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Cultural Capital and its Relation to Second Language Teaching and Learning Processes
with Fourth-Grade Students of Gimnasio los Pinos School

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Abstract

This paper explores the relationship between cultural capital and the processes of teaching and learning a second language, specifically in fourth-grade students at Gimnasio los Pinos in Bogotá. The monograph justifies the importance of this research, presents the research objectives, a statement of the problem and an analysis of the state of the art. The article proposes to identify students' cultural capital, analyze its effects, and recommend strategies to improve English levels. The state-of-the-art analysis includes 15 international, national, and local research studies related to cultural capital and its effect on teaching and learning processes.

The article discusses the influence of cultural capital on second language learning and the importance of considering it in the design of language teaching programs. It provides a review of international, national and local research on the topic and discusses various theories related to teaching and learning and cultural capital. The article concludes by emphasizing the need to promote access to and development of cultural capital to reduce inequalities and improve people's well-being.

The methodology uses a qualitative and hermeneutic approach to investigate the relationship between cultural capital and second language teaching and learning processes. The case study method will be used to explore a particular phenomenon in depth and triangulation will be used to increase the validity and reliability of the findings. The research will involve planning, data collection, data analysis, and conclusions and recommendations, with a timeline established for each phase. Ethical considerations will be taken into account to protect the privacy and rights of participants. This research will be conducted with fourth- grade students at Gimnasio los Pinos in Bogotá, a private bilingual school with an International Baccalaureate program. *Keywords*: Cultural Capital, learning-teaching, English, bilingual, language acquisition.

Introduction

Due to globalization, one of the most important objectives is to provide students with certain communicative competencies concerning English. Therefore, institutions use resources such as teaching methodology, teachers, and specific infrastructures to adapt to these needs and meet these objectives. All these factors determine the academic learning success of their students. Likewise, institutions that provide their students with better academic competencies are socially recognized as prestigious.

It can also be recognized that in these private institutions, students have a much broader culture. When we refer to culture, we mean the set, or sets, of modes of production, circulation, exchange and consumption of symbols, images, narratives, ideas and values that determine the worldview and the personal and collective forms of action of a specific society (Araujo, 2009). In other words, what is meant is that each student has a different culture taught to them by their families, as well as more economic resources. This culture may interfere with their academic performance, as they may learn in different ways, see teaching in different ways and have different tastes.

On the other hand, in second language teaching and learning, cultural capital can manifest itself in various ways, such as prior knowledge of other languages, exposure to different cultures, and formal education in the target language. These cultural resources can influence both the teaching and learning of a second language, as they determine the learner's willingness and ability to learn the target language.

Therefore, this monograph will address the relationship between cultural capital and the processes of teaching and learning second languages at Gimnasio los Pinos school with fourth-grade students to understand how these cultural resources influence the success of students in the acquisition of a foreign language. To begin with, in this work, we will briefly justify why it is important to develop this research, followed by the objectives related to the

question: How does cultural capital influence fourth-grade students' learning of English at a private institution in Bogota?

Following this, the problem statement will be presented to give the reader an understanding of why we want to examine how cultural capital can manifest itself in the classroom and discuss its impact on teaching and learning second languages. On the other hand, to support the above-mentioned, a state-of-the-art will be presented in which 15 international, national, and local types of research related to the base theme of this research will be analyzed to provide topics that help with the research.

Finally, we have the referential framework and the methodological framework; in the referential framework, we will find two constructs arising from the objectives of this work which are teaching-learning and Cultural Capital; in these, we will give the definitions and theories of each one based on different authors. Following that, in the methodological framework, it will be found that this research will be based on the qualitative paradigm, with the hermeneutic approach, and with the case study method. Three instruments will be used; the first one will be participant observation, the second one focus groups, and the third one surveys, Finally, the final conclusions will be given where the expected results and limitations will be given.

Justification

Learning a second language has become a key to academic and occupational success. Acquiring a second language improves employment opportunities and intercultural communication and contributes to the individual's cognitive and personal development. This educational reality is complex. However, a latent concept that seems fundamental when talking about learning is Cultural Capital, a notion that is significantly related to the social context of the students.

Therefore, this paper assumes the approach of Bordieu (1998) when he states that the social space occupied by the members of society is distributed in two spheres: economic capital and cultural capital. The first one, which is the economic capital, and the second one, which is the cultural capital, determine that some of its members are situated according to the capital they possess, for example, the one who has less resources will be in a low social class. In this order of ideas, those with high capital, both economic and cultural, will have greater opportunities. In contrast, those lacking these capitals will be placed in lower positions and have greater limitations.

As for the importance of investigating the relationship between cultural capital and the processes of teaching and learning second languages, there is empirical data supporting this topic's relevance. For example, studies such as Schecter and Bayley (2002) and Norton (2013) have shown that students with greater cultural capital, in terms of prior education and access to cultural resources, tend to perform better in second language learning.

In addition, research has also shown that cultural capital can influence how students interact with native speakers and understand the cultural and social norms of the second language-speaking community. For example, Gutierrez and Rogoff (2003) note that students who understand the cultural and social norms of the second language speech community more successfully communicate with native speakers.

Throughout their lives, students undergo a socialization process in which, within their family context, they come into contact with materials and experiences from their familiar environment. These experiences allow them to develop their creativity, thinking, attitude, vision of life and abilities to understand and critically process information, the sum of which is what ultimately allows them to differentiate themselves in their school performance or success. In this sense, the school tends to reproduce the Cultural Capital congruent with the family context and school aspirations, translated into the attainment of certifications granted

by education. Likewise, as Segura states, "the teaching of culture represents an opportunity to integrate the cultural realities of students and transform language learning into a meaningful activity that contributes to their personal development". (p. 11, 2022). In other words, the teaching of culture can be a powerful tool for fostering students' personal development, as it helps them understand and appreciate cultural differences, allowing them to develop greater empathy and respect for others.

Specifically, cultural capital and its theories, such as Bourdieu's Cultural Capital, human capital theory, and multiculturalism and diversity, is a concept that highlights the importance of knowledge and cultural competencies in society. It is a form of symbolic power that can be used to gain social advantage and influence and is often transmitted from generation to generation through families and educational systems. Possession of cultural capital is also linked to educational success and can be used to challenge dominant cultural norms and promote diversity and inclusion. Thus, learning about and studying cultural capital can be a valuable way to gain social and cultural capital, promote diversity and inclusion, and function in diverse social and professional contexts.

From this perspective, my objective is to investigate the conditions that define the practices, habits and appropriation of cultural goods by the students of Gimnasio Los Pinos. This research seeks to determine if there are differences in cultural competencies and the students' level of English language proficiency. To do so, we will use a qualitative approach and a case study method. We will collect data to analyze the students' cultural competencies and determine if these are related to their performance in English.

In summary, this research on the relationship between cultural capital and second language teaching and learning processes is important because it can provide valuable information on how to design effective teaching strategies that take into

account the cultural capital of learners especially those at Gimnasio los Pinos, thus improving the quality of second language teaching and learning. In addition, this research may help to better understand how cultural capital influences the way learners interact with native speakers and understand the cultural and social norms of the second language-speaking community, which may have wider implications for learners' social integration and inclusion.

Problem Statement

In Colombia, we can identify challenges related to poverty and quality and access to education. Therefore, there is a need for change and transformation to generate innovation in education (Gómez, et al., 2023) This is why one of the most important challenges in Colombia is English, as stated by Osorio de Sarmiento (2020) "despite the arduous effort of the national government to implement bilingualism programs, it is still not possible to see convincing results in the improvement of the situation of a foreign language in Colombia. of the situation of a foreign language in the country" (p.3, own translation from Spanish). In other words, although the government has worked to promote second language learning, there are still many challenges that must be overcome for this objective to be effectively met.

English is becoming a spoken language in many parts of the world, opening opportunities for work, study, communication and knowledge of new cultures. According to a study conducted by Education First (EF), a private English education company, in 2022 Colombia ranked 77th out of 111 countries with the worst English proficiency. According to Infobae magazine (2020) this result indicates an improvement in the country's English level, as it has gone from being considered "very low proficient" to "low proficient" compared to the result obtained in 2020. However, with these clear examples, we can see that Colombia is not achieving optimal English teaching despite the Colombian government's attempts to improve it, such as through the National Bilingualism Program (PNB) and the basic standards for learning English.

Consequently, research has sought to understand why these objectives have not been met with respect to teaching English and have concluded that each student has a different teaching-learning process and that it is not possible to teach by measuring students in the same format (e.g., English proficiency standards). In this regard, Hernández (2008) states that

"educational innovations such as standards should be a negotiation among the actors of change; they should not be conceived as a copy of an identical model in all institutions where they are introduced. Factors such as context, needs, and population, among others, are aspects that must be considered when considering presenting an innovation" (p. 27).

In other words, the basic standards are very general, such as the primary basic standard in the writing part, which only considers the basic structure of grammar and does not consider that each institution, each teacher, and each student has an individual and different teaching-learning process.

That said, in another analysis conducted by Mejía (2016), it was found that there is an academic gap in the level of English language proficiency between a public school and a private school in the city of Bogotá, and that this gap has remained constant over time. According to the research, the official school has a high level of English proficiency in students, while the public school has a fairly low level. This difference in English proficiency could have several implications, such as limitations in educational and employment opportunities for public school students compared to public school students, as well as contributing to social and economic inequality in the city.

According to Mejía research (2016), it follows that the communicative competence of students can help improve their English language level, since public institution students have more opportunities to travel outside the country, study in other institutes, among other activities that allow them to interact with the language. In addition, the research proposes that

government entities analyze the proposals of the National Bilingual Plan and the weak points of the educational system in English to design new strategic programs in a participatory manner, which will allow the academic community and the public sector to accelerate the closing of the gap and raise the level of English, since it is a priority to raise the country's competitiveness.

On the other hand, if the relationship between cultural capital and second language teaching and learning processes is not investigated, educators may not understand how cultural capital influences students' learning. As Garcia (2011) points out, cultural capital refers to the knowledge, skills, and values a person acquires through experience and education. These aspects can significantly influence how a student approaches second language learning. If educators do not consider students' cultural capital, they may not fully understand how they can help students overcome the cultural and linguistic barriers they may face.

Similarly, a lack of research on cultural capital and second language teaching and learning processes can lead to a lack of cultural adaptation in the classroom. As Harklau, Losey, and Siegal (1999) point out, a lack of cultural adaptation can make students feel marginalized and unmotivated in the classroom. It is important for educators to understand how cultural differences can affect student learning and to adapt their teaching practices accordingly.

Finally, the lack of research on cultural capital and second language teaching and learning processes can lead to educational inequity. As Ladson-Billings (2006) points out, it is important for educators to understand that each student has their own history and culture that influence their learning. If educators are unaware of how cultural capital influences learning, more attention may be paid to certain students, and the needs of others may be ignored. It is important for educators to be sensitive to cultural diversity and to adapt their

teaching practices to address the needs of all students. Also, taking into account the reality of Gimnasio los Pinos, less can serve to implement more equality and take into account all students' contexts.

Because bilingualism is an important tool that students must have to access the new world order of cultural and economic globalisation, but in Colombia this evolution has not been seen, and it is necessary to improve the quality of education in the country and to be able to provide children with an optimal learning process, for example the bilingualism programme wants students in Colombia to leave with a B1 level when most students leave with A2. This can be seen in the state of the art, as it shows several international, national and local researches, which talk about the differences and gaps in the educational system and how this is related to the Cultural Capital of education. Therefore, this research proposes to identify the relationship between Cultural Capital in second language teaching and learning processes.

Research question

● How does cultural capital influence fourth-grade students' learning of English at a private institution in Bogota?

Objectives

General Objective

● To identify the relationship between cultural capital and teaching-learning process among fourth-grade students at Gimnasio los Pinos.

Specific Objective

● To describe the cultural capital that students at Gimnasio los Pinos have.

● To analyse the effects of cultural capital on the teaching and learning processes of students at Gimnasio los Pinos.

● To propose strategies to help improve English language levels.

State of the art

The state of the art is a tool used to review and analyze research and developments related to cultural capital and how it affects the teaching-learning process and academic achievement. Its objective is to identify the most important publications that talk about the importance of cultural capital, how it is related to educational inequalities and how effective educational policies can be developed to improve these differences among students. In short, the aim is to review the most relevant studies on how cultural capital influences education and how it can be used to reduce existing educational gaps.

Title	Year	Author	Ambit
The Role of Cultural Capital in Second Language Acquisition: A Review"	2021	Kang, T. & van der Wurff, W	International
The Role of Cultural Capital in Second Language Learning among Chinese College Students	2020	Zhang, J. & Li, J.	International
The Relationship between Cultural Capital and English Language Learning in Higher Education	2019	Ho, C. & Liao, P.	International
Cultural Capital and Language Learning in Study Abroad: A Case Study of Korean Learners of English	2018	Kim, J. & Lee, J	International

Cultural Capital and Language Learning Motivation: A Study of Indonesian Undergraduates Learning English	2017	Nugraha, A	International
El capital cultural y su relación con el aprendizaje del inglés en estudiantes universitarios en Colombia	2019	Bautista, R. & Márquez, A.	National
El capital cultural y el aprendizaje del inglés en un contexto universitario en Colombia	2019	Aguirre, R. & Rodríguez, R.	National
El capital cultural y el aprendizaje de lenguas extranjeras en Colombia	2018	Santacruz, C.	National
La relación entre el capital cultural y el aprendizaje del inglés en un contexto de inmersión en Colombia	2018	Escobar, B. & Moreno,Y.	National
Capital cultural y desempeño en la prueba Saber 11 en inglés en Colombia	2021	González, C. Hernández, Y. & Peña, C.	National
El papel del capital cultural en el aprendizaje del inglés como lengua extranjera en estudiantes universitarios en Bogotá	2018	García, M.	Local
Capital cultural y enseñanza de inglés como lengua extranjera: un estudio de casos en colegios públicos de Bogotá	2020	García, N.	Local

Análisis de la relación entre el capital cultural y la enseñanza del francés como lengua extranjera en Bogotá	2019	Pérez, D.	Local
El impacto del capital cultural en el aprendizaje de inglés como lengua extranjera en adultos mayores en Bogotá	2021	Ramírez, J.	Local
Capital cultural y enseñanza del español como lengua extranjera en Bogotá: un estudio en instituciones de educación superior	2019	Martínez, P.	Local

Second language acquisition is a complex process that is influenced by a variety of factors. One of the factors that have received research attention is cultural capital. According to the research *The Role of Cultural Capital in Second Language Acquisition:* A Review by Kang and van der Wurff (2018), it explains how the cultural capital a person possesses can influence his or her academic performance and motivation for language learning. And they conclude that cultural capital can influence motivation, access to learning opportunities, and academic performance in second language acquisition. Importantly, in this research, the authors argue that teachers and educational institutions should be aware of how cultural capital can affect students' learning and design more inclusive and effective teaching strategies.

On the other hand, studies have examined the relationship between cultural capital and second language learning in different contexts. For example, Zhang and Li (2016) conducted a research entitled *The role of cultural capital in second language learning among Chinese college student*. Their objective was to analyze the relationship between cultural

capital and learning English as a second language among Chinese college students. They found that education and prior exposure to English are important factors influencing academic performance in English. In summary, their study showed that Chinese university students with more education and prior exposure to English tend to have better academic performance in English. They also conclude that cultural capital is an important factor that should be considered in designing second language teaching programs that consider their background and previous experiences in second language learning.

Similarly, Ho and Liao (2019), in their research *The Relationship between Cultural Capital and English Language Learning in Higher Education,* found that cultural capital influences attitudes toward English learning and academic achievement. However, it does not show clear information or answers to this problem, leaving the research inconclusive; it only shows or advises to apply a program for improvement, but without explaining what and how.

Another related research is Kim and Lee's (2017) "Cultural Capital and Language Learning in Study Abroad: A Case Study of Korean Learners of English," which show that cultural capital affects students' ability to adapt to a new environment and make the most of learning opportunities abroad. For this reason, this research can be very useful in this project since students' experience in study abroad programs can be affected. Because of this, programs can be designed to take into account their cultural needs and resources.

Similarly, Nugraha (2018), in their research *Cultural Capital and Language Learning Motivation: A Study of Indonesian Undergraduates Learning English,* examined how cultural capital influences motivation for learning English among Indonesian undergraduates. They also suggest that teachers and educational institutions should pay attention to differences in students' cultural capital and design teaching strategies that foster students' motivation and engagement in second language learning.

An overall summary of these five research studies suggests that cultural capital is important in designing second language teaching programs. Likewise, cultural capital can influence motivation, access to learning opportunities, and academic achievement in second language acquisition. Therefore, educators need to consider students' cultural capital and design instructional programs that are culturally sensitive and relevant to students.

On the other hand, in the national context, several pieces of research were found, including *Cultural Capital and its Relationship with English Learning in university students in Colombia* by the authors Bautista& Márquez (2019). In this research, it was concluded that cultural capital has a significant influence on English learning in university students in Colombia. They also found that students with higher levels of cultural capital, such as those with parents with higher levels of education and access to cultural resources, had the higher motivation and better results in learning English.

The next research was *Cultural capital and foreign language learning in Colombia* (Santacruz 2018); this is research was of great importance for my research since they found that students with higher levels of cultural capital, such as those with university education and access to cultural resources, had better communication skills in foreign languages. This research suggests that students' socioeconomic and cultural level is important to consider in the teaching-learning process.

The fourth study was that of Escobar& Moreno (2018), *The relationship between cultural capital and English learning in an immersion context in Colombia.* This research is
valuable since their contributions, such as socioeconomic level, parental education, access to cultural resources and motivation affect English learning in an immersion context. Likewise, they conclude that by not having any communicative exchange with other people, they can get lost in their second language learning process.

Finally, there is the research *Cultural capital and performance on the Saber 11 test in English in Colombia* (González. Hernández, & Peña. 2021); this research is substantial since it gives us a more generalized look at how it affects and what is the relationship between cultural capital and performance on the Saber 11 test in English in Colombia. Likewise, these research results suggest that students with different levels of cultural capital may have different experiences and outcomes in second language programs, which may affect their motivation and performance in foreign language learning.

The first one is *The role of cultural capital in the learning of English as a foreign language in university students in Bogota* (Garcia, 2018); in this research, a survey was conducted on students in terms of their previous academic training and their exposure to the foreign language, and how it influences their learning of English as a foreign language. It was found that this affects a lot since there are economic gaps and quality of education because many students did not have enough resources to have previous academic training, which affected the teaching and learning process.

The second research conducted by Garcia (2020), *Cultural capital and teaching English as a foreign language: a case study in public schools in Bogotá,* focuses on the teaching of English as a foreign language in public schools in Bogotá. Through an interview, she found that most students had difficulties with the language and did not like it due to lack of previous experience and lack of motivation on the part of the teacher. The following research, *Analysis of the relationship between cultural capital and the teaching of French as a foreign language in Bogotá* (Pérez, 2019), analyzes the relationship between cultural capital and the teaching of French as a foreign language in Bogotá. Although it addresses the same topic as the previous research, this one focuses on French. This study shows how students' lack of interaction with French negatively affects their learning process.

The fourth research, entitled *The impact of cultural capital on the learning of English as a foreign language in older adults in Bogotá* (Ramírez, 2021), aims to analyze how the teaching and learning of English is related to Cultural Capital in a group of older adults. This research highlights that these people have limited previous experience in the language, which hinders and slows down their learning process. Therefore, the research proposes to adapt a specific methodology to improve the process of teaching and learning English to older adults. In this way, it is expected to overcome the barriers presented by the lack of previous Cultural Capital in this age group and improve their ability to learn a new language. Finally, there is the research *Cultural Capital and Teaching of Spanish as a foreign language in Bogota: a study in higher education institutions* (Martinez, 2021). In this research, the impact that Cultural Capital has on Spanish is seen; however, this study shows inconsistencies from the beginning since no previous experience is needed, but it could be seen that it can be affected by the location that the student resides.

To conclude, all these international, national, and local researches show us in broad strokes how cultural capital influences second language learning and how this factor can be used to improve the teaching and learning processes. This research can be of great help to teachers and students who are interested in learning a second language. The results make us reflect on whether educational policies, such as the bilingualism plan, the norms and foundations, and the methodologies used to teach, are giving the desired results. It also makes us consider whether we should take Cultural Capital into account to improve the quality of education. In summary, this research can help us improve the way we teach second languages and how students learn them.

Theoretical Framework

    This part of the research will provide a solid basis for the research and will clearly define the most important segments in this research; in this case, the Cultural Capital and the teaching-learning process will be the main elements analyzed, and some of the theories that will be the basis of this research will be given.

Teaching-learning

    Education is a fundamental process in the development of individuals, in which the learning and teaching of knowledge, skills and values that enable students to function effectively in society is sought. In this sense, teaching and learning is a fundamental process in which teachers play a key role in transmitting knowledge and motivating students to learn. As Biggs and Tang mention, teaching and learning is the process in which students' learning is facilitated through the interaction between teacher, students, and content to acquire knowledge, skills, and values (2011, p.9). That is, teachers are important because they help students learn more effectively and teach them not only what they should know, but also how to apply it in real life.

    Therefore, tools such as evaluation, achievement, and competencies are so important in this process. On the one hand, evaluation is necessary to measure the results of teaching and learning. Stiggins (2005) emphasizes that evaluation must be fair, reliable and valid and allow for feedback and continuous improvement of the teaching-learning process. In this way, it identifies students' strengths and weaknesses, enabling teachers to adapt teaching and improve learning.

    On the other hand, achievements and competencies are also very important since these competencies will allow students to obtain a positive result and thus achieve educational success. On the one hand, as stated by Perrenoud (2004), competencies are

abilities that involve the mobilization and combination of knowledge, skills, attitudes and values in specific contexts. On the other hand, as Hattie (2009) states, attainment is what a learner achieves. This means that achievements represent the concrete results that a student obtains in his or her learning process, and their consideration is fundamental for the student as well as for teachers and the education system in general. In conclusion, they enable students to acquire the knowledge and skills necessary to function in today's society.

As for the theories that exist in the teaching-learning process, several theories explain how learning occurs. Some of the most relevant is that of Jean Piaget, a Swiss psychologist, who developed a theory of cognitive development that focuses on how children construct their knowledge through experience. According to him, "learning is a continuous process of construction of mental structures, which involve a constant reorganization and adaptation of external reality" (Piaget, 1972). For Piaget, the teaching-learning process involves the construction of new knowledge from what has already been acquired, and it is necessary for the student to play an active role in this process.

The other theory is that of Lev Vygotsky, a Russian psychologist, and pedagogue, who developed the sociocultural theory of learning. He emphasizes the importance of the social and cultural context in the teaching-learning process. Vygotsky stressed the importance of language in the teaching-learning process and argued that "learning is a process that occurs in the zone of proximal development, which is the distance between what the individual can do on his own and what he can do with the help of others" (Vygotsky, 1978). He also said that learning is a social process in which the individual acquires knowledge and skills through interaction with other individuals and with his environment. In this sense, using authentic communicative situations and materials that reflect the cultural diversity of students can be very beneficial to their learning.

The next theory is by Jerome Bruner, an American psychologist, who developed the discovery learning theory. Bruner (1960) stated that "Learning is an active process in which the learner must be the protagonist, and in which opportunities for discovery and exploration must be provided" (p. 23). He argued that learning should be an active and participatory process in which the student can explore and discover for himself the knowledge and skills to be transmitted. He also stressed the importance of motivation and curiosity in the teaching-learning process.

Finally, we have the theory of David Ausubel, an American psychologist, who developed the theory of meaningful learning, which focuses on the importance of relating new knowledge with the knowledge already acquired by the student. For Ausubel (1963), learning must be related to the student's previous knowledge, so meaningful connections can be established between the new and already acquired. He also emphasized the importance of organizing and structuring knowledge in teaching-learning. In the case of second language learning, teaching should be designed so that students can relate new linguistic knowledge to their prior knowledge and personal experience. For example, comparison and contrast activities between the native and second languages can be used, or examples and situations relevant to the learners' daily lives can be used.

In conclusion, these learning theories are relevant to cultural capital because they offer a broad and complex view of the second language teaching-learning process, which goes beyond the simple transmission of knowledge. This implies that second language teaching should consider not only the linguistic aspects but also the cultural, social, and emotional aspects of the learners and should be designed in a meaningful and relevant way.

Cultural capital

The French sociologist Pierre Bourdieu introduced the term "Cultural Capital" in the 1970s. Bourdieu defined cultural capital as "the set of objectified and/or embodied cultural resources possessed by an individual" (Bourdieu, 1979, p.37). In other words, cultural capital refers to the knowledge, skills, and competencies acquired through education and socialization valued in a given society. These cultural resources may include mastery of certain art forms, speaking different languages, familiarity with literature and history, and other aspects of culture.

On the other hand, Cultural Capital is a concept that sociologists and anthropologists have widely studied. One of the most influential theories in this field is the theory of cultural reproduction, developed by Pierre Bourdieu (1977). According to this theory, social inequalities are maintained through the intergenerational transmission of cultural capital. Bourdieu argues that people with greater cultural capital have greater opportunities in life since this type of capital is valued in society. Thus, cultural reproduction refers to transmitting culture and social inequalities from one generation to another.

Another author who has contributed to the study of cultural capital is Paul DiMaggio (1982). DiMaggio argues that cultural capital is not only transmitted from parents to children but is also acquired through education and socialization. According to him, educational and cultural institutions are fundamental to acquiring cultural capital, and those with greater cultural capital have greater opportunities in life.

In addition, the sociologist Anthony Giddens (1984) has emphasized the importance of the capacity for reflexivity in acquiring cultural capital. Reflexivity refers to the ability of individuals to reflect on their actions and the actions of others. According to Giddens, those with a greater capacity for reflexivity have greater opportunities to acquire cultural capital, as they can learn from their experiences and adapt to different situations.

Another important theory on cultural capital is the theory of cultural capital and educational success, which focuses on the relationship between cultural capital and school performance. This theory suggests that students who possess greater cultural capital are more likely to succeed in the educational system, as they are better able to understand the content, actively participate in classes, and adapt to the demands of the school system. This perspective has been developed in different contexts and disciplines, such as education, sociology, and psychology. It has been addressed by various authors, such as Coleman and Bernstein (1988).

Likewise, the theory of cultural diversity recognizes that cultural capital can be diverse and manifest differently, depending on the culture and the context in which it develops. This perspective suggests that cultural capital is not limited to academic knowledge and can include knowledge and skills related to different cultures and ethnic groups. Some authors who have developed this perspective are Giroux and Nieto (1983).

In conclusion, cultural capital is a fundamental concept in sociology and education. It refers to people's knowledge, skills, experiences, and cultural practices that influence their social position and success in the educational and labor system. Over time, various theories and perspectives on cultural capital have been developed and proposed by different authors, such as Pierre Bourdieu, James S. Coleman, Basil Bernstein, etc. These theories have contributed to understanding the relationship between cultural capital and the reproduction of social and cultural inequalities, educational success, cultural consumption, cultural diversity, and gender inequality. Together, these theories allow us to understand the importance of cultural capital in our lives and our societies and the need to promote its access and development to reduce inequalities and improve people's well-being.

In conclusion, cultural capital is a fundamental concept in sociology and education. It refers to people's knowledge, skills, experiences and cultural practices that influence their

social position and their success in the education and labour system. Over time, different authors, such as Pierre Bourdieu, James S. Coleman, Basil Bernstein, etc., have developed and proposed various theories and perspectives on cultural capital. These theories have contributed to understanding the relationship between cultural capital and the reproduction of social and cultural inequalities, educational success, cultural consumption, cultural diversity and gender inequality. Taken together, these theories allow us to understand the importance of cultural capital in our lives and societies and the need to promote its access and development in order to reduce inequalities and improve people's well-being.

Moreover, cultural capital is related to English proficiency and second language acquisition in several ways. It can influence access to educational resources, such as quality programmers, and prior exposure to the language. In addition, cultural capital can affect motivation and attitude towards learning, as well as previous experience with other languages. Socio-cultural context also plays an important role. While cultural capital may provide certain advantages, effort, practice and access to learning opportunities are key factors in the development of language skills.

Methodology

This methodology provides a structure and framework for addressing the problem. In addition, it includes a qualitative paradigm, a hermeneutic approach, a case study method, a triangulation of instruments and a timetable for carrying out the activities necessary to achieve the desired objective.

Qualitative paradigm

To begin, this research will work with a qualitative paradigm. According to Denzin and Lincoln (2011), a qualitative paradigm is a form of research that focuses on understanding the complexity of human experience. This approach recognizes the subjectivity of social reality and seeks to explore it by interpreting data obtained from participants. In other words, qualitative research seeks to understand social phenomena from the perspective of the people who experience those phenomena. To achieve this, qualitative researchers use various data collection methods, such as observation, interviewing, and document analysis.

Given the above, this investigation of cultural capital and its relationship to the teaching-learning process will use the qualitative paradigm for several reasons. First, cultural capital is a concept that refers to the cultural resources that a person possesses, such as knowledge, skills, and competencies, which can be transmitted from generation to generation. These cultural resources cannot be measured objectively and quantitatively, so they require a qualitative approach to their study.

Second, the relationship between cultural capital and the teaching-learning process is complex and multifaceted. The cultural capital of students, as well as that of their families, can influence their ability to succeed in school and in the future. For example, students who come from families with high socioeconomic status tend to have access to more educational resources, such as books, technology, and extracurricular activities, which can improve their academic performance and their ability to access educational and employment opportunities in the future. Quantitative approaches cannot capture the complexity of these relationships; therefore, a qualitative approach is required to better understand students' experiences and perceptions. Finally, the qualitative approach will allow us to delve deeper into the subjective and meaningful aspects of the learner's experience.

In conclusion, the qualitative paradigm plays a fundamental role in the investigation of cultural capital and its relationship to the second language teaching-learning process. This approach allows us to delve into the complexity of these relationships and to understand the subjective and meaningful aspects of the learners' experience. Qualitative instruments, such as interviews and participant observation, provide researchers with the opportunity to explore learners' perceptions, motivations and values, which can be difficult to capture through quantitative methods. By employing this approach, cultural capital research in the field of second language teaching provides us with valuable information on how to adapt and improve teaching processes to maximise students' learning, taking into account their socio- cultural backgrounds, prior experiences and individual values.

Hermeneutic approach

On the other hand, the approach with which this research will be working is hermeneutic since this approach is based on interpreting the meaning and context of social and cultural phenomena. It is based on the idea that understanding social and cultural phenomena requires a careful and rigorous interpretation of the context in which they occur. Therefore, hermeneutic research explores the meanings, beliefs, and values that shape the phenomena studied.

This approach originated in philosophy but has been adopted by the social sciences, particularly anthropology, and sociology. One of the main theorists of hermeneutics is Gadamer (1968), who argued that understanding social and cultural phenomena requires a careful and rigorous interpretation of the context in which they occur. Gadamer (1968) also developed the concept of the "horizon of understanding," which refers to the preconceived beliefs and values that a researcher brings to the research that may affect his or her interpretation of the data. In other words, a researcher's horizon of understanding may limit

his or her ability to view and understand data in an objective and neutral manner. This is because preconceived beliefs and values may influence how the researcher selects, interprets, and presents the data. Another important theorist of hermeneutics is Ricoeur (1960), who argued that understanding social and cultural phenomena requires a careful and rigorous interpretation of the symbols and metaphors used to make sense of these phenomena. Ricoeur also developed the concept of "narrative," which refers to how individuals construct and make sense of their own life stories.

The most important aspect of this approach is that it is relevant to research the relationship between cultural capital and the teaching-learning process since it focuses on interpreting and understanding the cultural meanings and values that influence this relationship. This approach is based on the idea that education and learning are social and cultural processes mediated by symbols, meanings, and values. Therefore, it is necessary to interpret and understand these cultural elements to understand how they influence the relationship between cultural capital and the teaching-learning process.

The hermeneutic approach allows exploring how students, teachers, and educational institutions construct and give meaning to the knowledge and values transmitted through the teaching-learning process. For example, through the use of qualitative instruments such as participant observation and open-ended interviews, we can identify the cultural meanings and values that influence how students, teachers, and educational institutions view knowledge and education. Likewise, this approach allows us to identify how inequalities in the distribution of cultural capital in education are established and maintained, which can significantly impact students' educational opportunities and outcomes.

In summary, the hermeneutic approach is important in researching the relationship between cultural capital and the teaching-learning process. It allows a deep understanding of the cultural meanings and values that influence this relationship. This approach makes it

possible to identify inequalities in the cultural capital distribution in education and explore how they can be addressed to improve the equality of educational opportunities and outcomes.

Case study

Case study is used to explore a particular phenomenon in depth. In a case study, the researcher selects a particular phenomenon to investigate and focuses on it in detail. Depending on the research question, this can be an individual, a group, an organization, an event, or a process (Flyvbjerg, B, 2006, p. 219). The researcher collects data from different sources, such as interviews, observations, and documents, and analyzes them to understand the phenomenon. In addition, the case study method can provide detailed information on rare or extreme cases.

Likewise, the case study method is valuable for exploring a particular phenomenon in depth. The method allows researchers to study complex phenomena in their natural context and provides detailed information on rare or extreme cases. However, the method also has limitations and requires a careful and rigorous approach to ensure the validity and reliability of the findings. Therefore, it can be very useful in exploring the relationship between cultural capital and the teaching-learning process.

Since cultural capital refers to the skills and knowledge acquired through education and socialization, the case study method will allow I to explore how these skills and knowledge influence the teaching-learning process in a particular context. By analyzing the data collected, we can identify patterns and relationships between cultural capital and the teaching-learning process. For example, we might find that students with high cultural capital tend to interact more effectively with the teaching material and obtain better grades than students with low cultural capital.

In summary, second language acquisition involves a number of processes that individuals engage in during their learning process. These processes include language exposure and input, language comprehension, oral and written production, grammar and vocabulary learning, error correction and feedback, cultural understanding, practice and fluency, and motivation and attitude towards learning. These processes are influenced by cultural capital, which encompasses the skills and knowledge acquired through education and socialisation. The case study method is important in investigating the relationship between cultural capital and the teaching-learning process as it allows researchers to explore how skills and knowledge influence teaching and learning in a specific context. It provides a deeper understanding of how cultural factors shape language acquisition and the effectiveness of teaching strategies.

Instruments and techniques

Cultural capital refers to the set of cultural resources that a person possesses, such as knowledge, skills, and cultural values. These cultural resources can significantly affect second language teaching and learning processes. To investigate the relationship between cultural capital and second language teaching and learning processes, it is important to use a variety of social research instruments. Three useful instruments are focus studies, participant observation, and surveys.

Focal group are a useful tool for understanding a group's attitudes and beliefs regarding a specific topic. In the context of cultural capital research and its relationship to second language teaching and learning processes, focal group could examine how learners from different cultural backgrounds perceive and value linguistic and cultural knowledge. In addition, focal group an provide information on how different cultural experiences and practices may affect how students learn second languages (Krueger & Casey, 2000). For

example, one could investigate how differences in educational systems or cultural expectations may affect how learners perceive the second language learning process.

During the first weeks, participants will be selected and materials will be prepared. In the second month, the objectives will be presented and key issues will be discussed. Finally, the discussion will continue using the follow-up questions (Annex 2), the session will be evaluated and the discussion will be closed. It is important to keep in mind that informed consent must be obtained from the parents or guardians and follow established ethical and safety guidelines.

The following participant observation is a research strategy that allows the researcher to experience firsthand the cultural context in which second language teaching and learning processes occur (Hammersley, & Atkinson. 2007). By immersing oneself in a second language learning environment, the researcher can observe how learners interact with linguistic and cultural content and how cultural practices and values are transmitted. It can also provide a deeper understanding of how learners learn second languages and how teachers can adapt their teaching approaches to account for cultural differences. By being present in the learning environment, the researcher can observe how learners interact with linguistic and cultural content, and how cultural practices and values are transmitted in the teaching and learning process. In this way, the researcher can gain a deeper understanding of how students learn a second language and how teachers can adapt their teaching approaches to account for cultural differences to improve learning outcomes.

In this process of participant observation in an English class that a record will be kept with a field diary, several activities will be carried out in four weeks. In the first week a passive observation of the class will be conducted. In the second month an active observation of the class will be conducted and the data collected in the previous week will be analyzed, activities and materials will be planned that can visualize the cultural capital, but more

importantly the performance in English, some activities such as quizzes will be implemented in collaboration with the teacher and the students. In the course of these months a report will be prepared summarizing the findings of the participant observation and presenting recommendations to improve the teaching of English in the observed class.

Finally, surveys can provide valuable quantitative data on the relationship between cultural capital and second language teaching and learning processes. For example, surveys could be used to measure students' linguistic and cultural knowledge level and how it relates to their success in second language learning (Dillman, Smyth, & Christian. 2014). In addition, surveys can also provide information about how students value different aspects of linguistic and cultural knowledge, which can help teachers develop more effective teaching strategies. For example, students could be asked which skills or areas of knowledge they find most useful or important for second language learning. This information can be valuable to teachers, as it allows them to develop more effective teaching strategies that focus on the areas of greatest importance to students.

In the survey phase, the basic rules for answering the survey are established. Then, in the development phase, the survey questions (Annex 3) are presented, the link through which the survey will be answered is provided, and doubts are clarified. Finally, we thank the children for their participation, give them the opportunity to ask questions, and say goodbye.

The combination of these social research instruments can provide a more complete and accurate understanding of the complex interaction between cultural capital and second language teaching and learning processes. This can lead to the development of more effective teaching approaches that take into account learners' cultural backgrounds and experiences, resulting in better outcomes for second language learners.

Triangulation

It is a methodological approach used in research is for data collection to increase the validity and reliability of findings by using multiple methods and data sources to obtain a more complete and accurate understanding of the phenomenon being studied. Triangulation refers to the "combination of different research methods in the study of the same phenomenon" (Denzin, 1978, p. 291). In the words of Patton (1990), triangulation refers to "the combination and comparison of data from different sources to corroborate and complement the information obtained" (p. 252). This research technique is used to reduce errors and increase the validity and reliability of the findings.

In education, triangulation is frequently used in research on the relationship between cultural capital and second language teaching and learning processes. For example, in a study by Garcia, Kleifgen, and Falchi (2008), the authors used a combination of teacher and student interviews, observations of classroom instructional practices, and document analysis to examine the relationship between cultural capital and English as a second language students' learning. The authors concluded that "cultural and linguistic differences can have significant implications for teaching students who do not share the same cultural and linguistic experiences as their teachers" (p. 221).

Similarly, in a study by Moya (2010) on the role of cultural capital in learning Spanish as a second language, the author used a combination of interviews, surveys, and document analysis to examine how students use their cultural capital in language learning. The author concluded that "cultural capital is a valuable resource that can significantly enhance students' ability to learn a second language" (p. 384).

In education, triangulation is frequently used in research on the relationship between cultural capital and second language teaching and learning processes to gain a more complete and accurate understanding of this complex phenomenon.

Instructional design

      To carry out this research, five phases will be used, which will be briefly explained as follows:

Phases 1

      In this phase, participant observation (Annex 1) will be applied, I will become an active participant in the English class being studied. This means that I will be interacting with the students and the teacher, participating in the teaching and learning activities, and taking detailed notes on what is happening in class, using a field diary. The goal of participant observation is to gain an in-depth and detailed understanding of how teaching and learning takes place in the English classroom. By actively participating in the classroom, I am able to obtain information that would not be available through other research techniques, such as interviews or questionnaires.

Phases 2

      During the focal group phase, I will act as moderator, guiding the discussion toward the topics and questions to be addressed. Children sit at a table or in a circle, and are encouraged to share their opinions and ideas with the group. It uses open-ended questions and proves techniques to explore the themes and ideas that emerge in the discussion. The goal of the focal group phase is to gain a deep and detailed understanding of how the children think, feel, and perceive the topic being discussed. By listening to the children's opinions and ideas, I can obtain information that would not be available through other research techniques, such as interviews or questionnaires, by means of a "key informant", in this case the classroom teacher will select the participants, as due to his/her experience and contact with

the study population he/she has the necessary information to select the participants so that they fit the previously defined profile.

Phases 3

In this phase, the interviewer will introduce him/herself and the children, explaining the purpose of the survey and setting the ground rules for answering it. It is important that the children understand what is expected of them during the survey, e.g., to answer honestly and to respect the time set for answering each question.

Phases 4

Data analysis involves identifying patterns, relationships, and trends in the data to answer the research questions. In this phase, you must analyze the data collected through data coding and subsequent categorization. Once the data are coded and categorized, you can perform the corresponding statistical analysis and produce the results of your case study. It is important that the analysis done in this research is rigorous and accurate to ensure the validity and reliability of the results.

Phases 5

In this phase, you must draw the final conclusions and recommendations based on the results obtained in my instruments. The conclusions will be based on the results of the data analysis and should answer the research questions posed in the planning phase. Recommendations will be aimed at improving second language teaching and learning processes by strengthening the cultural capital of students and teachers. These recommendations must be practical and feasible to implement in the educational reality.

Timeline

Phase	Indicator	Date	Objective
1	Non participant observation	One month (February)	Participate as a passive observer in an English class and take notes on the classroom environment, the interaction between the teacher and students, the activities performed, and the skills and knowledge being taught.
	Participant observation	Two months (March- April)	Participate as an active observer in an English class, interacting with students and teacher and assisting in activities if allowed.
2	Selection of participants	One month (April)	Selecting focal group participants and obtain informed consent from parents or guardians.
	Introduction and presentation	One month (May)	Introduce the purpose and goals of the focal group to the group. Ask open-ended questions and encourage children to share their ideas and thoughts on the topic to be discussed.
	Discussion of key issues	Two months (May-June)	Direct the discussion toward the key issues you want to address, such as students' experience in the classroom, students' expectations, the challenges they face, and the solutions they propose.
3	Surveys	One months (September)	Conduct surveys with selected students to explore their knowledge and attitudes about cultural capital and its relationship to second language teaching and

			learning.
4	Data coding	One month (October)	Analyze the coded data and elaborate on the results of the observation, focal group and surveys
5	Conclusions and recommendations	One month (November)	Develop conclusions and recommendations based on the results of the case study.

This timeline is important for researching cultural capital and its relationship to second language teaching and learning processes for several reasons. First, it will allow me to plan and organize the different stages of my research, which will help to track my progress and ensure that adequate progress is being made at each stage.

In addition, it will allow me to set realistic deadlines for each stage of the research, which will help me to better manage my time and meet established deadlines. Finally, the timeline will allow me to adjust and reorganize the research plan in case of unforeseen events or delays at any stage. In this way, I will be able to ensure that the research is carried out effectively and efficiently and that the objectives set in the planning phase are met.

Ethical considerations

Ethical considerations (Annex 4, Informed consent, which will be given to the participants for data processing) will be used in this research to protect the privacy and rights of participants, as they are a set of principles and values that guide individuals and organizations in making moral decisions and judgments. These principles may vary depending on cultural, social, and personal beliefs. Authors such as Beauchamp and Childress (2013) state that ethical considerations involve reflecting on the impact of our actions on others and considering the principles of autonomy, beneficence, no maleficence, and justice. Ethical considerations are fundamental to ensuring that decisions and actions

taken by individuals and organizations are morally right and respect the rights and welfare of others.

The Belmont Report is a document that establishes ethical principles and guidelines for research involving human subjects. Published in 1979 by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in the United States, the report was developed by authors Beauchamp, Childress, and Faden. The report establishes three basic ethical principles for research involving human subjects: respect for persons, beneficence, and justice. In the consent form created for this study, the three key principles were taken into consideration.

Population

This research will be developed with the fourth-grade students of Gimnasio los Pinos school, which is located at Calle 193 No. 38-20 in Bogotá. It is a coeducational school with a school day from 6:45 a.m. to 3:00 p.m. and is officially approved by the Ministry of National Education for preschool, elementary, and high school according to Resolution No. 1378 of April 26, 1999. In addition, it is a private, bilingual school with International Baccalaureate (IB). The students are average, 7 to 8 years old, with a stratum between 3 to 6. This population was chosen due to previous experiences where some students with a low level of cultural capital and low academic performance were observed in this same course.

Preliminary Conclusions

While research on cultural capital and second language learning can present challenges, these can be mitigated by adopting a balanced and equity-focused approach. By acknowledging the cultural diversity of learners and promoting inclusive education, it is possible to avoid educational inequality and lack of cultural adaptation in classrooms

Therefore, it is essential that educators be sensitive to cultural diversity and adapt their teaching practices to meet the needs of all students to improve the quality of education in the country. Likewise, cultural capital is an essential factor to take into account when designing effective, inclusive and cultural sensible second language teaching programs. Several studies have shown that cultural capital can significantly influence motivation, access to learning opportunities and academic achievement in second language acquisition. Teachers and educational institutions should take into account the cultural capital of learners and design teaching programs that are culturally sensitive and relevant to learners.

On the other hand, the theoretical framework section of this research provides a basis for the study, defining the central aspects to be analyzed, including the teaching-learning process and cultural capital. The teaching-learning process is a fundamental component of education, and the theories of Piaget, Vygotsky, Bruner and Ausubel have been analyzed to explain how learning occurs. Cultural capital, as defined by Bourdieu, refers to the knowledge, skills and competencies acquired through education and socialization valued in a given society. The study will use this framework to examine the role of cultural capital in the second language teaching-learning process, taking into account linguistic, cultural, social and emotional aspects. Theories of the teaching-learning process section will provide a broader perspective of second language teaching and learning, beyond the mere transmission of knowledge, emphasizing the need to design instruction that is meaningful, relevant and engaging for learners.

In addition, the research will use a qualitative paradigm to investigate the relationship between cultural capital and the teaching-learning process. The hermeneutic approach will be adopted to interpret and understand the cultural meanings and values that influence this relationship, which will provide an in-depth understanding of how students, teachers and educational institutions view knowledge and education. The case study method will be used

to explore in depth a specific phenomenon and provide detailed information on rare or extreme cases, which will allow the identification of patterns and relationships between cultural capital and the teaching-learning process in a specific context.

This research on cultural capital and its influence on second language learning is important for improving teaching and learning processes. The results of this research can help teachers and students interested in second language learning to reflect on the effectiveness of current policies, standards and methodologies, and to consider cultural capital as an important factor in improving the quality of education. It can also help to understand how cultural capital influences the integration and social inclusion of learners in the second language- speaking community. Ultimately, the study of cultural capital can promote diversity and inclusion and function effectively in a variety of social and professional contexts.

Otherwise, there may be limitations, such as, the relationship between cultural capital and second language learning may be influenced by other factors, such as motivation, personality and learning context. It is therefore difficult to determine with certainty the specific impact of cultural capital on second language learning, which may make it difficult to interpret the research results. Also, if the sample used in the study is small or does not adequately represent the general learner population, the results may be less generalisable and applicable to other contexts.

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Annexes

Annex 1

This field diary is a very useful tool in participant observation, as it will allow me to record impressions, thoughts and reflections of the students about the phenomenon I am observing in real time, and thus look at some of the teaching and learning that they have in the English class.

Field diary Margareth Sofia Bejarano Rojas	
No.	Date:
Start time:	End time:
Place:	
Activity:	
Objective:	
Participants:	
Description observation	Interpretation and analysis

| | |
| | |
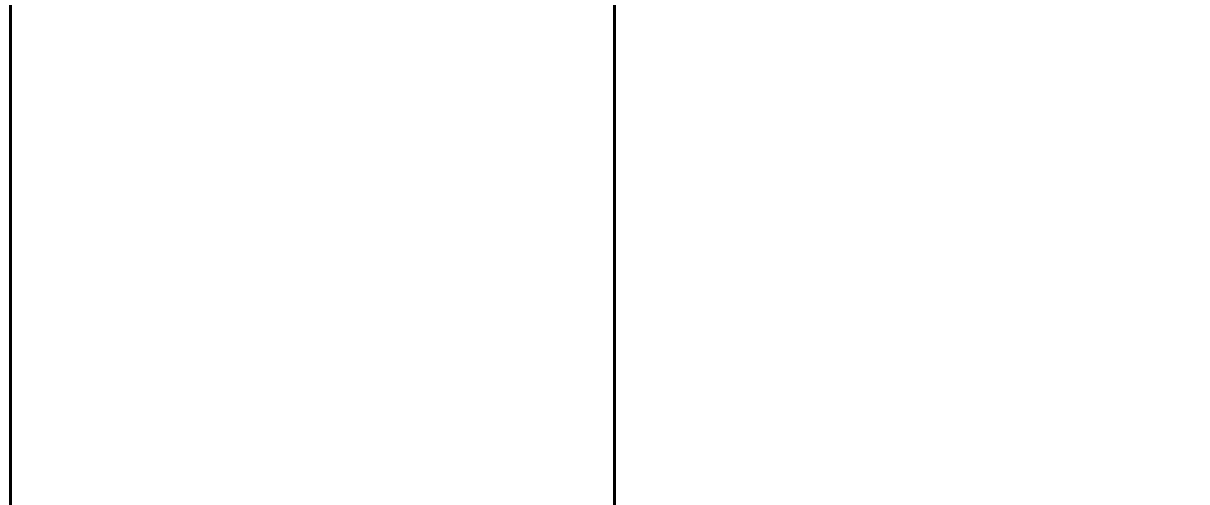
Annex 2

      The questions to be asked in this focus group are designed to elicit information and opinions from participants on a specific topic in a group context. These questions are designed to stimulate discussion and interaction among participants, and allow a deeper insight into the participants' experiences, attitudes, perceptions and knowledge. The questions are the following:

- What country are you from? Do you think this may affect the way you learn another language? Why?

- What is your mother tongue? Do you think it is important to learn languages other than your mother tongue? Why?

- Have you learned any languages other than your native language? How has this helped you in your life?

- Do you like learning new words in other languages? Why or why not?

- What do you think is important to know about a country's culture in order to learn its language? Why?

- How do you feel when someone from another culture knows things about the culture of your country? Do you think this could help you learn another language better?

- Would you like to learn more about the culture of other countries? Why or why not?

● Do you think learning another language will help you meet more people from other

parts of the world? Why?

● What activities do you like to do to learn new languages? Why do you like them?

● What advice would you give to someone who wants to learn another language?

Annex 3

The questions in this survey are used to obtain information from respondents about their opinions, attitudes, behaviors and demographic characteristics, among other aspects. The survey will include the following questions:

1. How many people work in your home?

● 0

● 1

● more than 2 people

2. how many people live in your home?

● do you live alone

● 2 people

● more than 2 people

3. do you live in an?

● urban

● rural

4. what do you have in your home?

● A desk or table to study at

● A room for you alone

● A quiet place to study

● A computer to do your homework

● Educational software for the computer

● Internet connection

● Your own calculator

● Classical literature (e.g. Dante, Homer, Cervantes)

● Poetry books

● Video consoles ● Homework

reference books ● Dictionaries 5.

What neighbourhood do you live in? 6.

have you travelled out of the country

● yes

● no

7. live in:

live in:

● own house

● rented apartment

● rented house

8. who do you live with?

● Mom

● Grandmother

● Other woman as guardian (stepmother, foster mother)

● Pap

● Other male as guardian (stepfather, adoptive father) 19 6.9% Other (brother, sister,

cousins, aunts, uncles)

● Dad and mom

9. what level of education does your dad have?

● basic education

● high school

● technician

● technologist

● university

10. what level of education does your mother have?

● basic education

● high school

● technician

● technologist

● university

11. do you practice any sport?

● yes

● no

Which one?

12. What do you like to do in your free time?

● Go out with your friends

● travel

● go to restaurants

● stay at home

● play video games

13. Please select all the activities you have done in the last 4 weeks.

● Went to a restaurant with family or friends

● I went on a long trip alone or with friends

● Cleaned my room/apartment/house

● I went shopping

● I had a meal at home

● I did some cleaning

14. do you like to read books?

● yes

● no

15. do you study in an institute other than school?

● yes

● no

Which one?

16. what is your favorite subject?

● English

● math

● science

● social studies

● music

● arts

Annex 4

FIRMA DE CONSENTIMIENTO
[versión 1, fecha dd/mm/20XX]

Yo_____ identificado(a) con cédula de ciudadanía número_____ actuando como representante legal (padre-madre) del menor_____ identificado con tarjeta de identidad número _____ manifiesto que fui informado (a) del propósito, procedimientos y tiempo de participación y en pleno uso de mis facultades, es mi voluntad.

Firma del usuario y/o acudiente con su respectiva huella:

_____
_____
Firma del usuario   Huella índice derecho

_____   _____
Firma del acudiente   Huella índice derecho

Firma del investigador principal y/o de los coinvestigadores que tengan relación directa con la aplicación del procedimiento o prueba:

_____
Investigador principal

Nota: Los datos personales contenidos en la presente Carta de Consentimiento Informado, serán protegidos conforme a lo dispuesto en las Leyes Federal de Transparencia y Acceso a la Información Pública, General de Transparencia y Acceso a la Información Pública y General de Protección de Datos Personales en Posesión de Sujetos Obligados y demás normatividad aplicable en la materia.