures, foreign and local.

Consequently, these rural students found themselves immersed into imaginary environments where they exchanged home and foreign traditions while reviewing previous contents that empowered the fostering of their communicative skills. In terms of building oral situations attempts, students focused on the embracement of foreign traditions to extract useful vocabulary, structures and grammar elements necessary to communicate ideas using basic forms of the foreign language.

In regards to the second sub-question, we could conclude that technology is a resourceful tool in order for learners to set a pillar to support their communicative skills while exploring cultural contents. In rural contexts, especially, the influence of these elements translates into the capability that sets a basis to explore different cultural contents leading towards the empowerment of learners' awareness of the world in terms of recognition of cultural diversity.

Moreover, technology becomes a source of motivation since in rural areas the use of such devices is in most of the cases limited to other subjects rather than English. Students encounter themselves immersed in innovative learning environments that draw them towards the enjoyment of rich pedagogical experiences. Therefore, by manipulating technological aids, learners were immersed in a student-centered learning process, which made them feel active members of the class. These conditions involve them in the learning language process to propitiate communicative situations departing from the cultural contents included in the syllabus.

Finally, in relation to the third sub-question of this study, we could observe that students were naturally predisposed to interact with local and foreign traditions belonging to English speaking countries. Nevertheless, they were still aware about the relevance of linguistic and cultural preparation to avoid misunderstanding when they thought about the opportunity of interaction in a foreign context. It means they experienced a range of emotions that went from positive feelings such as acceptance, excitement and enjoyment to issues like concerns when thinking about situations in which they could be immersed in a foreign culture.

Additionally, while being exposed to cultural matters, young learners' cultural identities emanated through the exploration of cultural factors that were appealing for them, motivating them to bring out their own traditions in order to identify contrasts and resemblances. By

including music as part of cultural activities, music was perceived as bridge that allowed students to identify and define key characteristics of any culture.

13. Pedagogical Implications

Within the pedagogical recommendations that should be revised with the finality of using technology as a tool to support the development of oral situations while guiding the intercultural learning, specifically when working with rural young learner's communities, this study allowed us to suggest the following points.

In order to prepare young learners to interact in real communicative situations in the foreign language, it is necessary that teachers include cultural contents in the English foreign language syllabus. In the same fashion, cultural backgrounds in the instruction of the foreign language can enable students' sociocultural and linguistic skills with the purpose of succeeding in the process of exchanging ideas among them and with foreign receptors. In the target rural communities, these aspects can be of major relevance in their learning environments due to their interest and disposition to learn English.

In order to enhance spontaneous oral communication in young learners, it is advised that instructors use different resources, among them technology. This tool can provide attractive settings where learners do not feel pressure to use the foreign language; on the contrary, oral practices happen in a natural way regardless pupil's language levels. Additionally the topics selected can be introduced in an innovative way to foster student's intercultural learning.

In the technological aspect, when instructing the foreign language, it is important that teachers are aware of the available technological resources and exploit them as much as possible, taking into account online and offline materials to foster student's communicative exchanges, especially in areas where the access to internet connection and even technological devices are limited.

When this study started, limitations in regards to lack of technological resources and internet connection were evident, factor that led us to seek for strategies to combine and adapt traditional teaching methodologies with the technological devices available. It was necessary to investigate about the possibilities of using what we had available in attractive ways to involve the students in the use of technology to guide their linguistic and cultural knowledge.

Besides, it is suggested that learners undergo a preparation process that guides them throughout the use of technological tools independently. In this way, it is possible to help learners avoid feelings such as insecurity and fear when manipulating these aids for the first times. This process was done by the execution of inductive and guided activities as an illustration, students were instructed to manipulate the computer connected to the video-beam as an example for the whole class, so they could replicate the procedure on their laptop independently. Additionally, this technological knowledge can help young learners to respond to the demands that the current globalization setting contemplates.

Bearing in mind that learners consider interaction as major aspect when learning a foreign language and the culture where this language takes place, it is relevant to propitiate spaces where students belonging to rural areas can exchange ideas without feeling judgment or concerns upon mistakes, it is necessary to provide local and foreign practices to broad up their opinions and enhance them to keep reflecting about what happens in their surroundings.

Furthermore, It is crucial to take advantage of children natural predisposition to discover and wonder about what is undisclosed in terms of cultural practices. By doing so, they have the opportunity to point out meaningful characteristics that can be relevant not only regarding the foreign language process, but also to reinforce their wisdom of the world and their ability to interact with everybody independently their social and cultural backgrounds.

Keeping in the lane of recommendations related with culture in the foreign language teaching, in a world in which especially the education field has to cope with so many demands, it is necessary to make use of all the tools available. In the English teaching area and if well-coordinated when included in the language lesson plan, music can display a varied set of possibilities in order to strength students' cultural learning and at the same time, reinforce their linguistic knowledge. Besides, in rural contexts and taking into account its limitations in regards to resources, music is an affordable tool to instruct cultural and linguistic points of the foreign language in an attractive way.

14. Further Research

Bearing in mind that this study explored the effects of using technological tools to involve young learners from rural areas in the attempts of producing spontaneous oral practices departing from cultural contents from English speaking countries, it was possible to detect some points of reflection that can be taken into account for further exploration in research purposes.

The implementation of cultural contents in the EFL learning process opened a path for students to bring about features belonging to their own context, with the finality of confronting them with the new cultural knowledge they were being exposed to. This produced interesting outcomes in regards to learners' identity building while being engaged in the learning of the target language (English). Especially in rural communities, where young learners have less possibilities of contact with the exterior world, future researchers could find appropriate settings to deepen into these matters and empower cultural learning in these populations while engaging them in appropriate pedagogical practices regarding the learning of the foreign language.

Furthermore, considering that learners from rural communities were open to explore foreign and local cultures and embrace them without any judgment, besides their identify as Colombian was brought up, they never stopped feeling proud of their background even though the foreign culture was appealing for them. This opens a path for future research centered on strengthening cultural learning departing from local traditions meaning that researchers could look into developing English learning through the examination of cultural traditions from different areas of Colombia.

The use of technological tools in the EFL context offers a range of advantages that benefit learners not only linguistically but also in terms of propitiation of basic skills to be

competent in the globalized contest they are living in. This study demonstrated that technological tools in the instruction of English is a nest of motivation, since for rural communities these aids translate into innovative learning environments that, if well combined with traditional methodologies, engage them in an active way in student-centered dynamics aimed to the exploration of EFL. Thus, future researchers could encounter rich contexts to set pedagogical propositions to explore students' attitudes towards CALL and make social contributions in all type of communities but especially in the search of educational strategies to benefit communities belonging to vulnerable areas.

Initially, besides ICT's and CALL approaches this study intended to explore the advantages of inclusion of computer mediated communication [CMC] in the instruction of EFL. Due the target population limitations regarding the availability of internet connection, it was not viable to explore such tool. Nevertheless, among the outcomes of this research, it is evident that students are open to make cultural exchanges with foreign culture individuals even if it is in imaginary scenarios.

Therefore, such fact opens a path for propositions of studies centered on propitiating spaces where real interaction situations in the foreign language take place involving young learners from rural communities to take advantage of their natural disposition to delve into the acknowledgement of cultural features of the target language.

The implementation of music as a source of input regarding cultural and linguistic aspects of the foreign language, was a fruitful strategy in order to set a context where students follow up the foreign traditions they were exposed to. Bearing in mind that the acceptance towards this strategy was positive, in this sense, future researchers can inquire about the possibilities of using

musical keys in the foreign language teaching with the finality of guide learners' cultural learning. Considering music attractiveness, in the future, it can be examined how international or even regional music can help learners not only increase their motivation but also foster linguistic, phonological and grammatical characteristics of the target language.

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Annexes

Annex 1

**Focus group 1**

Date of application: week 1.

This focus group interview was directed in headquarters Dulceyes and 20 de Julio of the ‘Institución Educativa Técnico Comercial de Jenesano’ and was carried out in mother tongue (Spanish) and respectively audio recorded.

The responses of the totally of the groups of students belonging to the two samples of the research were transcribed and merged into this document.

INTERVIEW SCHEDULE

Welcome and presentation of pre-service teacher and participants.

Moderator1: Mónica Torres (Dulceyes headquarter)

Moderator2: Andrea Vera (20 de Julio headquarter)

Icebreaker: “Guess the false statement”

The main topic of this interview was divided into three subthemes, these being: oral skills practices in the classroom, technological resources used in English practices and cultural awareness of students’ surroundings.

Topic overview:

The story was used to introduce the general topic of the research and to contextualize participants in a friendly way. It was supported with images to catch the attention of the group.

Story:

Todos los días Lucas iba a su escuela con deseo de aprender mucho inglés porque soñaba con algún día viajar y poder hablar en inglés con otras personas. Pero siempre se aburría porque

todas las clases eran iguales. Lucas acababa de recibir el último computador y lo usaba para hacer todas sus tareas pero nunca lo usaba para hacer sus deberes de inglés, él pensaba: ¡qué divertido sería usar mi computador en las clases de inglés! Entonces, Lucas le sugirió a su profesor tener clase de inglés en la sala de informática, el profesor pensó que esto era una buena idea, así que la siguiente clase Lucas y todos sus compañeros fueron a clase de inglés en la sala de informática, allí el profesor tenía preparado un video que todos los estudiantes podían ver y reflexionar, Lucas observo en el video que alrededor del mundo fiestas como año nuevo se celebran de diferentes maneras, pues cada país tiene su cultura y tradiciones, esto motivó a Lucas a seguir aprendiendo inglés para visitar sus países favoritos y aprender sobre su cultura.

QUESTIONS:

- **ORAL SKILL PRACTICES:**

1. ¿cómo se sienten en sus clases de inglés?
2. ¿Qué actividades desarrollan que les permitan hablar en inglés?
3. ¿Qué problemas encuentran cuando intentan hablar en inglés?
4. ¿Qué piensan de tener la posibilidad de hablar en inglés con otra persona?

- **TECHNOLOGICAL RESOURCES USED IN ENGLISH PRACTICES:**

5. ¿Han tenido clase de inglés en la sala de informática?
6. ¿Qué piensan de la idea de tener sus clases de inglés usando los computadores de la sala de informática?
7. ¿Qué piensan de aprender inglés por medio de videos, juegos u otras actividades desarrolladas en el computador?

- **CULTURE AWARENESS OF MY SURROUNDINGS:**

8. ¿Saben si en otros países aparte de Estados Unidos se habla inglés? Si/ no ¿Cuáles?

9. ¿Por qué son importantes las tradiciones?
10. ¿Qué fiestas nacionales conocen?
11. ¿Les gustaría conocer que fiestas se celebran en otros países?
12. ¿Cómo se sentirían aprendiendo sobre fiestas de otros países en sus clases de inglés?
13. ¿En sus pasadas clases de inglés sus profesores les presentaron información sobre otros países diferentes a Colombia?



FOCUS GROUP 2

Date of application: Week 9.

This focus group interview was directed in headquarters Dulceyes and 20 de Julio of the 'Institución Educativa Técnico Comercial de Jenesano' and was carried out in students' mother tongue (Spanish) and respectively audio recorded.

This instrument was applied in the middle of the process.

The responses of the totally of the groups of students belonging to the two samples of the research were transcribed and merged into this document.

INTERVIEW SCHEDULE

Welcome and presentation of pre-service teacher and participants.

Moderator1: Mónica Torres (Dulceyes headquarter)

Moderator2: Andrea Vera (20 de Julio headquarter)

Icebreaker:

Students and teacher had a short conversation with aims to remember the information (cultural and linguistic information through the application of technological tools) they had studied until that point of the process.

The main topic of this interview was divided into three subthemes, these being: oral skills practices in the classroom, technological resources used in English practices and cultural awareness of students' surroundings.

Topic overview:

Students were informed they would answer some questions regarding the topics they studied throughout the process. The designing criteria of this focus group interview were based on the research questions of the study.

QUESTIONS**❖ Technological tools**

Research Sub-question:

How rural students perceive technological tools employed to guide their intercultural learning when they are developing early oral practices?

1. ¿sientes que con la ayuda de tecnología cuando hablamos de lo que se hace en otros países tienes más oportunidades o no para aprender a hablar en inglés?
2. Cuando usamos el audiolibro acerca de la cultura de Jamaica, ¿cómo esta herramienta tecnológica te ayudo o no te ayudo a recordar a aprender el vocabulario de ese país?
3. ¿Cómo piensas que la presentación Power Point acerca de Colombia y Jamaica en la que revisamos música, estilos de peinado y saludos en lengua nativas, te ayudaron a mejorar o no mejorar cómo hablar inglés?
4. ¿sientes que escuchar música típica de Jamaica como el reggae o de Colombia como la salsa, te ayuda a aprender sobre la gente de estos países? Explica

5. ¿Cómo piensas que los GIF (imágenes que se mueven) los cuales vimos en la mayoría de las presentaciones de Jamaica, Nueva Zelanda, Colombia, Irlanda te ayudan o no a recordar la información de esos países?
6. ¿Qué piensas sobre el video de Irlanda con las caricaturas, crees que te ayudo o no a conocer sobre las personas de este país? ¿por qué?
7. ¿Qué imágenes prefieres cuando estás viendo un video sobre la cultura de otro país en donde se habla inglés, caricaturas o imágenes de personas reales? ¿Por qué?
8. ¿Qué emociones experimentaste cuando la profesora te permitió usar el computador para explorar la presentación de Jamaica y Colombia en la que aprendimos acerca de su música, como hablan y estilos de peinados.

❖ **Attitudes towards culture**

Research sub-question:

What intercultural attitudes do rural students manifest when they use technological tools in their early oral practices about English speaking countries holidays?

9. ¿Ha sido importante o no para ti descubrir tradiciones otros países que hablan inglés como Irlanda, nueva Zelanda y Jamaica? ¿por qué?
10. ¿Por qué es importante o no es importante aprender sobre tradiciones de otros países y del nuestro en la clase de inglés? Explica
11. Recordemos cuando estudiamos Nueva Zelanda y Colombia, ¿puedes recordar alguna o algunas tradiciones que sean diferentes a las de Colombia?

12. ¿Qué pasaría si una persona de Nueva Zelanda viene a pasar navidad a tu casa y te pide que decoren un árbol natural en lugar del árbol plástico que decoras todos los años aquí en Colombia? ¿Qué le dirías a esa persona?
13. ¿Qué pasaría si viene una persona de Jamaica viene a Jenesano y te invita a bailar reggae? ¿Qué harías?
14. Después de haber estudiado lo que se hace en otros países durante este tiempo, si un extranjero viniera a tu clase de inglés, ¿Qué le dirías acerca de lo que hacemos y como somos en Colombia?
15. Si viniera una persona de Irlanda a tu barrio, ¿sientes que podrías hablar en inglés con esta persona? Si/no ¿Por qué? ¿De qué temas te gustaría hablar con esta persona?

❖ **Oral production**

Research sub-question:

What stages in rural primary students' early oral practices are apparent when they use technological tools to guide their intercultural learning?

16. ¿Piensas que conocer sobre las personas que hablan inglés en otros países como Nueva Zelanda, Irlanda, Jamaica, Colombia te ayudan o no a hablar inglés?
17. ¿si viniera una persona de Jamaica a Colombia, sientes que podrías decirle algunas cosas en inglés? ¿Acerca de que le hablarías?
18. ¿Qué emociones experimentas cuando debes hablar en inglés acerca de lo que hacen personas de países como Nueva Zelanda, Jamaica, Irlanda y Colombia?
19. Crees que es más fácil hablar en inglés sobre lo que se hace aquí en Colombia que hablar sobre lo que se hace en otros países? Si/no ¿por qué?

20. ¿Qué palabras o frases puedes recordar de los que hemos aprendido durante las clases de inglés en relación con las tradiciones, costumbres, música, supersticiones, apariencia física de Nueva Zelanda, Irlanda, Jamaica y Colombia?
21. Para entender lo que la profesora dijo en inglés durante estas clases. ¿fue necesario el uso de canciones, imágenes en el computador, música en los videos de los países que hemos estudiado? Explica.
22. Desde el momento que iniciamos con las clases de inglés, ¿Piensas que has tenido un avance o no has tenido un avance en tu forma de hablar inglés cuándo hablas sobre la música, las costumbres, apariencia física, bailes de otros países ? Si/no explica.

Annex 2

**Individual Interview**

Date of application: week 15

This instrument was applied at the end of the project, in this document it is shown the totality answers of both populations of this study (20 de Julio and Dulceyes).

INTERVIEW SCHEDULE:

Students were invited into the room individually. Each student took approximately seven minutes to answer the questions, their questions were audio recorded.

TOPIC OVERVIEW:

The questions proposed for this instrument were divided into three topics, being those the main constructs of the research project (technology, culture and Oral production).

❖ Technology

1. ¿Sientes que cuando usas tecnología en la clase de inglés para aprender acerca de lo que se hace en otros países, lo que bailan, lo que hacen en navidad, te ayuda o no a practicar y mejorar tu inglés?
2. Cuando usamos audiolibros, presentaciones de PowerPoint, videos y juegos en el computador sobre las costumbres y características de países como Nueva Zelanda, Irlanda, Jamaica, ¿estas herramientas tecnológicas te ayudaron o no a recordar la información en inglés de cada país? Explica

3. Sientes que cuando escuchas música típica de alguno de los países que estudiamos como la salsa en Colombia y el reggae en Jamaica, ¿puedes aprender fácilmente o no acerca de las características de las personas de otros países donde hablan inglés?
4. Cuando aprendimos sobre las costumbres de Jamaica, Colombia, nueva Zelanda, Irlanda, ¿qué sentiste cuando podías usar el computador para explorar la música, baile, peinados, supersticiones y lenguas nativas, apariencia física? Explica

❖ **Culture**

5. ¿Qué emociones experimentas cuando debes hablar en inglés de lo que tú eres como colombiano, sobre lo que tú haces, lo que te gusta, en lo que crees, de la música que te gusta?
6. En tus clases de inglés ¿ha sido o no ha sido importante aprender acerca de lo que personas hacen en otros países como Irlanda, Jamaica, Colombia, nueva Zelanda? Si/no ¿por qué?
7. ¿Qué pasaría si una de persona de Irlanda te invita a festejar el Día de san patricio, a cambio debes hablar sobre Colombia? ¿De qué le hablarías?
8. De acuerdo a la información de Irlanda, Jamaica, Colombia, nueva Zelanda que hemos estudiado en la clase de inglés, si viniera un extranjero y tú tuvieses que organizar un festival para hacerlo sentir bienvenido, ¿Dé que se trataría el festival?

❖ **Oral Production**

9. ¿Piensas que conocer acerca de lo que las personas de Nueva Zelanda, Irlanda, Jamaica, Colombia ayuda o no ayuda a que te expreses mejor en inglés?

10. Después de haber estudiado los temas relacionados con Irlanda, Jamaica, Colombia, nueva Zelanda, Si viniera un extranjero a la escuela, ¿cómo te conectarías con él? ¿sientes que podrías decirle algo en inglés? ¿qué le dirías?
11. ¿Crees que el uso de videos, presentaciones Power-Point, audiolibros, música y juegos en el computador son herramientas que te ayudan a entender cuando la profesora habla en inglés acerca de las tradiciones de otros países y del nuestro? Explica
12. El hecho de aprender acerca de lo que se hace en otros países por medio de tecnología, ¿ha generado o no ha generado un avance en tu forma de hablar inglés cuando hablas de la música, del baile, de las costumbres y fiestas de otros países? Explica

Annex 3



INSTITUCION EDUCATIVA TÉCNICO COMERCIAL DE JENESANO (BOYACÁ)

PADRES DE FAMILIA

**EFL Early Oral Practices In Rural Primary Students: Technological Tools Guiding Their
Intercultural Learning**

“Iniciación de prácticas orales de Inglés como lengua extranjera a través del uso de herramientas tecnológicas para guiar el aprendizaje intercultural de estudiantes de primaria localizados en zonas rurales.”

Respetado padre de familia,

La institución Educativa Técnico Comercial de Jenesano, ha sido escogida para participar en un estudio conducido por estudiantes de la Universidad Pedagógica y Tecnológica de Colombia sede Tunja. El estudio titulado “Iniciación de prácticas orales de Inglés como lengua extranjera a través del uso de herramientas web para guiar el aprendizaje intercultural de estudiantes de primaria localizados en zonas rurales” desea explorar aspectos tales como las actitudes de los estudiantes hacia el uso de la tecnología en la clase de lengua extranjera a través de contenidos

culturales tales como festividades de países de habla inglesa, todo esto con el fin de propiciar oportunidades para la iniciación de las habilidades del habla en el área de Inglés. Con el fin de analizar lo anteriormente planteado, se planea usar grabaciones de video y voz de sus hijos. Toda la información recolectada durante el estudio tendrá únicamente fines investigativos lo cual implica que no será reproducida en medios públicos.

Por favor firme este consentimiento si usted aprueba la participación de su hijo en este estudio. Si tiene alguna pregunta o duda puede contactarnos directamente a estos números, nosotras somos las investigadoras principales de este estudio: 322 930 3083 o 313 533 1827.

Atentamente:

Andrea Katherine Vera H.

Mónica Cristina Torres S.

Estudiante de la Licenciatura en

Estudiante de la Licenciatura en

Lenguas Extranjeras.

Lenguas Extranjeras

UPTC

UPTC

Annex 4



TEACHER JOURNAL



Number:

School: Institución Educativa Técnico Comercial de Jenesano.

Grade:

Teacher:

Topic:

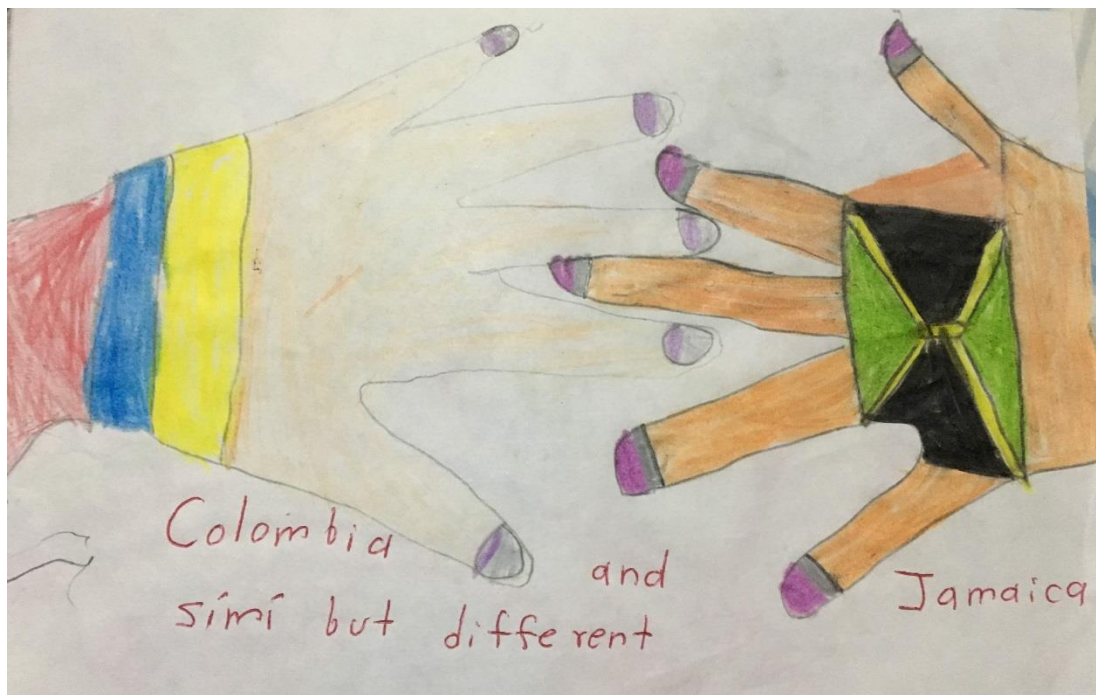
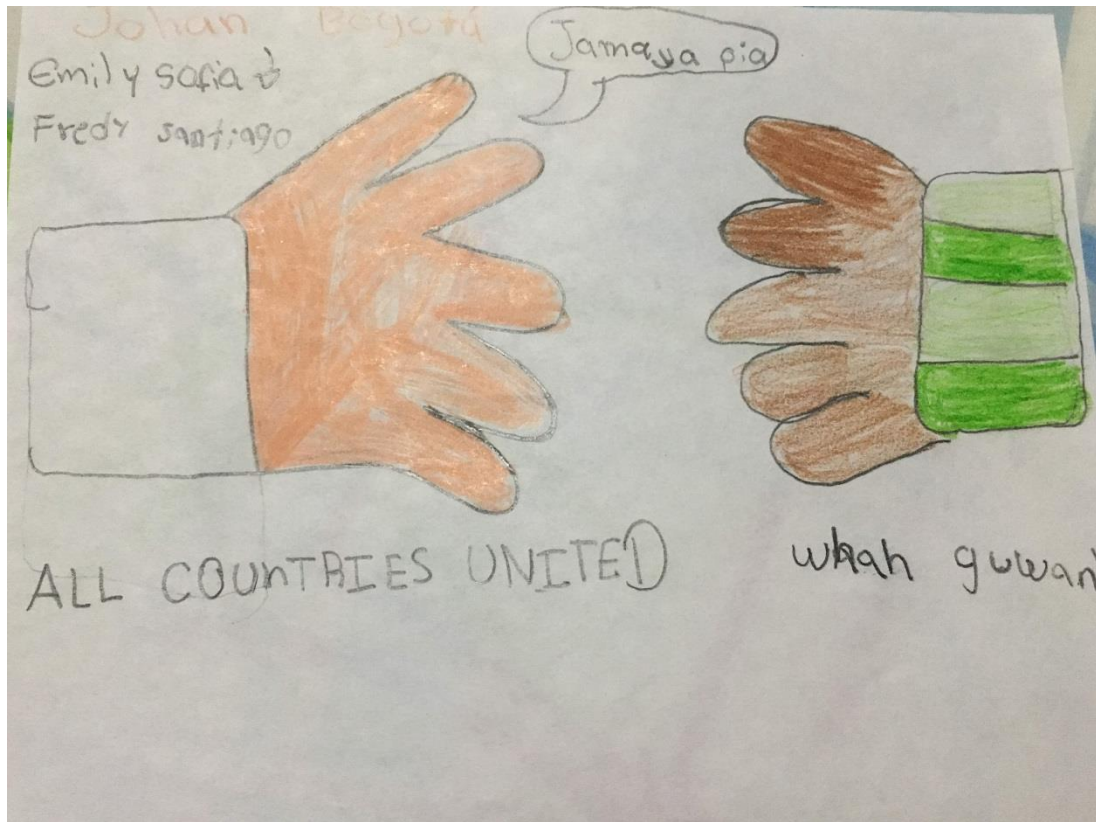
Aim: Describe in detail what happened after the application of the workshop and reflect upon the characteristics you selected and how meaningful they were to fulfil the three stages of the workshop (oral production, culture and technology)

	Oral production	Culture	Technology
<i>Description</i>			
<i>Reflection</i>			

Annex 5



Activity “fashion show”.



Activity "Drawing Colombia and Jamaica comic strip".



Activity “listening to the audio book: *Anya goes to Jamaica*”