# The Impact of Community-Based Pedagogy on the Oral Production of 10th Graders at a Rural Institution

David Rendón Londoño

Jonathan Vela Saavedra
Advisor

Thesis Submitted to Obtain the Degree of Master in English Didactics

Universidad de Caldas

Faculty of Arts and Humanities

Master's in English Didactics

Manizales

2021

**Dedication**

I dedicate this work to my family and all the people that had supported me during this process, especially to my father Alvaro Rendón Monroy and my mother Maritza Londoño Lopera who have always been there in every good or bad moment. To my friends Jairo Montoya and Lina Alfonso who have encouraged me to keep working and helped me during difficult moments. I am really grateful for all the motivating energies that these people have offered me during the whole process.

**Acknowledgment**

I would like to acknowledge my professors during the process of working and forging the path of knowledge. Special thanks to professor Astrid Nuñez, whose guidance and good energy were the beginning of this paper. Finally, an especial recognition to my advisor Jonathan Vela Saavedra who has always supported me with his great knowledge in research, as well as his guidance. With the support of these people today I am reaching an important goal in my life.

**Table of Contents**

**Abstract**

This paper explores Community-Based Pedagogy as a model to promote oral production in a rural group of high school students. The purpose of the research is to examine the effect of a fully contextualized methodology in the acquisition and development of oral skills, promoting ethnical knowledge and real situations of need for a second language. To approach the specific needs of the population, Community-Based Pedagogy was implemented as the main methodology to foster students' oral production. This study followed the methodological design of action research as it allowed the development and implementation of the plan of six workshops divided into three phases, in which the population selected developed different activities related to their community. The data collection method was composed of a students' survey, teachers' journal, an external observer and triangulation at the final phase to treat the considerations of the participants' perception of their language learning during the project. The data gathered during the process suggests that there is room for further investigation and implementation in different communities with diverse cultures. The result that emerged in the project suggests that there is an increase in the oral production of the participants as well as the retention in different communication strategies that allowed students to achieve the productive tasks of the workshops.

**Keywords:** Community, Pedagogy, Rural, Oral Production, Culture

**Introduction**

The role of foreign language (FL) study at schools has to do with the development of language autonomy, however, oral proficiency is probably the weakest and the most neglected skill in schools. This general rejection to speak in L2 is closely related to the way classes are focused and implemented. The use of generic material that students can not relate to is one of the main issues discussed in this study.

The purpose of this project is to implement teaching techniques and learning strategies that allow participants from a rural school to develop oral production through the use of a community-based model that will allow them to have meaningful and effective English language learning.

The use of the standard English material suggested by the Minister of Education for all public institutions in Colombia presented a low rate in the development of oral skills in the target population of this research study as expressed by students themselves, arguing that such material was not necessary. Learners stated they did not want to speak English since coming from a rural population they did not want to know or talk about seasons or events they have never seen or are not part of their context; it was not meaningful to them and it is one of the main reasons why this study intends to improve oral production using real material that may appeal to students' context and realities.

To identify this problem, I conducted a diagnostic evaluation of the four skills in the English language. I used class observations, teachers' journals and students' surveys to identify and analyze the general perception about the most difficult skill to develop in the target population.

The diagnosis established that, first, students required more work and time to develop the speaking skill and second that the lack of a meaningful context to teach was blocking the proper development of real long-term learning. Aspects such as vocabulary retention and oral participation were also more difficult to develop because of the poor context they presented.

The issues around the problem identified led me to inquire about practices that foster oral production. The purpose of the research is to test how Community-Based Pedagogy enables the understanding of authentic use of speaking and supports the learning of English as a foreign language in a meaningful context. The application of this fully contextualized environment might promote the development of oral production considerably by empowering the students' knowledge. As Bolaños, Florez, Gómez, Ramirez, and Tello (2018) argued "In this type of pedagogy teachers visualize the curriculum in such a way that it can promote not only the classroom but also outside learning opportunities where students can integrate knowledge regarding various aspects of their lives such as environment and society" (p.276).

The research question points to the information of the characteristics found in the application of a model based on the participants' community, to promote the use of L2 orally in a rural context in which students do not see the need for a second language. Using the ethnical knowledge of the participants to create contextualized material and learning environments might foster the interest in the use of L2 orally.

- What is revealed through community-based pedagogy applied to ELLs oral proficiency development?
- What is revealed about oral PD when community-based pedagogy is applied to ELLs?

Some of the study results supported the hypothesis that Community-Based Pedagogy (CBP) is an appropriate method to promote oral practices in rural areas where the second language is barely implemented. The study showed evidence that the participants exposed to CBP gained in overall speaking proficiency as well as in the speaking sub-skills (use of appropriate vocabulary, pronunciation and pragmatic competences subskills) and fluency. By analyzing the results, it was concluded that the program designed following the CBP principles proved to be effective in improving rural students' speaking performance.

## Chapter 1. Research Problem

**Purpose of the Research (Justification/Rationale)**

During my teaching practices, I have faced many difficult situations in which students do not relate the class activities to their daily lives and sociocultural practices. Most activities carried out in traditional public classrooms are grammar-based and the books provided by the Minister of Education (MEN) do not have contextualized activities; besides, the topics addressed are superficial since they do not discuss the causes and effects of complex issues that affect human beings. The context of my students is rural so what is more appealing for them is what they see every day in their farms, this is how the material should be for them.

To identify the problem of the study, I observed some of my classes, reflected upon them, and kept a teacher's journal. Additionally, I developed two-loop writing activities and reflective writing to revise the archival documents of the school such as the PEI, its Vision, and Mision. At first, I could notice the lack of contextualized materials used in class and the flaws of conventional EFL approaches. I also realized that this might be because of the suggested curriculum and materials (M.E.N, 2016) used in the classes. In most classes, students were supposed to complete

grammatical activities with poor or any relation to their community and context. As Howard & Major (2004) stated, "A key criticism of commercial materials, particularly those produced for the world-wide EFL market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context" (p.101). Of course, it is demanding to have contextualized material for each school in Colombia, but it can be done by teachers in their context using the community as a resource of data and knowledge.

Acknowledging the community my students were surrounded by, contextualizing classes, materials, and approaches became a priority to have a significant impact on their learning processes. To consider the sociocultural context and let students decide and get involved in their learning activities to enhance their oral production and promote their overall academic performance as well as provide relevance to the communal knowledge of the participant. This also called ethnical knowledge takes a huge impact in this document, as it provides not only the data necessary for the implementation of the project but also creates awareness in the participants of the importance of their own knowledge, their social values, their social problems and how to approach them. All these consciousness lead students and communities to a personal and institutional grow.

**Description of the Context and Setting**

Jesús María Morales is a rural public institution located in the district La Virginia in Calarcá-Quindío that is just five minutes away from downtown. Even though the district is very close to the town, the community has its own culture and celebrations. The school is located on the way to the natural park Peñas Blancas, a very well-known tourist attraction in the region. The PEI of the institution is built following the Suggested Curriculum of the MEN and the English

subject is divided into 3 hours a week for 9th, 10th and 11th grade and 5 hours for 6th, 7th and 9th grade. In each classroom, there is a smart TV donated not long ago by Secretaría de Educación. Also, there are textbooks and workbooks for every grade. The book edition "Way to Go" is implemented from 6th to 8th while "English Please" from 9th to 11th. The teacher is in charge of giving students the books and asking them to return the books by the end of the class; however, there are not enough books or workbooks for every student, there are some cases in which there are only 6 books for 25 students.

Teachers have free access to the material they might need in the school, books, smart TVs, video beam, smartboard. However, this material is limited and some of them are usually in possession of the teacher as is the case of the smartboard and the video beam. As this school is far from downtown, there is no internet access and the phone signal is usually weak. Most of the time, teachers work with printed material or magistral classes in which students do not interact in the target language. As the PEI of the institution follows the suggested curriculum by the MEN, there is no real context in the classes and most times students feel lost. The PEI was not adapted to the context of the school and this is why many flaws are present.

The school is not homogenous in terms of proficiency level. In each classroom, you will find very highly proficient students, some other try-harder students and others with a low level. This project is conducted with 15 students of 10th grade; there are 15 girls and 10 boys. Currently, they work with the standardized curriculum sent by the MEN (Ministry of Education) which includes grammatical topics barely related to the real background knowledge of the students. This causes many problems in the moment of teaching a second language. This group of students is

used to working with this series of books; however, they prefer to work interacting with others and making role plays.

On the teachers' side, there are just two English teachers highly proficient in the second language. One teacher is in charge of primary school and the other one is in secondary. Teachers are free to work as they consider pertinent, which includes the use of material, the adaptation of topics and material development. This situation is meaningful for the research purpose as there is no obstacle to work and try different things. Additionally, this issue evidences the need to make changes in terms of material and curriculum, which teachers are conscious of and the implications of the modifications.

Furthermore, it is indispensable to help students improve not only with the corresponding subject English but involve them in the cultural and sociological aspects of the language they are learning, so it becomes easier for them to relate their classes with something well known, implementing contextualized activities that involve their communities and social activities. According to Palacios and Chapetón (2014), "when EFL class Implementing a community-based project in an EFL rural classroom activities are related to students' real lives, they feel motivated, committed, and willing to take an active part in the class as it becomes enjoyable and meaningful" (p. 27). However, to implement this CBP is important to recognize and analyze the opportunities offered by the community, which is not a simple job. Clavijo (2013) states, "A big challenge for teacher educators is to help teachers see and appreciate the resources surrounding the schools they serve as valuable information to orient the curriculum, the linguistic, social and cultural diversity of their students as well as their subjectivities" (p.33). CBP can be a helpful and meaningful way to give a real motivation to learn.

**Description of the Problem**

Teachers' jobs allow them to be in permanent contact with many students. This particular aspect of their daily lives is very important at the moment of understanding the students. They get to know their lives, desires, wants and more, somehow the students become a part of them as teachers. Educators should use this information to their favor, creating meaningful opportunities to learn. A way in which it can be taken as advantage of that particular knowledge is creating autonomy in the students. To reach this purpose it is necessary to conduct a needs assessment, contextualize the classes and carefully select the material that will be used in class. The ability to be bilingual or multilingual is more and more important in our Latin American context, however, students still find English a non-contextualized class in which they do not see a real need for learning.

Although students are constantly exposed to English during their school period, the general performance is not always the best and they often struggle with the application of their acquired knowledge into their lives. Furthermore, the institution has its methods and approaches to the language. There are some specific cases in which there is a unified approach and even material that teachers are expected to use. In public institutions, this material is provided by the Colombian Minister of Education and it is an important tool to achieve the levels that students are supposed to have at the end of their school time. This material is full of non-contextualized sources, there are plenty of lost opportunities to use relevant and contextualized data that our student might feel related to. Using the rich knowledge in every community and region to create an environment full

of real data that happens in our students' daily lives is more important than knowing the meaning of a "snowy day" that does not have a relevant position in their lives.

Oral production is probably the most neglected skill in public institutions, this is the result of focusing teaching efforts on the "SABER Test", an exam administered at the end of students' high-school lives. This written test focuses mainly on grammar structures and readings, making oral production a "useless" skill to develop in class. However, the main objective of learning a language is communication, not just understanding its rules and structures. The material, public institution teachers are supposed to use, focuses on that objective and students face many imaginary situations that conduct them through different grammatical rules, in most of the cases these situations are from a foreign country, creating a cultural gap in which students are learning because they have to, but not because they feel related to.

Based on the data collected in the diagnostic stage, it was evidenced that students had a poor English-speaking skill performance, closely related to the lack of vocabulary, little participation which leads to confidence issues, and a material poorly contextualized to students' realities.  All these variables created an uncomfortable environment for the students, affecting their oral interactions resulting in fragmented communication.

**Research Question and Objectives**

To what extent does the implementation of Community-Based Pedagogy affect the development of 10th graders' oral production at a rural institution?

*General Objective*

To determine the impact of Community-Based Pedagogy in the development of language learners' oral production.

*Specific Objectives*

(a) To assess community-based pedagogy concerning 10th graders' oral proficiency.

(b) To appraise the appropriateness and suitability of EFL learning activities to raise 10th graders' awareness of their community.

(c) To describe 10th graders' oral proficiency through contextualized EFL learning activities.

**Chapter II. Literature Review**

The main purpose of this research study is to show the impact of Community-Based Pedagogy (CBP) on the development of students' oral production. This section covers topics related to oral production and community approaches in the development of language learning and social awareness.

**Oral Production**

Communication ability is by far the most useful and neglected of all the skills. Many teachers concentrate their efforts on teaching for exams, which makes classes more structural where the grammar, filling in the blanks and translating becomes the primary purpose of the course. Governments and Ministries of Educations promote this practice by testing pupils with standardized generic exams that at the end of the day evaluate poorly the lexicon knowledge of the students and avoid the scholars' oral production as Bake J and Westrup H (2003) observe in their book "Students may have a good knowledge of grammar …but they find it more difficult to speak English outside the classroom" (p.5).

Most language learners do not feel comfortable when speaking and such feelings usually affect their oral production and impact negatively their affective filter. Extensive knowledge of grammar structures and vocabulary does not necessarily mean a proper use of the language itself. Students may need to recognize a certain amount of grammar and vocabulary to start producing, and when properly used, speaking activities can positively influence pupils' speech development.

*Pronunciation*

During the stage of data gathering of this project, there was one generalized claimed around the participants. They felt afraid at the moment of speaking because of the pronunciation of words. When giving an English class, grammar goes hand in hand with vocabulary, a commonly used expression. Even textbooks usually focus on functional dialogues that promote no opportunities for real communication. Because of these practices, scholars do not feel comfortable pronouncing words they ignore, and in the end, they prefer to avoid speaking at all costs. Learners are perfectionists, and if they are not sure about the pronunciation of the words, they will probably hesitate when using them.

At this point, it is essential to ask, what is perfection? Is it important for the communicative purpose of our pupils? Or even, is it physically possible? Every dialect around the world has its structure and use of the mouth. For example, when babies learn to speak, they practice until those specific movements of the mouth become natural. Teaching pronunciation presents the problem of physical unfamiliarity, this is probably the most common barrier that learners have to face during their learning process, as Harmer (2007) states "Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e., it is physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity)" (p.250). The only real purpose of the language is communication, and as long as people can make themselves understood the "perfect" pronunciation becomes less critical.

*Vocabulary*

One of the most relevant implications when teaching a second language is vocabulary. Wilkins (1972) claimed that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). It shows the importance of vocabulary for communication since learners struggle with the idea of unknown words, and this is why most of the time, they fail at providing meaningful oral productions. During the process of education, pupils need to face lexical limitations. The most important one for the seek of communication is vocabulary. When neglected, vocabulary might be a significant and scary barrier for learners and is the cause of communication breakdowns as McCarthy (1990) states "No matter how well a student learns grammar, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way."

Teaching vocabulary is necessary to create meaningful oral interactions among the participants. But, introducing this new vocabulary might be difficult in some cases. In traditional education, students learn new vocabulary using dictionaries looking for a chunk of isolated words. This kind of practice is not the most appropriate way to master a foreign language, as students tend to forget rapidly. That is the reason why to promote retention, a meaningful way to teach vocabulary is through contextualization. Learners need to know what the word is used for and its possible contexts and the best way by reading and also using the word in the real world. As Harmer (2007) declares, "Students need to see words in context to see how they are used. Accordingly, the best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action" (p.229).

*Communication Strategies*

In the Colombian context, students are supposed to reach an English level of B1 (using the common European framework as reference) by the end of their school lives. A significant proportion of these students do not reach a communicative level; all those hours spent in the process of learning a second language comes to an unsatisfactory ending. Even Though English plays an important role in institutions, students still struggle learning and using it outside the classroom. This lack of real need put the second language in a not very special place as Crystal (2003) expresses "The situation where the people of a country feel so antagonistic or ambivalent about English that they reject the option to give English a privileged status, either as an official language or as a foreign language" (p. 124). In this particular research, students agreed that one of the hardest skills is speaking. This indicator reveals a lack of communication strategies, which leads to unsatisfactory oral production in the classroom. Most of these students do not know how to proceed when the time to speak comes, they might feel anxious and nervous, and eventually, they fall into failure because of this high affective filter.

Communication strategies are conscious plans for solving what an individual presents as a problem for reaching a particular goal (Faerch and Kasper, 1983). During the learning process of a second language, students develop different strategies to make themselves understood such as using their body language, inventing words, explaining the meaning or just by imitating sounds. These are communication strategies that most of the time happen during the class. EFL teachers are not always aware of the importance of these strategies and how to help students develop them. Even teachers tend to abandon the message or switch to the mother tongue to make themselves understood when they realize students do not get the message in the target language.

The importance of developing consciousness in the communication strategies goes beyond the classroom. Second language learners need diverse strategies to convey their intended message as smoothly as possible, and the only way to reach the communication before building a proper language level are Cs. In this way, non-native speakers overcome problems caused by linguistic limitations and create comprehensible speeches that later on will turn into a properly built conversation. As Shari, K. Douglas, S. Jonathan, D. Grace, H. John, A. (2005) mention "Before the non-native speakers are able to perfectly build their linguistic proficiency, the communication strategy application provides them a short-cut to communicate with people of the world in international situations" (p. 125).

**Community-Based Pedagogy**

Young people have vast knowledge based on their personal experiences. Using this as a resource for a meaningful and emotionally compelling learning process is what will be called Community-Based Pedagogy in this paper. CBP Community-based pedagogy refers to "outside school practices, life experiences, and assets that learners and teachers bring into the classroom to enlighten class dynamics and curriculum constructs" (Sharkey, Clavijo, & Ramírez, 2016, p. 69). In this pedagogy, teaching and learning strategies integrate with all the meaningful contexts of the community as a principal resource for a class with a high emphasis on reciprocal learning and reflection in which students are taught in the school using their surroundings, their community. This includes history, literature, cultural heritage, natural environment, tourism, etc. As Bolaños, Florez, Gomez, Ramirez, and Tello (2018) claim, "it can promote not the only classroom but also outside learning opportunities where students can integrate knowledge regarding various aspects of their lives such as environment and society" (p. 276).

Authors refer to the importance of involving the community with the activities done in an EFL class. According to Palacios and Chapetón (2014), "when EFL class Implementing a community-based project in an EFL rural classroom activities are related to students' real lives, they feel motivated, committed, and willing to take an active part in the class as it becomes enjoyable and meaningful" (p. 27). However, to implement this CBP is essential to recognize and analyze the opportunities offered by the community and it is not a simple job. As Clavijo (2013) states "A big challenge for teacher educators is to help teachers see and appreciate the resources surrounding the schools they serve as valuable information to orient the curriculum, the linguistic, social and cultural diversity of their students as well as their subjectivities" (p.33). CBP can be a helpful and meaningful way to give a real motivation to learn, and this is why these studies are related to this paper.

Community-Based Pedagogy offers students a meaningful way to use their vast acquired knowledge of the places they live in. This link between the school and real life transforms educational practices and empowers students. Creating an environment in which the optimal way to learn is "my" real world instantly develops an interest in the students. Most of the incoming complaints of the students in education is the purpose or meaning of certain lectures. When facing not real situations students lose confidence and interest, creating a gap in education between the topics the teacher needs to develop and the topics that are relevant for the students. Atelia M. Amy C. Martin J (2006) claim that

> Community schools offer a common sense approach for linking living and learning. A growing number of schools and community partners are adapting courses-both during the regular school day and after school- that allow students to learn in their communities. This link between schools and community partners is a critical element of community schools,

offering students ways to develop the skills and knowledge necessary for success in adulthood (p. 2).

Extending learning beyond the classroom walls gives education a purpose in the lives of students changing their vision of the classes. CBP might create many opportunities not only for formal education of a second language in context, but other factors that are usually neglected, democracy, critical thinking, engagement, organization etc, are some real emerging benefits that can be developed.

### *Fund of Assets*

The ethnical knowledge transmitted in families becomes an enriching source of material for a contextualized class. Every community possesses diverse "Funds of knowledge" some richer than others, however even the smallest repository of knowledge might become a huge source for data and possible interactions for the creation of contextualized classes. The first definition of founds of knowledge is given by Genzuk (1999) who states that "the households of students are rich repositories of accumulated knowledge… this community-based knowledge can then be transformed by teachers into thematic units within the content areas of the curriculum" (p.9). This accumulated knowledge can be taken and transformed by teachers to adapt the materials that will be used in class and create a warm environment for the learners. Classroom development might become meaningful for students if they can relate the theory with the topics of the lesson as Moll, Amanti, Neff & Gonzalez (1992) show "Our analysis of funds of knowledge represents a positive view of households as containing ample cultural and cognitive resources with great, potential utility for classroom instruction" (p.134)

Households and communities can be actively used by the teacher in order to create a curriculum that fits the students' particular needs. It is not the same to work with a foreign community rather than an Indigenous community. However, material developed for teaching a second language is still based on communities and costumes that are not relevant for most of their users. This generation of genetic material neglects the possibilities that provides each community with their corresponding ethnical knowledge; things such as culture, social environment, costumes, food, stories, etc, are not used, generating an environment of selflessness in the students. Genzuk (1999) argues that "Funds of knowledge are available in these households regardless of the families' years of formal schooling or prominence assigned to literacy. Yet this knowledge and its forms of transmission, rarely make their way into classrooms in any substantive way" (p. 10).

It is important to highlight that funds of knowledge do not refer to possessions or traits of people in the families, deep studies or pedagogical specializations are not required to be considered "relevant" the characteristics of people activities are the important factors. Children obtain knowledge constantly, most of this knowledge cannot be imposed by adults. This kind of knowledge is compound but not limited by superficial notions of culture as it can be clothes and holidays, however there are several factors that are not necessarily taught but adopted by the inhabitants of the community, as it can be spiritual beliefs, social issues, economic resources and others create the concept of "community".

### *Features of Community-Based Pedagogy*

Different features must be taken into account while talking about CBP. The history of the local aspects is one crucial thing; learners may know the history and background of the place they live in and empower them to feel free to talk about it. In this regard, Houser and Frymier (2009) point out that "empowered learners are more motivated to perform classroom tasks, [...] feel more

competent and find the tasks more meaningful" (p. 35). To engage participants in the process of learning a second language, it is necessary to foster teaching and learning practices that are meaningful for the pupils and the community's culture, which is an important feature to take into account in CBP. As Bonilla and Cruz (2014) state, "the cultural backgrounds of teachers and students taking part in the language learning process might share aspects that consequently may facilitate cognitive associations. On the contrary, if they do not share them, this would undermine those associations" (p.119). Taking into account the community of the learners, the teacher must provide meaningful materials for them. Curricula in public schools are diverse; however, it tends to neglect the importance of the contextualized content for the classes. In Canagarajah`s (2005) words:

Teachers in different communities have to devise curricula and pedagogies that have local relevance. Teaching materials have to accommodate the values and needs of diverse settings, with sufficient complexity granted to local knowledge. Curriculum change cannot involve the top-down imposition of expertise from outside the community but it should be ground-up construction taking into account indigenous resources and knowledge, with a sense of partnership between local and outside experts (p. 20).

In light of this material should be relevant and appealing to the participants' contextual needs and real-life experiences. The material provided by the MEN (*English, Please!* 2016) can be well organized and might include topics of diversity; however, it would be desirable if they were more contextualized with the reality of the pupils' needs. In this respect, Le Gal (2018) claims that "the only way for textbooks to reach a consistent pragmatic, linguistic and sociocultural adaptation stands in local textbooks tailored to learners' needs" (p. 19). In a rural school, the

natural environment of the community is a feature that should be explored by both students and teachers because they are in permanent contact with socio-cultural, geographical, historical, and economic backgrounds. Another feature that stands out in the La Virginia community is tourism, as this location offers a typical tourist attraction that might provide pupils with possibilities to perform as tourist guides in the community.

### *Community-Based Pedagogy Applied to the EFL Curriculum*

In public education, it is generalized the grammar-based methodology in classrooms leading to sparse English learning among the students. It is possible to bring contextualized material to the curriculum and content used in classes, as Rincón and Clavijo. (2016) state, "As researchers and educators of public institutions which look into fostering critical thinking processes in students, we find the inclusion of community-based pedagogies in the EFL curriculum a positive experience for students' learning" (p.68). Therefore, the curriculum used in every institution should ideally reflect the reality of the students to foster meaningful learning. When a curriculum provided is generic many local aspects are ignored. On the contrary, the curricular practices that reflect knowledge and appreciation of the particularities of school location, community, scholars and families inhabit, allow for students' meaningful learning. On this subject, Sharkey (2012) contend "An asset-based approach that does not ignore the realities of curriculum standards that teachers must address but emphasizes local knowledge and resources as starting points for teaching and learning" (pp. 130-131). Hence, the curriculum used in every school should reflect the real life of the students so it can engage them in a better understanding. Bolaños, Florez, Gómez, Ramirez, and Tello (2018) argue that "In this type of pedagogy teachers visualize the curriculum in such a way that it can promote not only the classroom but also outside learning opportunities where students can integrate knowledge regarding various aspects of their lives such

as environment and society" (p.276). Correspondingly, the curriculum should be hand in hand with the community to be successful. Generic curricular structures are meaningless for young learners, and this is the reason why classes become boring and poorly contextualized.

### *Materials Development as a Field of Study*

Implementing CBP in an institution requires curricular changes, using generic approaches and materials will lead to failure. Most of the materials found on the internet or provided by the MEN (English, Please! 2016) are not contextualized at all; furthermore, there is a priority to start developing and adapting those materials using the knowledge of the community as Núñez and Téllez (2009) state "The material content is likely to reach its purpose when the input in the target language the learners are exposed to can somehow be understood, inferred or deduced by the learner" (p.184).

Teachers of a second language are material developers, even when it is not recognized. The use of global textbooks and the adaptation of diverse material is the proof of that; also, the constant evaluation and replacement of obsolete equipment make every teacher a material developer who is always choosing the best to be used in class. In the material development for CBP, it is crucial to analyze the real needs of the parties, taking into account the teacher, students, parents, administrators, and the community; without this, the content will not have the desired impact on the learners. There is still a big gap between the current material available and the real needs of the Colombian students of the second language. Azarnoosh, Zeraatpishe, Faravani, and Kargozari (2016) highlight that "the two key partners, who are the teachers and learners, to some extent, are aware of their needs. Teachers nearly in every lesson do need analysis directly or indirectly because they apply their lessons with the help of the material they use, and they can see the effect of the material very soon" (p.31). Material development is even more important when we talk about CBP.

Most of the material and textbooks used in classes are globalized for language learning, and this means that they do not fulfil the real needs and contexts of the students. Learners should feel that the material used in class is something authentic they can recognize and relate to be entirely successful.

Authentic material is not explicitly created for teaching a language. An excellent example of authentic material is recipes; they are not intended to be implemented for language teaching purposes; however, they are perfect for contextualizing and applying a different activity in class as Thomas (2014) stated: "Two examples of the types of authentic materials that create engaging EFL classroom activities are cooking recipes and restaurant menus. These texts are authentic because they were created to communicate useful information in the real world rather than to teach language" (p. 15). It is essential to highlight that authentic does not necessarily mean good, it just refers to something that is for real-life purposes. As Gilmore (2007), "authenticity doesn't necessarily mean good, just as contrivance doesn't necessarily mean bad" (p. 98). However, authentic means that students might relate it easily, learning should be better in the end.

In the same vein, Spelleri (2002) notes that "authentic materials offer real language that is contextually rich and culturally pertinent" (p. 16). As has been written in this paper, CBP is highly related to the specific context and culture of the person to be implemented in class. Tomlinson (2012) reports that several researchers "argue that authentic materials can provide meaningful exposure to the language as it is used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the learning of a language" (161). In other words, authentic materials are the representation of the real people's culture, all this involving language development and socio-cultural practices at the same time.

It is then necessary to keep some principles in mind at the moment of developing material. Previous research of the population, their socio-cultural context, and the real needs is required to have a successful material; otherwise, we might have generic and not useful content. Tomlinson, B. (2011) proposes six principles that are relevant for material development:

1. A prerequisite for language acquisition is that the learners are exposed to rich, meaningful, and comprehensible input of language in use.

2. For the learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience.

3. Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not.

4. L2 language learners can benefit from using those mental resources which they typically utilize when acquiring and using their L1.

5. Language learners can benefit from noticing salient features of the input and from discovering how they are used.

6. Learners need opportunities to use language to try to achieve communicative purposes. (P. 7).

Most of the material provided by the MEN fails to give students meaningful and comprehensible exposure to the language in use; this is the main reason why it might feel generic and not a resource on which the teacher can rely on. Material development for public education in

Colombia has not been created as a helpful resource but as a "script" that teachers follow regardless if it is meaningful or not.

### *Culture*

Culture is the prominent structure that surrounds a community and is composed not only by music and food but also by many things such as daily practices and beliefs. Goode, Sockalingam, Brown, and Jones, (2000) define culture as an "integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations" (p. 28). Culture is a very relevant factor to be considered in this study, mainly because each community has many cultural factors to offer.

It is necessary to clarify that using culture for a second language learning/teaching objective is not an easy task as it involves more than folk songs and costumes. As Peterson and Coltrane (2003) state, "the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes" (p. 1). Culture is big a complex, in the same vein, Genzuk (1999) stated that:

Knowledge is therefore obtained by the children, not imposed by the adults…. The notion of culture is a dynamic entity, not simply a collection of foods, clothes, and holidays, but a way of using social, physical, spiritual, and economic resources to make one's way in the world (p. 10).

In CBP this reflection of the use of culture to promote language learning is certainly relevant. Most classes tend to isolate language as a matter of study, and not something that has to be usable in daily life. As foreign language teachers, we tend to forget the importance of their own culture to the real development of second language acquisition. As Hernández Castro, Osiris & Samacá Bohórquez, Yolanda. (2006) state "When we teach a foreign language, we should keep in mind that each culture behaves, thinks, communicates, perceives reality, and reacts to it in a particular way" (p. 39). In other words, students should know their own culture and use it to develop the second language, and instructors should provide students with materials and teaching practices that involve their own culture to engage and promote willingness to practice and learn. As Fandiño (2014) Argues:

> If Colombia Bilingüe or any other similar program wants to be successful at working with culture, teachers and learners need to go beyond a superficial celebration of difference and incipient inclusion of diversity so that they can critically examine how social and cultural practices are constructed, legitimated, and contested. They also need to be able to approach and reflect upon their own beliefs, attitudes, and behaviors as well as those of others to develop the skills and mindset needed to interact and communicate with people with different cultural backgrounds (p. 90).

The socio-cultural perspective takes into account the dynamics in which a human learns, his motivations and the context of the social environment. As Bautista (2018) states "learning takes place in interactive processes mediated by culture, context, language, and social interaction." (p. 155). Students' socio-cultural environment might have a significant impact on their perspective of a different language and the facility to acquire it. As Ahmad (2015) argues "learners' positive attitude and their inherent motivation for learning English are conditioned to a social environment"

(p.191). When neglecting the sociocultural aspects of the students, the learning process is negatively affected.

When we talk about culture, it is essential to know there are more than the things we have on the surface. Usually, we refer to culture traditionally to food, dance, music, instruments, or celebrations. This assumption of culture is reflected and easily recognized in classroom material like textbooks. These topics can be easily developed, and most of them do not represent an issue for the language teachers. Gómez (2015) states, "static elements that represent a nation. EFL materials often include holidays, tourist sites, famous people's achievements, and food" (p. 168). However, that is just the tip of the iceberg that is culture. Shaules (2007) refers to culture as "The unconscious meanings, values, normal and hidden assumptions that allow us to interpret our experiences as we interact with other people" (p. 11). This means that culture goes beyond food or clothing, we need to consider everything that makes us humans, and that could be deep and complex.

**Previous Research Studies**

This chapter presents the studies related to the use of Community-Based Pedagogy as a methodology to promote the use of L2 in the classroom. Even though community-based learning is not widely studied, some project implementations are closely related to this study and served to point of reference for the implementation and investigation in the field of oral production.

A study conducted by Sharkey, Clavijo & Ramírez (2016) investigates the curricula benefits in the professional project development in a public school in Bogotá Colombia by recognizing the value of students' local knowledge. By including this local knowledge into the

curriculum of the school, researchers found that there were several emerging benefits for the students. The appreciation of the community, the engagement of the students in every step of the process, the general motivation demonstrated by the participants and the family-school involvement were some of the positive results of the study. On the side of the teachers, it was found that the implementation of CBPs as a source for the curriculum allowed multiple entry points, not only for the development of languages but for diverse subjects as chemistry, social studies etc. Implementing CBPs proved to be very flexible and effective, empowering teachers and providing autonomy in their classes. About this topic Sharkey and Clavijo (2016) argue that "Using the local resources and realities as the starting point for curriculum, these teachers saw new, often inspiring levels of student interest and engagement in the very different subjects of chemistry, language, and history" (p. 9).

Bolaños, Florez, Gomez, Ramirez, and Tello (2018) conducted a study about the impact of Community-Based Pedagogy in the critical literacy of 36 students of a rural area of Colombia. In the study, investigators worked with pre-service teachers that developed a crafted curriculum in which they gave priority to the social perspective of education, becoming socially and culturally committed to addressing the learning needs of EFL in the rural classroom. During the development of the project, researchers worked with a group of rural students whose economy depended mostly on agriculture. This is a particular context that served for the development of this paper, as one of the particularities in the context of the community.

For the pedagogical intervention of the project, the curriculum was crafted with the addition of critical thinking through the use of CBP. The purpose of the project was to offer a meaningful opportunity to learn and improve the language competences of the participants. The plan was presented in two units that organized topics that included students' surroundings, context

and community. At the end of the study, researchers concluded that the use of CBP as integration for the curriculum "empower students to learn and reflect upon their learning process while facilitating their participation and inquiring about their own social and cultural reality" (p. 1).

Rincón, J. A., & Clavijo Olarte, A. (2016). This study examined the way in which community inquiries create opportunities for language and literacy development in the students. Regarding the method used in the paper, researchers followed the model of action research paradigm of Burns (2001), in this way, researcher put into practice their appreciations and plans for the paper to answer the research question "In what ways do community inquiries create opportunities for students to explore social and cultural issues in their neighborhoods using multimodality?" The research was conducted in a public school in Bogotá that had been equipped recently with technological tools such as personal computers and internet, this facilitated the implementation of the plan. The proposal was developed with 40 students of tenth grade with the lowest socio-economical levels, these students were selected taking into account their social and academic performances.

For the methodology, the study was executed in three cycles that started in May 2012 and ended in February 2014. For the correct development of the plan, the first cycle included a mapping of the students' communities identifying the five community assets mentioned by Kretzmann and McKnight (1993) Physical spaces, associations, people, institutions and local economy
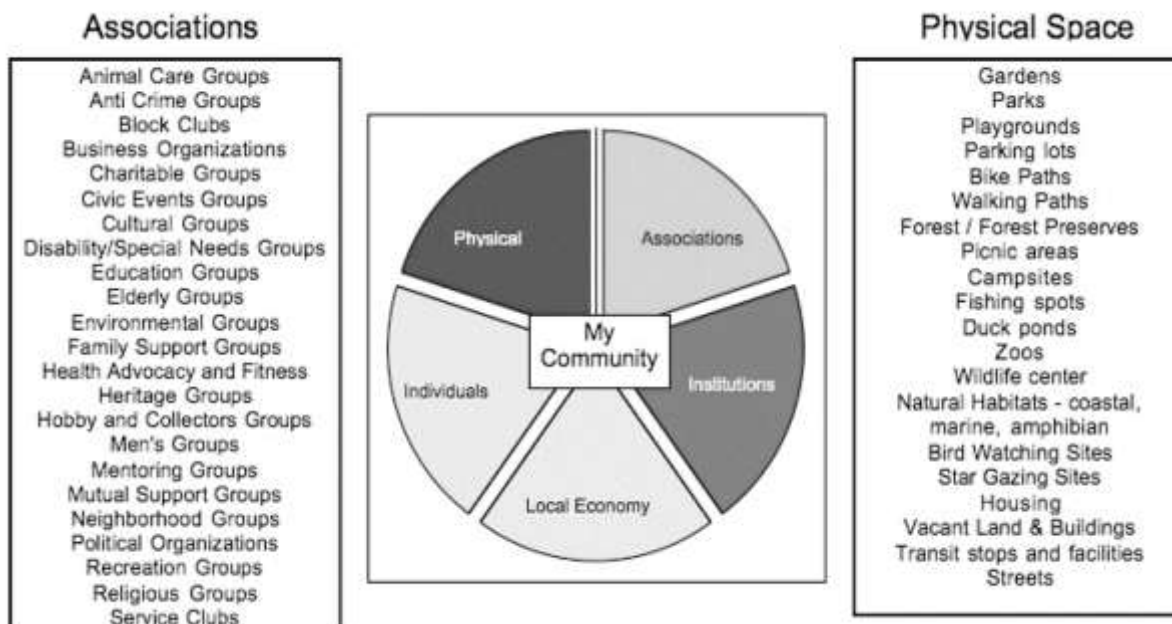
**Associations**

Animal Care Groups
Anti Crime Groups
Block Clubs
Business Organizations
Charitable Groups
Civic Events Groups
Cultural Groups
Disability/Special Needs Groups
Education Groups
Elderly Groups
Environmental Groups
Family Support Groups
Health Advocacy and Fitness
Heritage Groups
Hobby and Collectors Groups
Men's Groups
Mentoring Groups
Mutual Support Groups
Neighborhood Groups
Political Organizations
Recreation Groups
Religious Groups
Service Clubs

**Physical Space**

Gardens
Parks
Playgrounds
Parking lots
Bike Paths
Walking Paths
Forest / Forest Preserves
Picnic areas
Campsites
Fishing spots
Duck ponds
Zoos
Wildlife center
Natural Habitats - coastal,
marine, amphibian
Bird Watching Sites
Star Gazing Sites
Housing
Vacant Land & Buildings
Transit stops and facilities
Streets

*Figure 1*. Asset mapping by Kretzmann and McKnight (1993)

In the second cycle researchers characterized students' initiation on inquiry to their communities. In this stage there were decisions such as whom to interview, what questions to ask, and even asking permissions for taking pictures in public. Finally, the third section focused on presentations in class talking about the information gathered from the community. For the data collection stage, researchers used diverse methods; videotapes, students' presentations, class debates, teacher's field notes, student's interactions on Facebook and students' blogs.

There was a point to exalt, and that was analyzed at the end of the project, students' multidimensional development in the EFL class. At the end of the research, writers concluded that the use of the community as a source of knowledge for the curriculum of the learners seemed to promote critical thinking and the opportunity to explore their role in the community as well as

empowering the knowledge demonstrated by the participants. "We discovered that students' communities provided alternatives for creating meaningful learning environments in the EFL classroom, transforming mechanical and decontextualized language practices into flexible ways to communicate what matters to students" (Rincón, Olarte, 2016, p. 80).

Kathleen B. (2013) conducted a study in which the main objective was to connect the students with the community in order to create understanding of ESL pedagogy. This study was developed in a Canadian university with a group of pre-service teachers in which the perspectives of the teacher, the students and the community were taken into account to create a community-based course. The purpose of the research was to expose how community-based learning could disrupt or challenge pre-service teachers' assumptions in concern of ESL learners and teachers.

For the development of the research, Kathleen used action research methodology based on the influence of Community- Based Pedagogy and some aspects of participatory research were used as well. In this way, the author tried to engage students with the CBL method, encouraging them to step outside their own life experiences and see children as community members with vast knowledge in their disposition.

In the findings, the author highlights the importance of promoting CBL while pre-service teachers are still learning and not in the run while they are teaching in their classrooms. Also, it is shown the relevance of step away from a skill-based, transmission model in which the teacher provides his knowledge to the learners into a more social constructivist approach in which the teacher understands the context of the pupils and models' academic strategies around it to facilitate the learning process.

Adelaide W. Heyde (1997) conducted a study in the university of Michigan about the impact of self-esteem in the oral production the students. In the study, the author defines two important attitudes that can affect the performances of pupils while learning a second language, an external that students cannot control and an internal that refers to the competency and abilities in general. Both attitudes affect directly in the motivation and behavior of pupils. "This research will explore the relationship between the three levels of self-esteem and the oral production of a second language" (p.226).

For the development of the research, author included two groups of students who had been previously select by a reading test. Author selected students with a sixth-grade reading level. The second group consisted in a similar population but being ESL learners. During the development of the project students faced an oral production task that required students to give a two-minute extemporaneous speech on his choice from two topics selected by the researcher.

In order to measure the results obtained in the project, author used the multiple regression technique that account the different levels of learning among the subjects, those scores above the regression line indicated high self-esteem as well as a high oral production. In this way the author hypothesizes that subjects with high self-esteem (HSE) obtained significant higher scores from their teachers and the oral performance tasks.

# Chapter III. Research Methodology

## Type of study

A qualitative research approach was undertaken in this study, as the main goal was to determine the extent to which the implementation of CBP interlaced with the different virtual strategies implemented during the quarantine period impact the development of ELLs oral production, especially among the students of 10th grade at a rural institution. For this purpose, a model of Action Research was implemented, since it aims at overcoming classroom difficulties throughout the implementation of different data collection techniques, analysis and interpretation. This chapter presents the information about designs used in this paper as well as different authors to support the validity of the model used.

This research was developed under the model of Action Research since it aims at planning, observing and finding possible solutions to issues found during the triangulation of the diagnostic stage, using data collection techniques, analysis and interpretation of the information to have a real impact on the learning process of the participants. As Kathryn Herr, Gary L. Anderson (2015) argue "It is a reflective process, but is different from isolated, spontaneous reflection in that it is deliberately and systematically undertaken, and generally requires that some form of evidence be presented to support assertions" (p.3).

The research develops a qualitative approach that provides the necessary structure for the understanding of the evolution of social factors, which in this case takes the form of the development of oral production in students of a second language. To analyze data that comes from a community it is necessary to understand it, be part of it and process different perspectives, as Merriam, (1998) explains "This type of research is used to help the researchers to understand how

people feel and why they feel as they do; to understand the phenomenon of interest from the participants' perspectives, not the researchers." (p.6)

In addition to the methodology used in this paper, the implementation takes the cyclical approach of Educational Action Research proposed by Kemmis and McTaggart (1988). The emphasis of this process relies on four principal stages, Planning, acting, observing and Reflecting. These stages imply a more effective observation and organized data gathered from the instruments.
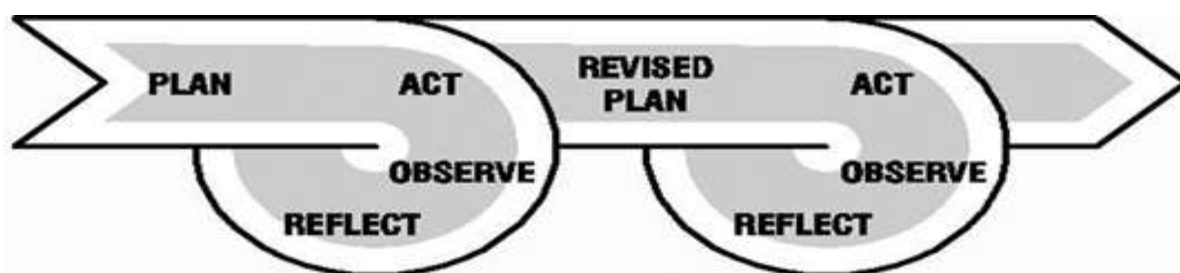


*Figure 2*. Kemmis and McTaggart (1988)

The stages suggested by the authors were carried out to collectively find solutions to the problems found in the data collection stage. In this way, it is guaranteed the validity of the research findings and the rich variety of the instruments used in the project. The constructs generated by the stages of planning, acting, observing and reflecting allowed the researcher to react and analyse the context and modify the plan in order to reach the objectives of the project as Glaser and Strauss (1967) suggest *"Comparative analysis can, like those other methods, be used for social units of any size"* (p.21).

The qualitative model of the project became a necessity for the development of this paper, as it provides the researcher with the tools to investigate, participate, plan, interpret and analyze the information gathered. As education deals with people, the analysis of diverse humanistic aspects such as culture, social issues, personal perceptions, etc, creates the need for interpretation.

In this paper researcher used different materials to make those human aspects visible and countable, some of them were field notes, surveys and external observations in order to create a validity and reliability in the paper, as Handbook of Qualitative Research, Denzin and Lincoln (2005) define

> Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world (p. 3).

As previously mentioned, the project follows the model of a qualitative study, it was necessary to implement Action research, as it allows the research to be involved in the plan for the solution of the problem detected. For the identification of the issues diverse data collection techniques were implemented as well as triangulation of the result for the analysis of the data, as McIntyre (2008) exposes "an approach characterized by the active participation of researchers and participants in the co-construction of knowledge and the promotion of self- and critical awareness that leads to individual, collective, and/or social change" (p.5).

**Participants**

Twenty-five students of a public rural school that are currently in 10th grade, are between 13 and 15 years old with a basic English level. Students are not used to being evaluated but when they are, results are low and some of them do not even try to do it. Most of the students live on farms away from the city and some of them live in a neighborhood with a big socio-economic

problem in which they are surrounded by drugs and violence. However, they seem to be willing to work and display an appropriate attitude and motivation.

At the end of the participants' high school lives, they should demonstrate B1 level. Regarding the language level of the students, they receive four hours a week of English, developing the material provided by the Minister of Education "English Please!". However, in reality, students' English level does not exceed A2 at the moment of the diagnostic stage.

The preparation in the English class in tenth and eleventh grades is mainly focused on "Pruebas Saber 11" which is conducted at the end of eleventh grade. Because of this factor, oral production is usually neglected in the learning process of the students, as the test does not examine oral proficiency. This is a huge limitation for the student's development of the second language. Because of this, it is very common to find students that are afraid of speaking in L2 showing poor confidence and a high affective filter that enables them to progress.

Also, one of the main reasons for the selection of this group is the rurality they present. Most of the texts used in class come from a suggested curriculum which does not have into consideration that important aspect of some students. Rural participants deal with different realities that are not taken into account in the classes, as they are planted around the final test students present at the end of eleventh grade. Most rural students are not able to relate topics in many cases, this group of students had never been abroad or even had knowledge of certain terms and celebrations planted in the material. For these reasons, this group was selected to develop a curriculum fully contextualized giving importance to their sociocultural background.

**Instruments**

The following table presents all the instruments and techniques used during the diagnostic, action and evaluation stages. Each instrument is displayed with the specific purpose for the validation and analysis of the information in this project.

| N° | Data Collection Technique | Data Collection Instrument | Rationale |
|---|---|---|---|
| **Data Collection Instruments in the Diagnostic Stage** | | | |
| 1. | Survey | Questionnaire | To know the students' perception of their language level and the important factors to be developed in class. (Appendix 1) |
| 2. | Observation | Journal (Transcription) | To record and reflect on daily teaching and learning experiences and the general context of the institution the researcher (non-participant observer) writes the entries. To record and reflect more efficiently on the teaching process and the issues presented during the sessions. (Appendix 2) |
| 3. | Observation | External Observation | To collect data and reflect about the teaching practices and the weaknesses observed during the English classes regarding the students' oral proficiency (Appendix 3) |
| **Data Collection Instruments in the Implementation Stage** | | | |
| N° | Data Collection Technique | Data Collection Instrument | Rationale |
| | Questionnaires (Non Observational) | Students' self-assessment form | To collect information about the insights of the students' development in the oral activities purposed. (Appendix 4) |
| | Notes and Diaries (Observational) | Teachers' Journals | To record relevant information about classroom practices for further analysis. (Appendix 5) |

| | External observer (Observational) | Oral Production Rubric | To collect data about strengths and difficulties observed by a different teacher in order to have a second point of view. (Appendix 6) |
|---|---|---|---|
| **Data Collection Instruments in the Evaluation Stage** | | | |
| **N°** | **Data Collection Technique** | **Data Collection Instrument** | **Rationale** |
| | Survey | Questionnaire | To collect information about the insights of the students' development in the oral activities at the end of the project (Appendix 13) |
| | Observation | Journal | To record relevant information about classroom practices for further analysis. (Appendix 5) |
| | Observation | External Observation | To collect data about strengths and difficulties observed by a different teacher in order to have a second point of view. (Appendix 6) |

*Table 1.* Data Collection Instruments of the research study

**Chapter IV. Phases of the Study**

This study was conducted in three stages. The diagnostic, in which there was an application of three instruments to gather information under the assumption of a lack of oral production in the participants. The implementation, in which there was a design and intervention with six lesson plans divided into three phases. Each phase aimed to improve the low performance of the participants found during the diagnostic. Finally, the evaluation, in which the information was triangulated and analyzed to quantify the data and observe the impact of the three phases on the oral performance of the students.

**Diagnostic Stage**

The diagnostic stage was conducted in a group of focal students of a rural public institution. In this stage, three instruments were applied to gather the information necessary for the study. The three instruments were a students' survey, a teachers' journal implemented as a class transcript and an external observer field notes.

*Students' questionnaire*

The questionnaire (appendix1) was administered to a group of 15 students, from 10th grade from a rural public institution in Calarcá-Qundío Colombia. This instrument aimed to provide a more extensive information about the students' language needs and difficulties that were identified during the diagnostic stage. The purpose of the survey was to gather information that exposes students' concerns and perceptions about their learning process while implementing the model of CBP. The questionnaire first aimed to find the most difficult skill for the participants and

understand the reasons behind it. In questions 2 -3- 4 asked students about the context used in class, and the importance of that particular context for them. Finally, questions 5- -6 -7 aim to find which sociocultural aspects were important for the students. The survey was implemented in Spanish, the students' mother tongue in order to make it more reliable and precise.

### Teachers' Journal

In order to gather information for further analysis a teachers' journal was carried out. This journal served as a tool for further analysis and interpretation of the relevant events that happened during the classes. Diverse attitudes presented during the collection of the data were relevant for the final diagnosis, such as participation, use of vocabulary, levels of participation, structure of the language, oral proficiency etc, were focused in the instrument. For the teachers' journal, it was recorded and analyzed a full class conducted by the teacher. In this instrument a transcript was developed (Appendix 2) from that tape in order to make it reliable for the purpose of the research. The information gathered from the transcript served as a method to understand the students' oral proficiency in a normal English class. For the video it was informed to the students that they were recorded for further analysis. This information acted as the teacher's journal.

### External Observer

A language teacher was invited to observe the class and provide comments about the general development of it. The external observer provided important information (Appendix 3) regarding different concepts, students' interaction, use of L1, use of L2, events, attitudes, etc. For this purpose, the external observer was provided with a rubric in which she had to observed and give comes in relation to the general use of vocabulary, the students' oral production during the activities, the accuracy in the pronunciation of words, level shown in written productions in L2,

the level of reading comprehension demonstrated by the students, etc. This information supports the quality, reliability and validity of the project.

### *Students' Questionnaire Analysis*

The first instrument implemented in this diagnostic stage was a questionnaire administered to 15 students of 10th grade. The purpose of this instrument was to get to know students' perception of their weaknesses during the process of learning a second language. For this purpose, the researcher created and applied a survey (Appendix 1) that was conducted in the students' mother tongue to make it easier for them to express their ideas.

The following graphics show the data collected in the different questions of the student's survey. Different graphics are used to be more presided in the list of codes for the research.

*Figure 3*. Students' Survey Data

| | CODES | COMMENTS | COINCIDENCES | TOTAL | % | SAMPLE | |
|---|---|---|---|---|---|---|---|
| 1 | Ss preception of the hardest skill | Ss percived that speaking is the most difficult skill to work | 14 | 14 | 29,17 | "La producción oral, porque siempre van a haber palabras que se te dificultan pronunciar" | |
| 2 | Relevance of their context (Community) in the class | Students' positive attitude towards contextualized activities | 10 | 10 | 20,83 | "Actividades ludicas que involucren algunas personas de nuestro corregimiento" | |
| 3 | Ss lack of vocabulary | Students struggle finding words to express their ideas | 5 | 5 | 10,42 | "Porque no logro entender algunas palabras" | |
| 4 | Pronunciation difficulties | Students find words difficult to pronounse | 7 | 7 | 14,58 | "siempre van a haber palabras que se te dificultan pronunciar" | 100 |
| 5 | Lack of practice | Students do not find oportunities to practice in class | 5 | 5 | 10,42 | "Me da pena participar en clase" | |
| 6 | lack of effective reading comprehention | Students struggle during reading activities | 4 | 4 | 8,33 | "No sé como escribir algunas palabras" | |
| 8 | Fast speakers are difficult to understand | Students' absence or inadequacy in the use of pre-writing and writing strategies | 3 | 3 | 6,25 | "Porque en los audios hablan muy rápido y no entiendo " | |
| | | | | 48 | 100 | | |

Figure 3 displays that 29,17 of the students consider speaking as the hardest skill in the class. Most of the students agreed that oral production is their weakness because of different factors such as lack of vocabulary with 10,42% of the graphic and some pronunciation difficulties with 14,58%. Students expressed that their lack of participation derives from those factors. This means

that most of the students agreed that their oral skills are not good enough and this is evidenced in their classroom participation, most of them just answer isolated words to the teacher's questions. 20,83% of the students considered that their context is relevant to the development of the classes. Also, 10,42% argued that they do not find moments to practice their English in real scenarios. 8,33% of the cases expressed that they struggle a lot during reading activities. Finally, 6,25 considered that audios are difficult to understand because the speakers are too fast for them to comprehend.

### *Teacher's Journal Transcript analysis*

For the second instrument, a transcript of a complete class was developed in the target group. This record was used for a further observation and analysis of the issues presented in the group. There were no changes in the curriculum or the usual flow of the class, students were aware of the record and they were asked to work normally in order to gather valid information for the analysis.

The following codes represent the information observed and their frequencies during the class, such as, students' use of language 1 or 2 (SL1-SL2) and teachers' use of language 1 or 2 (TL1-TL2), the students' talking time (STT) and teachers' talking time (TTT).

```
   Codes

S Ask for clarificat      2       2
S autonomous partici      6       6
S reply to T questio     49      49
SL1 use                  13      13
SL2 use                  33      33
STT                      13      13
T asking for partici     99      99
T Explanation            50      50
TL1 use                   1       1
TL2 use                 282     282
TTT                      18      18
```
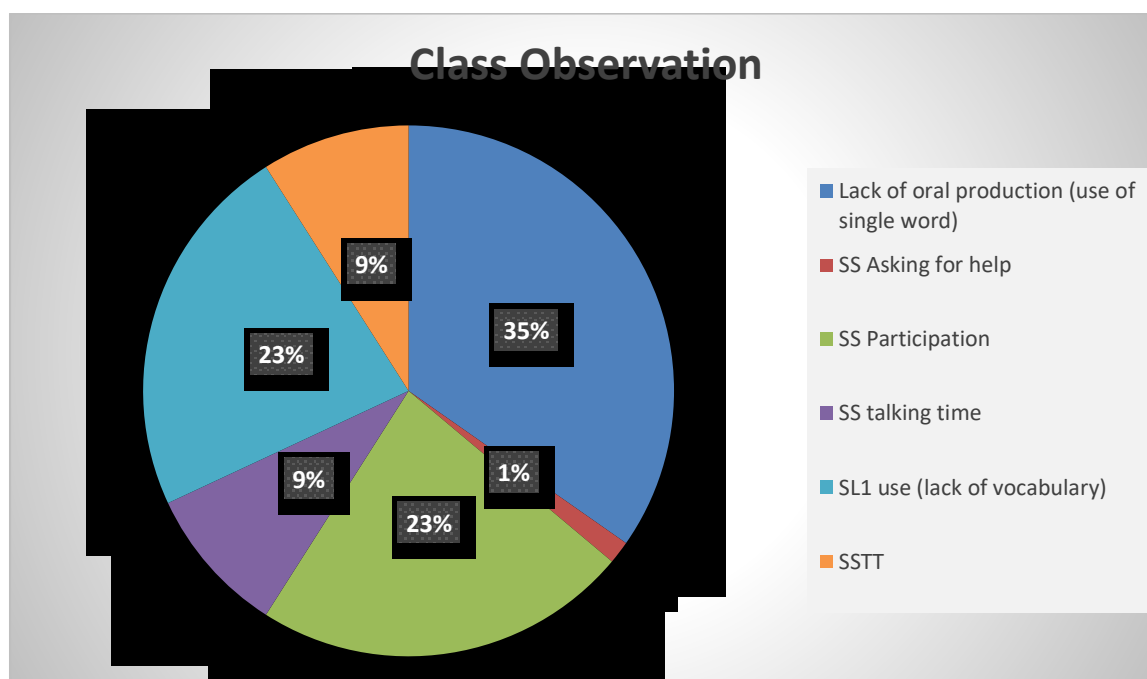
*Graphic 2*. Class Observation data

| CODES | FREQUENCES | SAMPLE |
|---|---|---|
| Lack of oral production (use of single word) | 50 | S: Sports? <br> T: Maybe <br> S: Hobbies? <br> T: Hobbies, probably, any other idea? <br> S: Free times? |
| SS Asking for help | 2 | S: teacher como digo sus para un hombre? |
| SS Participation | 33 | T: Sara walk the dog it's incorrect, Sara Walks the dog, perfect, number 5 <br> S: Kevin, Martin and Gallo run every morning in the summer |
| SS talking time | 13 | S: I swim sometimes |
| SL1 use (lack of vocabulary) | 33 | S: teacher como digo sus para un hombre? |

*Table 3.* Class Observation frequencies

Graphic 2 displays that 85% of the times, students used single words to answer questions, there is a clear lack of oral production and sentences construction evidencing poor oral skills. This big percentage is what prevents good communication in L2. Also, there is a low rate of autonomous participation with 10%, The students do not have the capacity to create their own sentences and that's why they do not like to participate. However, the rate of questions made by students show that they do not even try with 1% of them asking for help or clarification which leads to 4% of the students talking time. These percentages clearly show a lack of oral competences, students might have the vocabulary to make them understand during the classes, however, they do not try to use complete sentences to create a fluent and coherent interaction.

*External Observation Instrument Analysis*
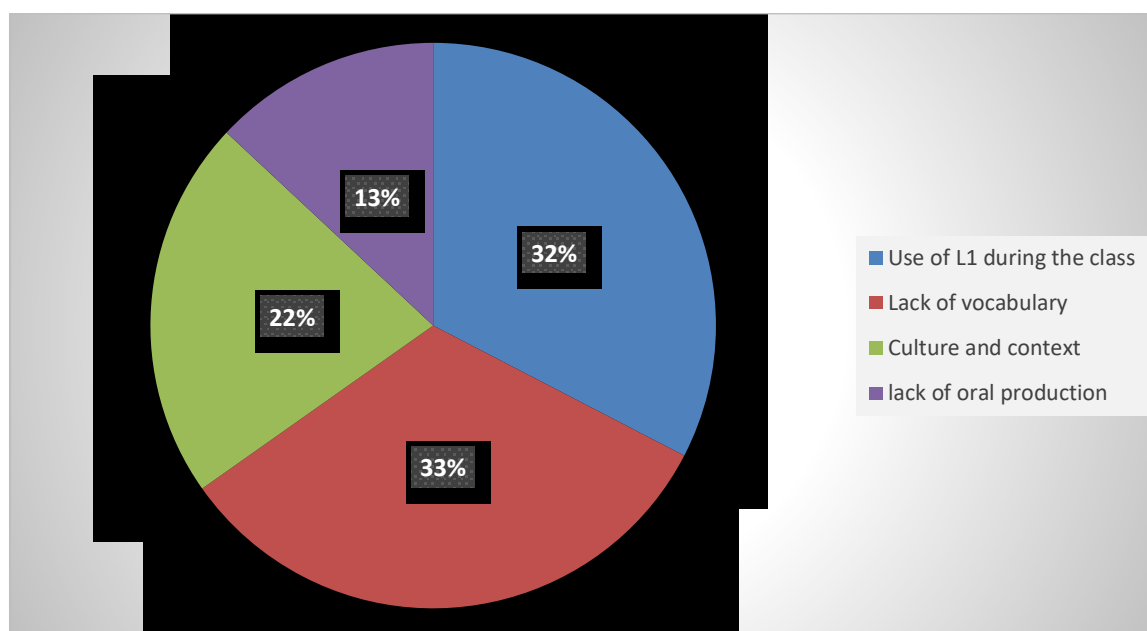


*Graphic 3.* External Observation Codes

| CODES | FREQUENCES | SAMPLE |
|-------|-----------|--------|

| Use of L1 during the class | 3 | Students interact in Spanish all the time. Even during the activities, they use their L1 to communicate among them. |
|---|---|---|
| Lack of vocabulary | 3 | Students express it is difficult for them to express their ideas in English since they do not know how to say what they want to say in English. |
| Contextualized culture | 2 | Students relate what they are learning to examples from their daily context and culture. |
| Lack of oral production | 4 | It is difficult for them to express their ideas without asking to the teacher to translate them |

***Table 4***. External Observation Frequencies

Graphic 3 displays that 33% of the students feel they do not have the vocabulary necessary to produce coherent and fluent conversations. Also, 32% of the general participation was made in Spanish which highlights how much students rely on their L1 even when they are not supposed to use it in class. 22% of the cases, students showed that they relate their examples to their community and the culture they know. This emergent code might be very important to have into consideration to lower the affective filter of the students. Finally, the observer noticed 13% of frequencies in which the students had oral production during the class, this remarks the poor oral skill that the students have.

*Data Triangulation*

Taking into account all the data collected and the emerging categories the following chart and graphic were created for the final triangulation.

| | CODES | STUDENTS' SURVEY | TRANSCRIPT CLASS OBSERVATION | EXTERNAL OBSERVATION | RESULTS | % | SAMPLE |
|---|---|---|---|---|---|---|---|
| 1 | Ss lack of oral production | 5 | 50 | 3 | 58 | 31,52 | "It is difficult for them to express their ideas without asking to the teacher to translate them" |
| 2 | Relevance of their context and community in class | 10 | 10 | 2 | 22 | 11,96 | "Students relate what they are learning to examples from their daily context and culture" |
| 3 | Ss lack of vocabulary | 5 | 33 | 3 | 41 | 22,28 | "Students express it is difficult for them to express their ideas in English, since they do not know how to say what they want to say in English" |
| 4 | Ss struggle with pronunciation | 7 | 12 | 3 | 22 | 11,96 | "There are always words in English that do not know how to pronounce" |
| 5 | Ss communication strategies | 5 | 33 | 3 | 41 | 22,28 | "Students interact in Spanish all the time. Even during the activities, they use their L1 to communicate amon them" |
| | | | | | 184 | 100 | |

*Table 5.* Data Triangulation

During the gathering of the most evident issues in the data collection stage the following percentages were found. The highest number is 31,52% of the students having a lack of oral production, these particular students showed very poor oral skills during the process. Also, 22,28% of the data collected suggests that students do not have the vocabulary necessary to produce in class, this number is particularly visible in every activity developed in class, as the students do not have enough words they prefer not to participate. Besides, 11,96% of the data reveals that students

find difficult to pronounce words in English, which does not help lowering students' affective filter, as Krashen (1981) argues that "There appears to be a consistent relationship between various forms of anxiety and language proficiency in all situations, formal and informal. Anxiety level may thus be a very potent influence on the affective filter" (p. 29). Also, 22,28% of the data shows that students do not use communication strategies in those moments in which they struggle to speak. Finally, 11.96% of the data suggests that students find important their community for the correct understanding of the class. This community might have a big impact in the students learning process if used properly.

**Instructional Design**

This project aims to use Community-based pedagogy to promote oral proficiency in English language learners (ELLs). In order to reach this goal, the project is structured around the weaknesses found in the diagnostic stage. For the correct development of the project, the design is composed of six workshops that focuses on the sociocultural aspects of the students. These workshops were divided into three phases, each one compound by two workshops and a final analysis. To approach the oral tasks to the students, diverse communication strategies were taught to the students so they could have more tools to enrich their processes.

Each workshop has been designed to fit in the particular needs of the population. In this case, activities were focused on the socioeconomic features of the zone. Workshops were divided into a pre-task in which students learnt, observed and analyzed basic concepts of the language and their community that had been used, a  reading task that provided contextual information that allowed them to enrich their knowledge for the final task, a writing task in which participants used their acquired knowledge to communicate ideas of the topics suggested, a speaking task that consisted into diverse videos in which students had to explain concepts of agriculture and

community members and a self-assessment task in which they reflected upon the process and their performance. It is important to highlight that phase 1 followed a more common structure of planning, main activity and reflection, this in order to introduce the participants to the new model and mapping the area.

As mentioned before, the methodology of this project is Action Research, which is defined as "The systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions." (Ebbutt, cited in Hopkins 1985:32). Then, all the workshops were designed on the issues presented by students in the oral production and context of the population. These activities started from a basic task and scaled periodically in complexity as participants were able to use L2 orally at the end of the research, presenting a general improvement in their performances.

All in all, the Action Stage of this study was designed in a way students faced different real situations and freely used their cultural knowledge of the community, creating awareness of their potential to be part of their learning process. The implementation of the fund of knowledge and experiences of the zone were consciously used to reach the objectives of this paper. In the following section there is an overview of each workshop, and detailed information of the implementation and analysis.

### Pedagogical Intervention

The purpose of the six workshops was to enhance students' oral proficiency by bringing their real context to the class. Empowering students' knowledge was the priority in the workshops.

### Phase One

In phase one, students developed lesson plan 1 (Appendix 4), *"Describing places: getting to know my world"* and lesson plan 2, "*Storytelling: These are my stories"*. This phase aimed at raising awareness about the important and rich cultural aspects that surround students while giving them the confidence to speak using information from their context.

To start, workshop 1 was developed in order to create awareness in the students about the important places in the area. For this purpose, students had to map the area, taking pictures of relevant places of the community. There were several places that helped students to recognize the rich environment they lived in. After the mapping of the area students had a discussion using diverse words, they might recognize to describe the places, for this activity they had to prepare answers in advance with their groups. After the oral discussion of the important places around, each student had to create a real map of the area using their photos and their knowledge of the structural design of the community. When they had presented their maps, they had to prepare and answer different questions about specific directions of the area, they had to help an imaginary tourist to get to their destiny. For the reading comprehension section, they had to use their map to mark some locations indicated in a short text provided by the teacher. At the end of the workshop, students had to guide their partners to a specific place blindfolded, for this activity they had to manage their oral proficiency to give precise information. The purpose of this workshop was to map the area and let students know that their knowledge was important and useful as it was demonstrated during the activities.

In the same way, workshop 2 was designed in order to promote oral production of the participants. In this section, students started with a warm up that consisted in an appreciation of the local stories as it is the legend of Chieftain Calarcá. From here students had different flashcards and visual aids to help with the vocabulary. After this activity, student had used the new vocabulary

to play hangman and promote retention. For the reading activity, students had two different stories of the legend of the Chieftain, in this section they had to read and share their acquired knowledge with a partner with a contrary story. The main activity in this section was composed by a recreation of the legend in which students had to rewrite their own final for the legend and roleplay it for the rest of the group. At the end of workshop 2 students reflected about the importance of their cultural background and how it can be implemented in the classes to promote their L2. With this workshop, phase 1 was completed. The principles of this phase developed awareness, appreciation and interest for their culture, demonstrating how it can be used for their learning process.

***Phase Two***

During phase two, students developed lesson plan 3 (Appendix 6) "Personal Information: This is Us" and lesson plan 4 (Appendix 7) "Descriptions: This is our economy". This second phase aimed to work with the weaknesses discovered during the data collection as well as the economy in the community. The second phase started with the recognition of different people in the surroundings, creating awareness of their daily lives and general profiles. Because of the pandemic issues in 2020, these plans were redesigned to be developed virtually

In workshop 3, students created a social mapping of the area. In order to connect students surrounding people with the class, they developed a presentation card in which they give important information to the others, this simple activity had a relevance in creating stronger affectional bounds in the populations as they could get to know better. After this activity, students created different presentation cards for some relevant people in the community, exposing things such as names, jobs, beliefs, etc. For the reading activities, students had some simple cards to read and expose to the others. Finally, for the oral activity, they had to present those people that they interviewed in the community. In this oral presentation, they had created a video talking about the

importance of those people in the community as well as giving personal relevant information gathered during the process.

For workshop 4, students faced activities oriented to the rural aspect of the community. In these particular activities, pupils went through the process of poultry farming that is a common practice in the area. At the beginning of the workshop, students learnt diverse vocabulary with visual aids and the matching activity of the chicken parts. After this, categorized their poultry yards, giving names to the objects found in those places, in this way they learnt the necessary vocabulary to continue the activity. For the reading activity, students had the process of poultry farming from the hatching to the processing of the chickens, in this activity they had to read, match and finally expose to the rest of the group the process and their process in their farms. For the writing task, students created a big drawing of their poultry yards, in which they had to label the area and explain to the others. Finally, for the oral production task, students had to make a short video in their poultry yards talking about the process, the general care of the animals, the feeding, etc. With this workshop the phase 2 of the project was completed, students demonstrated to be more confident at the moment of using their L2 orally and experiment with the information they possessed.

### *Phase Three*

The last phase of the Pedagogical intervention was compound by Lesson plan 5 (Appendix 8) "*Descriptions, Classifications: This is our economy*" in which the participants focused on horticulture and Lesson plan 6 "*Descriptions, Classifications: let's plan a tour*" in which students used all their learned skills to create a tour in their community. To complete successfully their final task, participants went through communicative strategies instruction to create awareness and

facilitate the acquisition of the vocabulary needed and grammar structures to maintain a coherent oral production and create their plan.

Workshop 5 was related to agriculture. In this part, students were challenged with the topic of horticulture that is a common practice in farms and even in the school. In the pre-task students created a brainstorm in which they reflected upon the objects they used for horticulture, here students went to their fields and took notes of the possible vocabulary needed. And after this, students label some images of horticulture objects with the corresponding names. For the writing task, students created a mind map in which they exposed the process of horticulture in their farms or in the school. The reading activity showed details of three common products, students read this for information and completed a table in which they exposed the times in which they were expecting to cultivate those products. Finally, students created a video using the concepts learnt to talk about horticulture in their farms.

Finally, in workshop 6 participants used all the concepts learnt during the project to create and plan a guided tour in the community. The pre-task activity started with a collage with many images related to vacations, here students identified as many words as possible and put them in a list. After this, students created a brainstorm as in the previous workshops. The reflection of possible vocabulary needed for the final task took big relevance for the completionism of the workshops. Then, in the reading task, participants were provided with a text that contained detailed information about a local attraction with some questions. As this is a very well-known place, students had no difficulties to understand the concepts presented. In the writing activity, pupils created a brochure in which they invited foreigners to visit the place, for this activity pupils used diverse photos taken by themselves. Finally using the brochure as guide, pupils designed and planned a complete tour in the area, in which they served as guides explaining the culture, the local

stories, etc. This final activity combined all the concepts previously learnt in the implementation of the six workshops.

**Action Stage**

This action stage was conducted in three phases as a spiral model as Kemmis and McTaggart (1988) point out "planning, acting, observing and analysing" (p.5). Each phase is compound by two workshops and their analysis based on the emerging information of the data collection techniques. This information was gathered by using a teacher's journal, a students' survey and an external observer checklist.

**Lesson Plans**

| LESSON PLAN | TOPIC | STAGES | OBJECTIVE |
|---|---|---|---|
| Phase 1 | | | |
| 1. MY WORLD | Describing places: getting to know my world | **Planning** (Introduction) <br> **Main Activity** <br> **Reflection** (Production) | By the end of the lesson students will be able to give directions and guide their partners properly in the touristic attractions of the community |
| 2. STORIES OF MY COMMUNITY | Storytelling: These are my stories | **Planning** (Introduction) <br> **Main Activity** <br> **Reflection** (Production) | By the end of the lesson students will be able to narrate stories and myths of their community |
| Phase 2 | | | |
| 3. PEOPLE AROUND ME | Personal Information: This is us | **Pre-Tasks** <br> **Reading tasks** <br> **Writing tasks** <br> **Speaking Tasks** <br> **Self-Assessment Task** | By the end of the lesson students will be able to describe the people who live in their community using their communal knowledge and some communicative strategies. |
| 4. OUR FARMING PROCESS | Descriptions: This is our economy | **Pre-Tasks** <br> **Reading tasks** <br> **Writing tasks** <br> **Speaking Tasks** <br> **Self-Assessment Task** | By the end of the lesson students will be able to describe the poultry farming process |
| Phase 3 | | | |
| 5. THE HORTICULTURE PROCESS | Descriptions, Classifications: This is our economy | **Pre-Tasks** <br> **Reading tasks** <br> **Writing tasks** <br> **Speaking Tasks** <br> **Self-Assessment Task** | By the end of the lesson students will be able to describe the Horticulture process in the institution. |
| 6. MY COMMUNITY | Descriptions, Classifications: Lets plan a tour | **Pre-Tasks** <br> **Reading tasks** <br> **Writing tasks** <br> **Speaking Tasks** <br> **Self-Assessment Task** | By the end of the lesson students will be able to present a tour in their community |

*Table 6*. Lesson Plans Summary

***Phase One Analysis***

To analyze each phase of the study and collect three instruments to collect data were implemented. The first one was a teacher journal, where the professor was able to keep track of the relevant events of the activities conducted. An oral production rubric in which an external observer commented about the activities and progress of students. And finally, a student's survey in which the participants gave comments about their progress during the process.

The following table gives a better illustration of the instruments used:

| Techniques and instruments Implementation stage | | |
|---|---|---|
| **Technique** | **Instrument** | **Author** |
| Questionnaires (Non Observational) | Survey | Burns (2001) |
| | Teachers' Journals | Burns (2001) |
| Notes and Diaries (Observational) | Oral Production Rubric | |
| External observer (Observational) | | |

*Table 7*. Implementations Techniques Summary

The data collection method used during this study was an A-Prior one, in which relevant codes for the research emerged. In this type of analysis, categories are selected before implementing the phases of the study to establish how Community Based Pedagogy (CBP) promotes students' oral production. This analysis was previously established to focus on and prioritize emerging data. Creswell (2009) argues that an A Prior analysis is conducted to avoid the main focus of the study.

The following graphic represents the categories that emerged from the data analysis during the implementation of phase one:
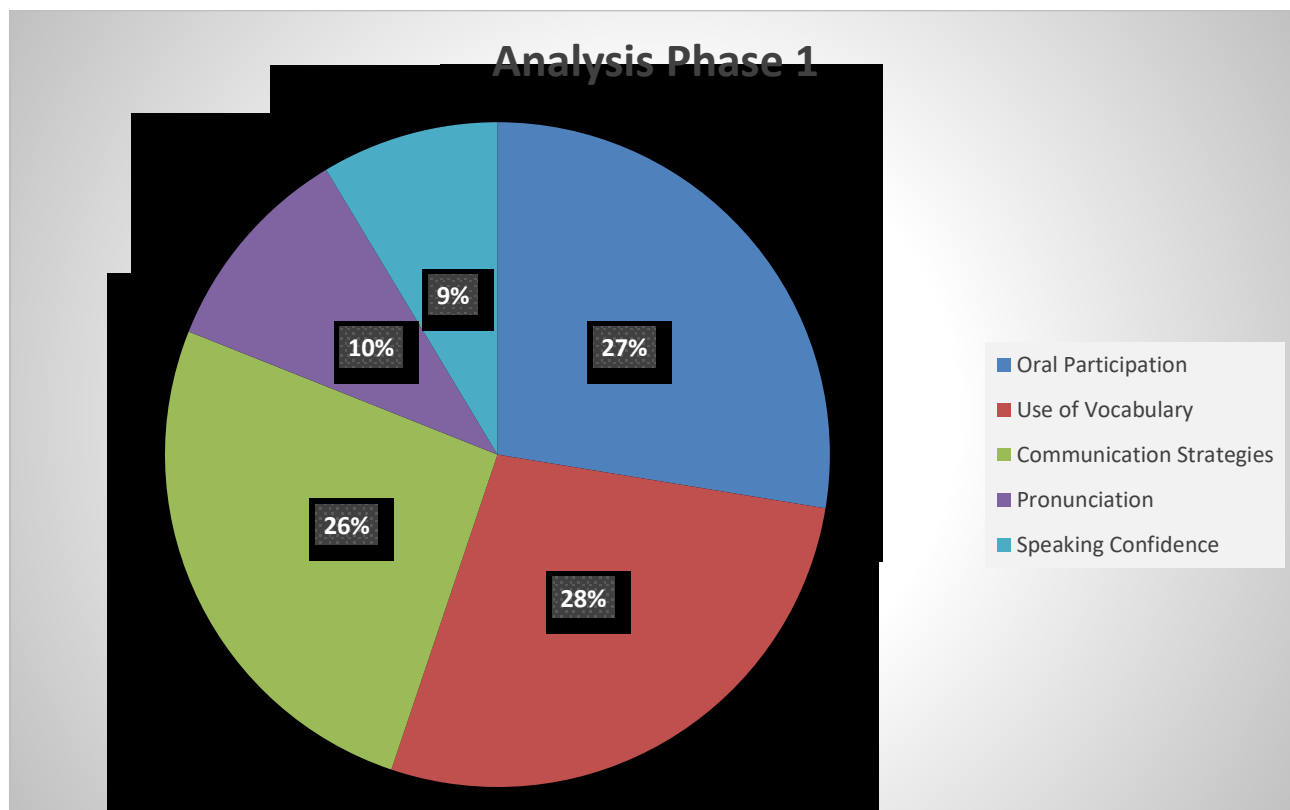


*Graph 5*. Analysis of data phase 1

| Code | Journal | External Observation | Survey | Frequencies | % |
|---|---|---|---|---|---|
| Oral Participation | 10 | 15 | 7 | 32 | 27% |
| Use of Vocabulary | 15 | 10 | 7 | 32 | 28% |
| Communication Strategies | 10 | 12 | 8 | 30 | 26% |
| Pronunciation | 4 | 6 | 2 | 12 | 10% |
| Speaking Confidence | 3 | 3 | 4 | 10 | 9% |

*Table 8.* Specific Data Phase 1

According to the results of graphic 5, the code "oral participation" emerged as the most common in the three instruments. This category shows 27% of the codes. This evidence reveals that students tried to use English to communicate their ideas and finish workshop 1-2 in class. The enrolment of students during the activity was evident during phase 1, as mentioned by themselves in the survey:

*"Me gustó mucho la actividad porque pudimos aprender a usar el inglés para hablar del barrio"*

*"Poder saber cómo dar direcciones en La Virginia es muy importante para todos, ya que vienen muchos extranjeros y no sabemos cómo decirles nada"*

*"No me da tan difícil hablar en inglés cuando puedo usar temas y cosas que vivo a diario como mi barrio"*

These results and overall comments showed the importance of the CBP in the community to create a meaningful environment for students promoting their oral production and lowering their affective filter.

The second code, "Use of Vocabulary", had 28% concurrences in the three instruments. During the development of phase 1, students were exposed to certain needs in vocabulary and noticed they needed more vocabulary to be efficient in their tasks, so by the end of phase 1, the lexicon was richer and usable for them.

*"es más fácil aprender más palabras cuando las ves todos los días en el barrio. Las que hay en los libros realmente no sirven de mucho, solo para las tareas del día y ya se olvidan muy fácil"*

*"En Inglés saber las palabras es muy difícil, en la actividad fue muy diferente porque si necesitábamos las palabras"*

*"Me gusta mucho poder conocer cosas nuevas de la comunidad y usar el inglés para hablar de ellas, hace que aprender inglés tenga sentido de verdad"*

The testimonies mentioned above demonstrate that students feel more confident by exposing them to a range of vocabulary they are closely related to. Using students' knowledge of their community to promote the use of L2 and create a need in language development helps them reflect and memorize words easily since they must remember words and practice every day.

Regarding the "communication strategies", the data triangulation revealed 26% of concurrences in the three instruments. The improvement in the code "Pronunciation" also showed an increase of around 10%. And finally, the code "Speaking confidence" revealed 9% during the data triangulation. These results demonstrate that students used more strategies at the moment of speaking, searched for different words, modified sentences and even implemented nonverbal strategies such as body language and facial expressions to reach the communicative purpose of the activities. These new strategies promoted confidence in the group and generally helped them develop better pronunciation and confidence when using L2.

*Phase Two Analysis*

The analysis of phase two was carried out in the same way as phase one, the instruments to collect data were a Survey, teachers' Journal and an oral production rubric. The following graphic represents the information that emerged in the process.
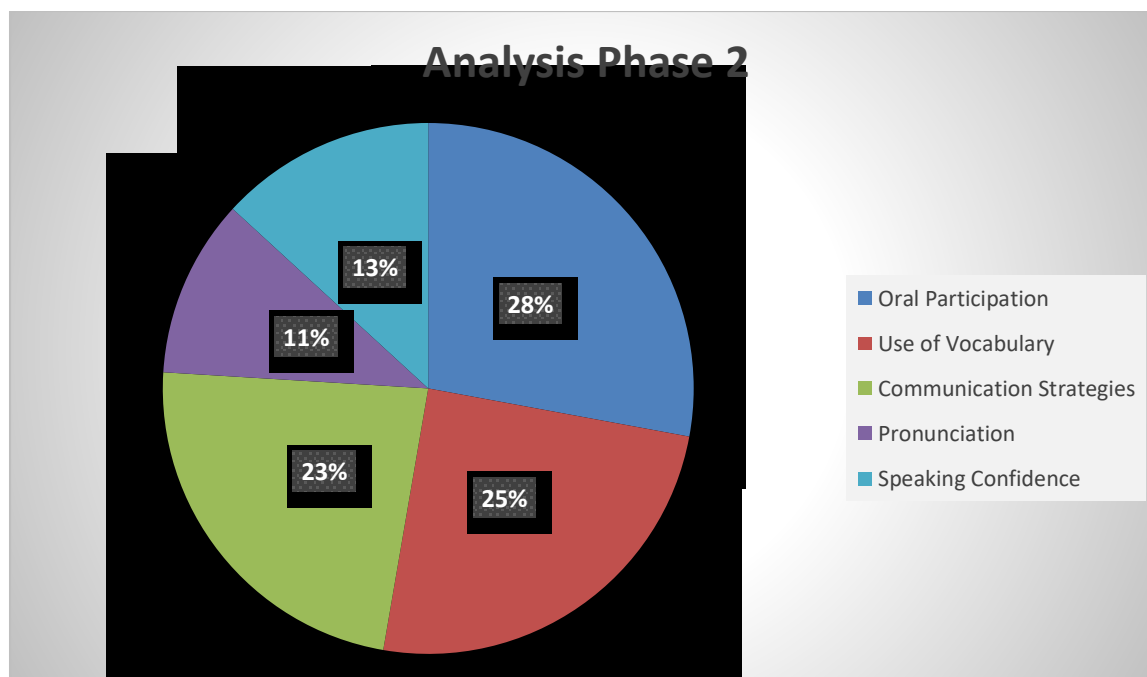
*Graphic 6.* Analysis of Data Phase 2

| Code | Journal | External Observation | Survey | Frequencies | % |
|---|---|---|---|---|---|
| Oral Participation | 15 | 14 | 7 | 36 | 28% |
| Use of Vocabulary | 13 | 11 | 8 | 32 | 25% |
| Communication Strategies | 12 | 13 | 5 | 30 | 23% |
| Pronunciation | 6 | 5 | 3 | 14 | 11% |
| Speaking Confidence | 8 | 4 | 5 | 17 | 13% |

*Table 9.* Specific Data Phase 2

According to graphic 6, 28% corresponded to the code "Oral Participation" as the highest percentage. In comparison to the 27% found in phase one, there was a reduction in the frequency in which students used their L2 in class. 25% of the frequencies corresponded to the code "Use of vocabulary" which maintained very stable during the two phases of the project. 23% corresponds to the code "communication strategies" that did not show a significant increase in comparison to

phase 1. In regards to the "Pronunciation" code, there was 11% of the frequencies found. And finally, the code "speaking confidence" obtained a significant increase in the percentage with 13% found.

In general terms, the student's questionnaire showed a positive perception among the participants. When facing activities that students are accustomed to the environment became comfortable for the participant, creating good opportunities to use L2 to communicate the information that happened to be natural in this particular population.

*"Es muy bueno poder hablar de las cosas simples a las que estoy acostumbrado y veo todos los días, no me gusta cuando el profe habla de cosas que yo no conozco. Realmente no me interesa ni me motiva aprender sobre otros lugares que ni conozco"*

*"Para poder hablar sobre la producción avícola, sus fases y como funciona es necesario aprender palabras que usualmente no están en los libros ni los materiales que nos ponen en clase. Me parece que aprender más palabras que vemos seguido ayuda a recordarlas"*

The external observation displayed that learners were able to retain and use a more extended range of vocabulary during phase 2. One of the important goals during the process was the development of a richer and relevant vocabulary for the participants. The observation showed that students were able to keep a more coherent speech because of the range of new words learnt.

*"While the participants were engaged in activities that were related to their context, the use of the L1 diminished considerably. In the same way, the activities allowed them to use the vocabulary in a meaningful context, which had positive*

*repercussions on their performance. Finally, contextualized materials were helpful for*

*avoiding the use of Spanish"*

Regarding other aspects such as communication strategies, confidence and pronunciation, participants had a positive opinion. By understanding the surroundings and the model used for the activities, students were able to create coherent speeches and complete speaking tasks, solving language obstacles by finding different words or even using body language to make communication efficient. All these factors helped them develop more autonomous work and boost their oral production overall.

*"Me siento más tranquila cuando se de lo que estoy hablando, aun es difícil encontrar las*

*palabras, pero si siento que lo hago mejor cuando se trata de algo que realmente se"*


### *Phase Three Analysis*

The following graphic exposes the data that emerged during phase 3 and the percentages of entries for each code. This graphic was developed taking into account the frequencies among the three instruments for data collection.
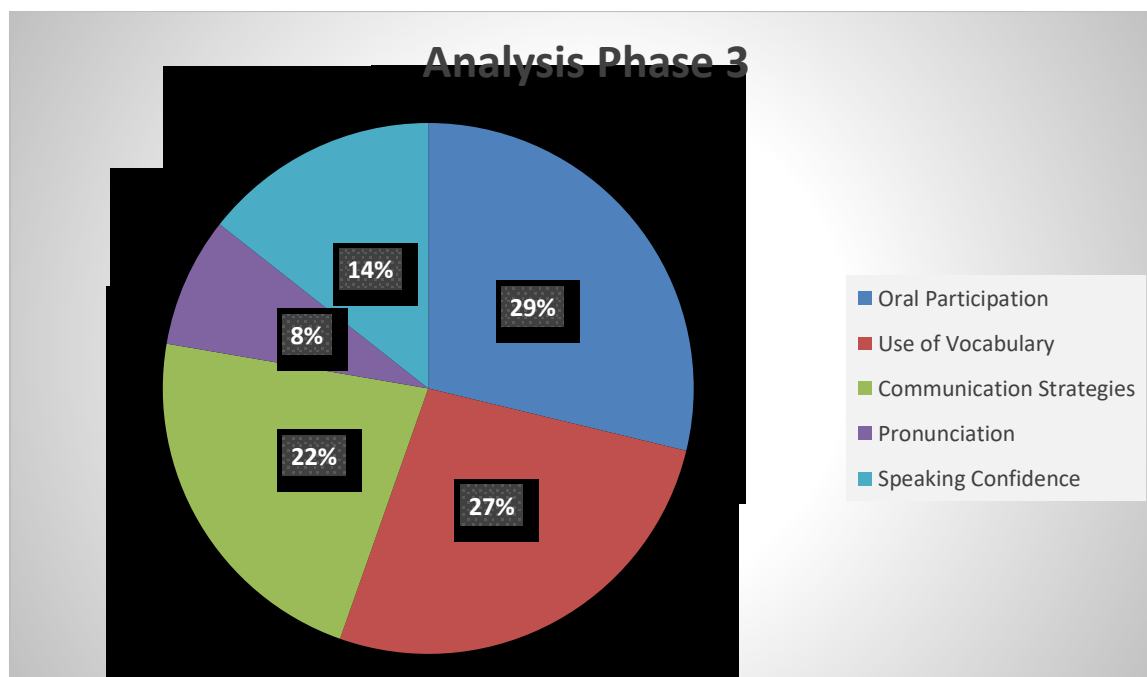
*Graphic 7.* Analysis of Data Phase 3

| Code | Journal | External Observation | Survey | Frequencies | % |
|---|---|---|---|---|---|
| Oral Participation | 15 | 15 | 10 | 40 | 29% |
| Use of Vocabulary | 17 | 13 | 7 | 37 | 27% |
| Communication Strategies | 12 | 11 | 8 | 31 | 22% |
| Pronunciation | 4 | 3 | 4 | 11 | 8% |
| Speaking Confidence | 7 | 5 | 8 | 20 | 14% |

*Table 10.* Specific Data Phase 3

Based on the results in graphic 3, the oral participation obtained 29% of the data and use of vocabulary 27% showing a little increase in the use of vocabulary and a slight increase in the oral participation in comparison to the results obtained in phase 2. The third category *Communication Strategies* obtained the highest percentage in phase 3 with 22% showing an increase in comparison to the results of table 2. The results for the category *Speaking Confidence*

showed 14% of the results for this particular phase. And finally, in the last category, it was found that 8% correspond to code *Pronunciation.*

The students' questionnaire showed not only an increase in the students' communication strategies but also an increase in the confidence demonstrated during the final stages of the project. This new confidence generated an adequate environment to produce more coherent verbal communication as was shown in the evidence.

*"Pues al principio me sentía nerviosa, pero ya fue más fácil hablar de cosas que conozco de primera mano"*

*"Me sentí bien, no fue muy difícil poder hacer el trabajo final, ya que lo hemos venido trabajando"*

Similarly, the external observer expressed the following comment about the communication strategies used by the students and their general confidence.

> "*In this workshop, it was very interesting to see how students used what they know about "La Virginia" to design a brochure with the most interesting places to visit. Participants show more understanding of the language, and try to avoid L1 interference by using body language. Finally, they show more confidence when expressing themselves in English. I noticed this because their participation increased, and they did not seem to be so shy when expressing themselves.*"

In regards to the Community-Based approach, students agreed to the importance of using significant topics for the sessions. In general terms, the comments showed that students felt more engaged during the phases because of the well-known context in which it was developed.

*"Creo que las clases se vuelven más interesantes cuando podemos poner en práctica lo que conocemos y lo que aprendemos"*

*"Yo me sentí muy bien al poder usar mi conocimiento general como algo realmente importante para las clases"*

For the *Vocabulary*, the results showed a considerable increase in the use of new words, as well as the general retention of them. Learners' perception of their expansion of new vocabulary for the development of the speaking tasks was stronger. The pre-establish target vocabulary which severed as a starting point for the progression in every lesson plan was appropriately assembled to fulfill the communicative purpose of the project using their real context.

**Evaluation Stage**

***Data Triangulation of the Three Phases***

The following table presents the frequencies in which the categories appeared throughout the administration of the three phases of the study. The triangulation of the students' survey (Appendix 10), teachers' journal (Appendix 11) and the external observer (Appendix 12) provided the information required to identify the most relevant categories that consistently emerged during the process.

| Instruments | Phase 1 | | | | | Phase 2 | | | | | Phase 3 | | | | | % Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Oral Participation | Use of Vocabulary | Communication Strategies | Pronunciation | Speaking confidence | Oral Participation | Use of Vocabulary | Communication Strategies | Pronunciation | Speaking confidence | Oral Participation | Use of Vocabulary | Communication Strategies | Pronunciation | Speaking confidence | | |
| Students Survey | 7 | 7 | 8 | 2 | 4 | 7 | 8 | 5 | 3 | 5 | 10 | 4 | 8 | 4 | 8 | 28,1% | 9,6% |
| Teachers Journal | 10 | 15 | 10 | 4 | 3 | 15 | 13 | 12 | 6 | 8 | 15 | 10 | 12 | 4 | 7 | 26,3% | 12,2% |
| External observer | 15 | 10 | 12 | 6 | 3 | 14 | 11 | 13 | 5 | 4 | 15 | 11 | 11 | 3 | 5 | 23,7% | 100% |
| Total | 32 | 32 | 30 | 12 | 10 | 36 | 32 | 30 | 14 | 17 | 40 | 37 | 31 | 11 | 20 | | |
| % | 27% | 28% | 26% | 10% | 9% | 28% | 25% | 23% | 11% | 13% | 29% | 27% | 22% | 8% | 14% | | |

*Table 11.* Final triangulation of the stages

According to the results obtained in table 11, three codes, *Oral Participation*, *Use of vocabulary and Communication strategies* display similar numbers 28.1%, 26.3% and 23.7%. These three categories were the most current during the data collection of the phases. In general, results showed that these categories stayed very consistent, however *Oral participation* showed a little reduction at the final phase of the implantation of the study.

The data gathered demonstrated that *Pronunciation* is the fourth category with 9.6% of frequencies. This category showed a little increase from phase 1 to phase 2, however it decreased again a few points at the final phase of the implementation. Demonstrating that the code kept consistent in general terms.

The final category, *speaking confidence* revealed 12.2%. This code showed a gradual increase in every phase of the study, revealing that students felt more and more engaged enabling them to use elaborated discourses and provide more relevant information. This confidence

improved learners' abilities in general, creating new opportunities to interact with the language

and practice their acquired knowledge.

**Chapter V.  Findings**

The following chapter aims to provide further information about the results obtained in the categories that emerged during the process of data triangulation. The results evidenced achievements in oral production after implementing the six workshops divided into 3 phases using a Community-Based approach.

Furthermore, students learnt different communication strategies for developing oral tasks, as evidenced in the Tables. Learning these communication strategies provided the participants with the abilities required to facilitate every step of the project, enhancing students' proficiency when speaking and creating consciousness around the process. As Tarone et al (1983) defines CS as "a systematic attempt by the learner to express or decode meaning in the target language, in situations when the appropriate systematic target language rules have not been formed" (p. 4).

## Oral Participation

Through the process of learning the general context of the community, the participants showed considerable improvement in their oral production, using opportunities to participate in L2. This improvement conveyed the positive progression that emerged in the triangulation of the evaluation process. Additionally, students were able to connect their knowledge about the area and the process of some activities linked to agriculture and use them to produce coherent and appropriate oral communication, as Bolaños, Florez, Gomez, Ramirez, and Tello (2018) claim about Community-based learning, "it can promote not the only classroom but also outside learning opportunities where students can integrate knowledge regarding various aspects of their lives such as environment and society" (p. 276).

By using diverse communication strategies, participants reached the goal of improving their oral production in general terms.

In addition, the content shown in the final tasks of the project evidenced an improvement, as each participation started to be more enriching and less mono syllabic. As it was evidenced in the data collection stage, students used to produce mono syllabic answers, they presented big structural and productive issues when they were asked to speak in L2. In this case, these kinds of responses were richer as the phases went on. Participants were more engaged and willing to try using their L2 orally. These spontaneous participations were hand in hand with the purpose of empowering the knowledge of the pupils.

**Use of Vocabulary**

The range of vocabulary shown by the participants of the project increase at the final phase, as evidenced in the data triangulation analysis. In table 11 participants had 32 frequencies in phase 1 and 2 showing appropriate retention of the new vocabulary learnt and 37 frequencies at the final phase. Enriching students' vocabulary is essential to the correct process of creating a more extended oral production, and using the previous knowledge of the student in the field of their community, led them to the correct development of the activities as mentioned by the external observer "*the activities allowed them to use the vocabulary in a meaningful context, which had positive repercussions on their performance*"

The tasks developed during the three phases allowed students to increase their range of vocabulary as the need for it was presented in each phase. The new terms in the context, and the further retention of the words provided students with the necessary tools to develop efficiently the tasks purposed in the phases. At the end of each phase, the richer lexical knowledge proved to be necessary for the correct construction of the oral tasks enriching

their productive skill. Generally, the need for new words, faced students with the opportunity of learning, creating and innovating in order to fulfil the requirements of the activities purpose. All these needs, in combination with the prior knowledge of the participants were the triggers for a real learning and comprehension of new vocabulary.

**Communication Strategies**

*Communication strategies* showed some similar results to the *use of vocabulary*. In this case, students had very homogeneous numbers in the data triangulation of the evaluation stage (see table 11). In the first phase of the project, students displayed 30 frequencies in the instruments used to collect data. The process of learning these strategies for communication had repercussions in the final tasks of every workshop, as participants had more chances to reach their wanted communication results as mentioned by Faerch and Kasper (1983) "conscious plans to overcome the problems facing an individual to reach the intended meaning of the communication process" (p. 20). During phase 2, students displayed 30 frequencies as well. This particular result did not change compared to the first phase; however, it showed that participants effectively remembered and used the strategies previously learnt. At the final phase, the frequencies displayed 31, a slight increase compared to the other phases, though, in this case, participants did not show changes in the communication strategies implemented during the workshops. Even though the strategies used did not change, they were efficiently used by the participants to convey meaning and create more coherent oral productions.

The phases of the project were designed in a way that students had the need of using L2 orally to express themselves. Communication strategies provided learners with the tools necessary to fulfil their oral tasks at the end of each phase. As it was evidenced in the result

obtained. Even though the data showed not an increase, students could use the strategies learnt to successfully communicate their ideas and interact with their classmates, evidencing that neglecting this ability might have a big negative impact in the students' oral productive skill, removing a resource that facilitates the development of the language goals.

**Pronunciation**

One of the concerns found during the diagnostic stage was the poor pronunciation that students felt. The results gathered in the three phases of the evaluation stage of the project showed that the implementation of the Community-Based Pedagogy did not have a repercussion on the pronunciation values. In phase one, instruments revealed 12 frequencies, showing one of the lowest results in the study. Students found different ways to create meaning and pronounce some words and expressions more understandably; however, the increase was very slight to be relevant. In phase 2, the results showed 14 frequencies, which is an increase of 1% in the development of a better pronunciation. This result displayed a slight improvement. Finally, in phase 3 students had 11 frequencies, which was a decrease of 3% compared to phase 2. These numbers demonstrated that the pronunciation was not developed significantly using the Community-Based Approach, yet participants showed understandable oral productions that could be improved with time.

**Speaking Confidence**

During the process of using learners' context to create content for teaching and learning, the speaking confidence shown by students themselves was increasing periodically. Results demonstrated that the implementation of a Community-Based Pedagogy helped them

develop more frequently and effectively the L2 in class. In phase 1, there were 10 frequencies. At the beginning of the implementation, students showed some slight positive results linked to their general knowledge of the topics developed. Phase 2 revealed 17 frequencies, which was an increase in comparison to the first phase and it was related to the funds of assets that students had about the agriculture topics used. As Moll, Amanti, Neff & Gonzalez (1992) argued: "Our analysis of funds of knowledge represents a positive view of households as containing ample cultural and cognitive resources with great, potential utility for classroom instruction" (p.134). In the final phase, there were 20 frequencies, which again was an increase compared to the previous. Allowing students to use their knowledge provided them with powerful tools to feel more relaxed and participate in using their L2 without hesitation.

## Chapter VI. Conclusions, Pedagogical Implications, Limitations, and Questions for Further Research

In today's world, the mastery of another language is considered a fundamental element of literacy. It is valued in all spheres, academic, economic, industrial, technical, scientific and leisure. It can help students reach higher academic goals in any field of study. However, in public education, the main focus of learning a foreign language is not learning, but obtaining high scores in a standardized test that is not implanted in a way that evaluates the individual knowledge of the language, but a series of texts mainly focused on grammatical structures with no oral evaluation at all.

Taking this into account, classrooms are carried out with this test in mind, neglecting in most of the cases the receptive and productive part of the language, which is the main reason why students do not feel confident at the moment of speaking, creating an increasingly affective filter that blocks their progress significantly. That is the reason why the implementation of a model based on the community aimed to lower that affective filter, by empowering students with their communal knowledge. This so-called, ethnical knowledge is a rich source of information that students can use easily as they are involved in it, creating a comfortable environment for the use of L2, building rapport to support learning.

The ethnical knowledge transmitted in the families becomes an appropriate source of material for a contextualized class. The first definition of founds of knowledge is given by Genzuk (1999), who states that "the households of students are rich repositories of accumulated knowledge" (p.9) It is to say that this accumulated knowledge can be taken and transformed by the teachers to adapt the materials that will be used in class and created a warm environment for the learners as Genzuk (1999) continues "this community-based

knowledge can then be transformed by teachers into thematic units within the content areas of the curriculum." (p. 9). Classroom development might become meaningful for students if they can relate the theory to the topics of the lesson. Amanti, Neff & Gonzalez (1992) "Our analysis of funds of knowledge represents a positive view of households as containing ample cultural and cognitive resources with great, potential utility for classroom instruction" (p.134).

This project demonstrates important pedagogical implications with the intervention using CBP model with rural students. The conclusions after the implementation of such a model based on findings are the follow:

Community-Based Pedagogy represents an interesting and new way to learn for the participants. Changing the traditional grammar-based approach and creating an environment in which students can easily participate and relate. Most of the participants were committed with the task of presenting their knowledge and use it to create attraction for the area. This implementation generates a playful environment in which the principal actor is the community and not the language, making students "Forget" that they are using L2. The effort shown during the application of the project was considerable for the level that the participants demonstrated during the data collection.

The development of CBP as the fount of material and data promotes an active oral participation, in which the pronunciation mistakes and wrong grammar structures are not relevant, the real importance is the ethnical knowledge. The demonstration of capability by the students, the feeling of "I know" is the real weight of the practice. It is important to highlight, that these affirmations do not necessary mean that students were doing it wrong in

terms of the language, but the exaltation of the significance that it takes during the activities. Overall, the most important aspect is the active and meaningful participation of the pupils.

Similarly, the active teaching of diverse communication strategies promotes autonomy and self-motivation, since students can now execute a conscious mental process in which they easily examine every situation and create a B route in case of need. This active teaching of CS is easily neglected in many cases, however it proved to be necessary and effective during the process of encouraging students reach further oral productions. Furthermore, the constant evaluation and analysis of the results allow students to keep in track their advances in the diverse tasks present in the project, creating a feeling of success at the end of each phase.

In relation to oral production, the implementation of CBP model proves to be effective for increasing learners' oral communication in L2. Allowing learner to freely express themselves about their real culture, situations, concerns, etc. creating an environment of freedom in which the essence of the class becomes to "teach the other about what I know" and less "The teacher is the source of knowledge" promoting motivation and enjoyment towards the lesson.

It is important to highlight that this project was developed under the pandemic of 2020-2021. The general implementation of the study had to be adapted to the situation. Activities and final products are bound to the limitations of vitality in a rural area in which the internet connection is not the best and some students do not have the chance of internet connection or even technology in general. For further study it is recommended to implement such a model face-to-face for a more effective development of the language in which the teacher has more control overall.

**References**

Adelaide, W. (1997). *The Relationship Between Self Esteem and the Oral Production of a Second Language.*

Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H. R. (2016). *Issues in Materials Development. Rotterdam*. Sense Publishers.

Ahmad, J. (2015). *Traditional & Socio-Cultural Barriers to EFL Learning: A Case Study*. English Language Teaching.

Bautista, P. (2018*). Constructing Sociocultural Awareness from the EFL Classroom*. GiST Education and Learning Research Journal.

Baker, J. & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers.* London: Continuum.

Bonilla, S. & Cruz, F. (2014). *Critical socio-cultural elements of the intercultural endeavour of English teaching in Colombian rural areas. Profile: Issues in Teachers' Professional Development.*

Bolaños, F., Florez, K., Gómez, T., Ramirez, M., & Tello, S. (2018). *Implementing a community-based project in an EFL rural classroom.*

Boyle P., Overfield, D. (1999). *Community-Based Language Learning: Integrating Language and Service.*

Bortolin, K. (2013). *Community-based learning in teacher education: Toward a situated understanding of ESL learners.*

Burhan O., Krisanna L., & Husamettin, D. (2014). *Socio-cultural Factors in Second*

    *Language Learning: A Case Study of Adventurous Adult Language Learners.*

Burns, A. (1999). *Collaborative action research for English language teachers*.

    Cambridge: Cambridge University press.

Canagarajah, S. (2005). *Reclaiming the Local in Language Policy and Practice*. Mahawh,

    NJ: Lawrence Elbaum Associates.

Clavijo, A. (2013). *Implementing Community Based Pedagogies with Teachers in*

    *Colombia to Enhance the EFL Curriculum.*

Crystal, D. (2003). *English as a Global Language.* Cambridge University Press.

Denzin, N., & Lincoln, Y. (2005). *Handbook of qualitative research (2nd ed.).* Thousand

    Oaks, CA: Sage, (p,3).

Fandiño, J. (2014). *Teaching culture in Colombia Bilingüe: From theory to*

    *practice.* Colombian Applied Linguistics Journal, 16(1), 81-92.

Faerch, C., Kasper, G. (1983). *Plans and strategies in foreign language communication. In:*

    *Faerch*. Strategies in Interlanguage Communication. Longman, London, pp. 20–60

Genzuk, M. (1999). *Tapping Into Community Funds of Knowledge. In Effective Strategies*

    *for English Language Acquisition: Curriculum Guide for Professional Development*

    *of Teachers*. Los Angeles: LAAMP/ARCO.

Gilmore, A. (2007). *Authentic materials and authenticity in foreign language learning.*

    Language Teaching 40 (2): 97–118.

Goode, T., Sockalingam, S., Brown, M., & Jones, W. (n.d.). *Infusing principles, content*

    *and themes related to cultural and linguistic competence into meetings and*

*conferences.* Washington, DC: Georgetown University Center for Child and Human Development, National Center for Cultural Competence.

Glaser, B., & Strauss, A. (1967). *The Discovery of Grounded Theory. Strategies for Qualitative Research.* AldineTransaction.

Harmer, J. (2007). *The Practice of English Language Teaching*. Person Longman.

Hernández, O. & Samacá, Y. (2006). *A Study of EFL Students' Interpretations of Cultural Aspects in Foreign Language Learning*. Colombian Applied Linguistics Journal.

Hopkins, D. (1985). *A Teacher's Guide to Classroom Research*. Milton Keynes

Houser, M., & Frymier, A. (2009). *Fostering EFL learners'literacies through local inquiry in a multimodal experience.* Communication Education.

Howard, J. & Major, J. (2004). *Guidelines for Designing Effective English Language Teaching Materials.*

Kathryn, H., & Gary L. A. (2015). *The Action Research Dissertation. Guide for Students and Faculty*. (2nd ed.). SAGE Publications, Inc.

Kathleen, B. (2013). *Community based learning in teacher education: Toward a situated understanding of ESL learners.*

Le Gal, D. (2018). *Pedagogical Shortcomings of Global Efl*

Merriam, S. (1998). *Qualitative research: a guide to design and implementation*. San Francisco, CA: John Wiley & Sons.

Melaville, A., Berg, A., Blank, M. (2006). *Community-Based Learning; Engaging Students for Success and Citizenship.*

Moll, L. Amanti, C., Deborah, N. & Gonzalez, N. (1992). *Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms*. Taylor & Francis, Ltd.

Nyikos, M., Dimitrieska, V. (2011). *A Model for Community-based Language Teaching to Young Learners: The Impact of University Outreach.*

Núñez, A., & Téllez, F. (2009). *ELT Materials: The Key to Fostering Effective Teaching and Learning Settings.*

Palacios, N., & Chapetón, C. (2014). *Students' responses to the use of songs in the EFL classroom at a public school in Bogotá: A critical approach.*

Peterson, E., and Coltrane, B. (2003). *Culture in second language teaching.* Eric DIGEST.

Rincón, A., & Clavijo, A. (2016). *Fostering EFL learners' literacies through local inquirí in a multimidal experience*. Colombian Applied Linguistics Journal.

Spelleri, M. (2002). *From lessons to life: Authentic materials bridge the gap.* ESL Magazine 5.

Skinner, H. (2017). *Action Research.* Formative Research in Social Marketing.

Shaules, J. (2007). *Deep Culture. The Hidden Challenges of Global Living*. Languages for Intercultural Communication and Education.

Sharkey, J. (2012). *Community-Based Pedagogies and Literacies in Language Teacher Education: Promising Beginnings, Intriguing Challenges.* Íkala, Revista de Lenguaje y Cultura.

Sharkey, J., Clavijo, A., & Ramírez, M. (2016). *Developing a Deeper Understanding of Community-Based Pedagogies with Teachers: Learning with and from Teachers in Colombia.* Journal of Teacher Education.

Shari, K. Douglas, S. Jonathan, D. Grace, H. & John, A. (2005). *An Overview of Communication Strategy.* Indian Journal of Applied Linguistics, Vol. 31, (2)

Tarone, E. et al. (1983). *A closer Look at Some Interlanguage' Terminology: a Framework for Communication Strategies*. In C. Faerch and G. Kasper (ed), Strategies in Interlanguage Communication. Longman. Pp. 4-14.

Thomas, R. & Wang, C. (1996). *Community-Based Learning: A Foundation for Meaningful Educational Reform*. Service Learning, General. 37.

The Kemmis and McTaggart (1988). *Action Research Spiral/Cycle*

Thomas, C. (2014). *Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials.* English Teaching Forum, 52(3), 14-23.

Tomlinson, B. (2012). *Materials development for language learning and teaching*. Language Teaching 45 (2): 143–179

Tomlinson, B. (2011). *Materials Development in Language Teaching (Vol. 2nd ed)*. Cambridge, UK: Cambridge University Press.

Mills, G. (2003). *Action research: A guide for the teacher researcher*. Pearson College Div.

# Appendices

# Appendix 1

Students' Survey

**Queridos estudiantes**

La encuesta que están a punto responder contiene preguntas relacionadas con la percepción general que tienen sobre el aprendizaje de la segunda lengua (inglés). Toda la información recolectada será totalmente anónima y se utilizará solo para fines investigativos. Por favor tómense su tiempo para responder honestamente y recuerden que no hay respuestas incorrectas.

Grade: 9th.

1. Basados en su experiencia, califique las siguientes habilidades en el cuadro. Indique con una X su percepción de cada habilidad, siendo 5 lo más difícil y 1 la más fácil

| Habilidad | Muy difícil | Difícil | Medio | Fácil | Muy Fácil |
|---|---|---|---|---|---|
| Producción escrita | | | X | | |
| Lectura | | | X | | |
| Audio | | X | | | |
| Producción Oral | | X | | | |

- Teniendo en cuenta la habilidad que más se le dificulta, de una corta explicación del por qué

_se me dificulta es la produccion Oral es muy dos, y no le entiende muy bien, cuando le hablan muco no es capaz de seguir la corriente_

2. ¿Qué tan frecuentemente se ve reflejada su comunidad en las actividades desarrolladas en la clase de inglés?

| Siempre | A Menudo | Algunas Veces | Rara Vez | Nunca |
|---|---|---|---|---|
| | | X | | |

3. ¿Cuán relevante es su comunidad en el desarrollo de las clases de inglés?

| Extremadamente Relevante | Relevante | Poco Relevante | No Relevante en absoluto |
|---|---|---|---|
| | | X | |

4. ¿Qué temas de su contexto diario le gustaría que se desarrollaran en clase de inglés?
_me gusta que a cerca de todo en general como de deporte_

5. ¿Cuáles de los siguientes aspectos socioculturales pertenecientes a su comunidad están presentes en las clases de inglés?
- Festividades
- Costumbres
- Valores
- Educación
- Política
- Religión
- Tecnología
- Estilo de Vida
- Lenguaje

6. ¿Qué actividades de clase podrían llevarse a cabo para involucrar los aspectos socioculturales de su comunidad en las clases de inglés?
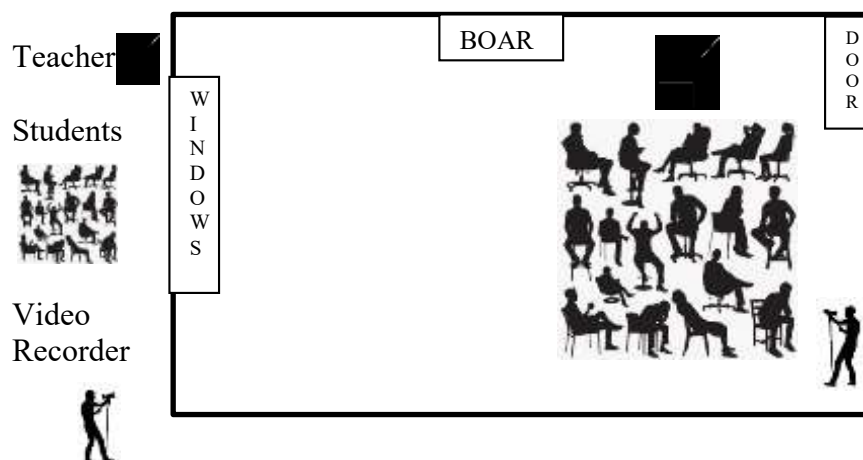_algunas actividades que involucren algunas personas de nuestro corregimiento_

7. ¿Qué tan importante sería involucrar su contexto diario (Comunidad) en las clases de inglés?
_seria importante porque cada dia uno aprende mas de ingles_

**Appendix 2**

**CONVENTIONS**

S: Student ();: Description, Explanation
T: Teacher ///: Long pause
XXX: Inaudible
/: Short pause



T: Ok, so good morning my littles open your books number 60, This one, please take a look at the images and give me ideas what is the topic for today
S: Sports?
T: Maybe
S: Hobbies?
T: Hobbies, probably, any other idea?
S: Free times?
T: Free times /: What?   ///:
S: Cosas?
T: Cosas? Yeah, somehow
S: Actividades?
T: Activities? Yes!
S: Rutinas?
T: Routines /: Not really
S: In family?
T: Probably yes, But you said activities, and you said /:  Free, so free time what?
S: Free time family?
T: No, Free time /: activities. So please take a look at these images, we have number 1 that is?
S: Dance
T: Dance, yes, number two that is?
S: Cycle
T: Number three?

S: Jog

T: Jog, and what is Jog?

S: Yoga?

T: No

S: escuchar musica?

S: Trotar?

T: Exactly, (Jog means, not running but jogging). Walk the dog?

S: Pasear el perro

T: Run?

S: Correr

T: is it different form Jog? Yes it's different, Swim?

S: nadar

T: Rollerskate?

S: Patinar

T: and finally? hike that means?

S: Caminar

T: (For example here in La Virginia we can hike? Yes we can hike to Peñas Blancas, Yes of course we can do it.) So, I need a volunteer to read activity number 1, Number 1 yes, go ahead

S: Which activities do you, your friends and your family do? Write sentences in your notebook

T: (So, Which activities do you, your friends and your family do? Write sentences in your notebook, so what activities? These particular activities, what activities do you do with your family or yourselves alone, for example, here we have an example, it says, My mum dances at the weekend, and the second example is Tommy.)

S: Tommy? Tom

T: Tom cycles to school every day. For example here in the school, who cycles every day? /: the professors

S: David

T: Yes!

S: Sometimes

T: Mmmm, Sometimes no, professor David cycles every day yeah. So give me an example with professor David… and cycle

S: Teacher David cycle every day?

T: Cycles every day? Yes, that's one example. Who can give me another example? With a different image, a different example, for example with dance ?

S: the students of nineth grade dance antes every day /:

T: Before every day, for the presentation? Right? Good. Ok give me an example with jog. Angelica do you jog?

S: No profe yo que voy a hacer eso

T: so you don't jog? You should, you should or you'll get fat. Who can tell me an example with jog? Whatever example

S: My jog /:

T: My Jog?

S: Mi trotar? I jog with my friends every day

T: I Jog with my friends every day, good. For example, an example with walk the dog

S: I walk the dog in the mornings

T. Good, I walk the dog in the mornings, Ehh run, example with run ? /:

S: I run with my friends or my family in the weekends

T:  I run with my family

S: Before stealing something

T: After stealing, because before /: why before? Swimming, give me an example with swim ///: Kevin an example with swim /: Sara sweet heart an example with swim, yes you can do it /:

S: Daniela /:

T: ok, Daniel /:  Daniela what? Continue the sentence, Daniela ///:

S: Daniela swimming

T: Daniela swimming, no, swim but we are missing something, remember the explanation of the previous class /: Daniela swims ok swims

S: Aaah Conjugar

T: Yes, you need to conjugate the verb it's necessary, ok so Daniela swims at night, that's good, Daniela swims at night. Rollerskate, give me an example with rollerskate

S: aaa Daniela patina !

T: Oh Daniela… do you rollerskate?

S: yes

T: yes? Ok nice

S: Daniela rollerskate

T: mmm It's incorrect

S: Roller skates

T: Good, Daniela

S: Daniela Roller skates in her free times

T: and give me an example with hike and La Virginia /:

S: The tourists hike to peñas Blancas /: sometimes

T: Ok that's good The tourists hike to peñas Blancas sometimes, that's a very good example. Now what are you going to do? (In your notebooks you're going to write, this is individual. In your notebook you're going to write one example for each one of these, so you're going to have 8 different examples, Ok? You got it? Kevin? Yes? Sara? )

S: teacher tienen que ser activities?

T: Yes, these actions, Nathaly? You don't got it ? ok listen (in your notebook you're going to write an example similar to this, look at this, for example here you have My mum dances at the weekend and Tom Cycles every day, yes? The same activity we were doing, yes? The previous activity, Lo que acabamos de hacer, you're going to make an example for 1, 2, 3, 4 until 8, you're going to write it in your notebook ok?)

S: XXX

T: (Exactly, one example for all of them, uno para todos, uno para este para este este y asi te vas, so goa head )

S: Toca hacerlo para todos?

T: Yes, one example for each one. ///: Portilla go ahead buddy, come on

S: Teacher I don't have a pencil

T: you don't have a pencil? You can do it with a pen, with a crayon, I don't know with the dirt of your fingers

S: Ok

T: ///: you can tell Camila if she has

S: Camila I can write with your finger?

S: Tío es Uncle y tia?

T: Tia Aunt

T: (You need to conjugate the verb)

S: Fin de semana?

T: Fin de semana? Weekend W-E-E-K-E-N-D. Nathaly? Weekens is Saturday and Sunday that's the weekend

S: teacher como digo sus para un hombre?

T: (His, para hombre his para niña Her)

S: Profe? Esto está bien?

T: Con? With (W-I-T-H) y para ella sería Her , With her Friends

S: teacher can I change cycle for ride a bike ?

T: well /: in theory yes, But use the one that is there

S: David cycles in Armenia every weekend

T: that's good, that's a very complete example

S: profe en el caso de We ellos como sería?

T: No, No, it's the same we in the week, it doesn't change

S: teacher here is house friends or friends house?

T:Friends house

S: parque es park?

T: Park P-A-R-K. Very fast, yes that's a complement V-E-R-Y. Yes perfect

S: Profe que significa esto?

T: Jog, Jog is not running but jog

S: Trotar!

T: alright, you finished? Let's continue, Felipe can you please give me your first example?

S: I dance at the weekends

T: I dance at the weekends good, Portilla can you please give me your second example?

S: Kevin cycles to school every day

T: Good Kevin cycles to school every day perfect, Fabio number 3

S: Miguel jogs in the school

T: Miguel jogs in the school nice, Daniela number 4?

S: Tengo que hacer la que dice ahí?

T: Number 4 walk the dog, this one sweet heart

S: yo no la he hecho

T: ok, Camila?

S: Sara walk the dog on Mondays

T: Sara walk the dog it's incorrect, Sara Walks the dog, perfect, number 5

S: Kevin, Martin and Gallo run every morning in the summer

T: Yeah, somehow. Alejo number 6

S: I swim sometimes

T: Juanes number 7

S: my grandpa roller skates everyday

T: Ok, why not. Finally eny volunteer for number 8?  Ok Angelica ?

S: Nancy and Avi hike in the afternoon

T: ok, any volunteer to read activity number 2

S: Find the activity that is different

T: Ok, so Find the activity that is different, so here we have three columns, one two three, yes? This one says walk the dog, this says brush my teeth and C says have a shower, what is different? Which one is different? So number 1 walk the dog, what is walk the dog again?

S: pasear el perro

T: B, Brush my teeth and C have a shower, what is have a shower, which one is different?

S: La C

T: Por qué?

S: porque no está

T: no está donde?

S: A

T: por qué?

S: Because it's an activity that is not with water or with cleaning

T: yeah, it's a different activity, pay attention to this, brush my teeth and have a shower, that's what?

S: Clean

T: that's clean that's personal hygen, and walk the dog?

S: No

T: so it's out of context yeah? It is not in the context, yeah you got it? So please do the same with the others, ok? So please go ahead

S: profe que es sweep the floor ?

T: trapear…. Lo que nunca hacen aquí

S: ooh in the face

S: Listo!

T: Done? That was quickly, yes, perfect. Angelica done?

S: No entendió

T: so you have one sentences that is very different from the others the context is totally different. Se tacha la que está fuera del contexto

**Appendix 3**

**External Observer**

**General Information**

1.  **Observer** _____

2.  **Date** _____

3.  **Institution** _____

4.  **Professor** _____

5.  **Grade** _____

**Objective:** Fill the table with comments on observations about the class. This data will be used to define the statement of the problem and the weakest skill observed in the students for my investigation project.

**Instructions:** Answer the questions below using a scale from 1 to 5 (1 very low- 5 very high) and provide some comments as evidence.

| Question | Scale | Observation |
|---|---|---|
| 1. Interaction among ss using L2 | 1 | Students interact in Spanish all the time. Even during the activities, they use their L1 to communicate among them. |
| 2. Level of listening comprehension of L2 shown in the class | 4 | Students show understanding of the instructions and explanations given by the teacher, who uses body language as a resource to promote students' understanding. |
| 3. Level of oral skills of L2 shown in the class | 1 | Students do not produce so much in oral activities. They also ask the teacher to translate what they want to say. |
| 4. Level of written production of L2 shown in the class | 3 | Although students use a lot the dictionary, they are able to write short and coherent paragraphs. |
| 5. Level of reading comprehension of L2 shown in the class | 4 | Students show understanding in the reading activities by answering reading comprehension questions. |

| | | |
|---|---|---|
| 6. Provide useful ideas when participating in class | 5 | Students relate what they are learning to examples from their daily context and culture. |
| 7. Are students coherent and fluent at the moment of using L2? | 1 | Students express it is difficult for them to express their ideas in English since they do not know how to say what they want to say in English. |
| 8. Demonstrate active participation | 4 | Students are enthusiastic towards the activities proposed by the teacher. |
| 9. Are students independent to answer even when the teacher is not asking? | 1 | Students are in the task only if the teacher is going around and checking if they are working. |
| 10. Students use structures correctly and naturally | 2 | It is difficult for them to express their ideas without asking the teacher to translate them, or looking at the dictionary for some words. |

**Appendix 4**

**Students' Survey**

**Queridos estudiantes**

La encuesta que están apunto responder contiene preguntas relacionadas con la percepción general que tienen sobre el aprendizaje de la segunda lengua (inglés) durante las diferentes fases del proyecto en el cual están participando. Toda la información recolectada será totalmente anónima y se utilizará solo para fine investigativos. Por favor tómense su tiempo para responder honestamente y recuerden que no hay respuestas incorrectas.

1. **Basados en su experiencia y habilidades aprendidas, califique las en el siguiente cuadro. Indique con una X su percepción de avance en cada habilidad, siendo 5 Mucho y 1 Muy poco**

| Habilidad | Muy Poco | Poco | Medio | Bastante | Mucho |
|---|---|---|---|---|---|
| Producción escrita | | | | | |
| Lectura | | | | | |
| Audio | | | | | |
| Producción Oral | | | | | |

- ¿Considera usted que hablar de su contexto le ha ayudado a desarrollar esas habilidades?

_____

_____

_____

_____

_____

2. **¿Qué tan frecuentemente se ve reflejada su comunidad en las actividades desarrolladas en la clase de inglés?**

| Siempre | A Menudo | Algunas Veces | Rara Vez | Nunca |
|---|---|---|---|---|
| | | | | |

3. **¿Cuán relevante es su comunidad en el desarrollo de las clases de inglés?**

| | | | |
|---|---|---|---|
| | | | |

| Extremadamente Relevante | Relevante | Poco Relevante | No Relevante en absoluto |
|---|---|---|---|
|  |  |  |  |

4.  **¿Considera usted que aprender nuevas palabras es más simple cuando son cosas que ve seguido?**

_____

_____

_____

_____

_____

_____

_____

5.  **¿Durante las diferentes fases le fue más simple practicar su producción oral?**

_____

_____

_____

_____

_____

_____

6.  **¿Le parece interesante poder usar su barrio como material para trabajar en clase?**

_____

_____

_____

_____

_____

_____

7.  **¿Considera que su pronunciación ha mejorado durante el proyecto?**

_____

_____

# Appendix 5

**Teachers' Journal**

**March 5th**

The class started with a recompilation of the information developed in the previous class, students were asking about some vocabulary used and for refereeing to certain places observed in the area. Some students demonstrated a vast knowledge of the area with comments. Students tried to used English to refer to the places.

The class continued with the presentation of the places students had visited. Some students struggled to use their English as they miss pronounced many words creating a comprehensible but not fluent information.

Students were excited about the mapping activity, they were always participating and using their knowledge to create the map of the community.

Some students were lost at the moment of speaking, however the preparation of the information seemed to work for the majority. Students finished with the presentation of their maps that presented no major obstacles for the big majority.

## Appendix 6

### External Observation Instrument

**General Information**

6. **Observer** _____

7. **Date**_____

8. **Institution** _____

9. **Professor** _____

10. **Grade** _____

**Objective:** Fill the table with comments on observations about the class. This data will be used to define the statement of the problem and the weakest skill observed in the students for my investigation project.

**Instructions:** Answer the questions below using a scale from 1 to 5 (1 very low- 5 very high) and provide some comments as evidence.
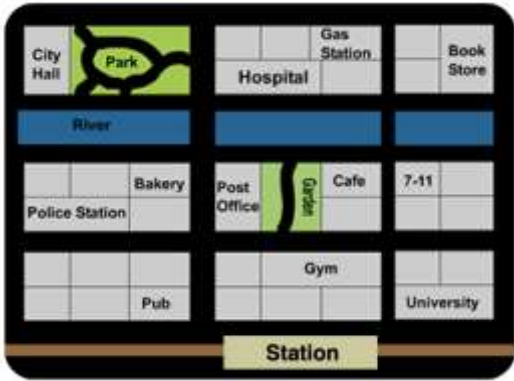
| Question | Scale | Observation |
|---|---|---|
| 11. Interaction among ss using L2 | | |
| 12. Level of listening comprehension of L2 shown in the class | | |
| 13. Level of oral skills of L2 shown in the class | | |
| 14. Ss knowledge of the community | | |
| 15. Ss involvement in the contextualized activities | | |

**Appendix 7**

**LESSON PLAN 1**

| Name: David Rendón | Institution: Jesús María Morales | City: Calarcá |
|---|---|---|
| Date: | Time: 7:00 am | Level: A1 |
| Grade: 10th | Age: 13-15 | Length: 3 Hours |

| |
|---|
| **Communicative purpose of the lesson**:<br>By the end of the lesson students will be able to give directions and guide their partners properly in the touristic attractions of the community<br><br>**Specific Objectives:**<br>- To relate student's community to their English classes<br>- To recognize important sectors in their community<br>- To use L2 to express information orally<br>- To give directions properly |
| **What skills will you practice?**<br>- Reading: Through the use of a text with the information they might need about their community.<br>- Speaking: Comments and socialization of the emerging ideas of the topic |
| **What language will you focus on?**<br>Tenses review and adjectives |
| **Topic:** Describing places: getting to know my world<br>**Vocabulary:** Park, main square, church, swimming pool, |
| **Materials:** Computer, Smart TV, students' cellphones, photos (taken by ss) |

| Time and stage | Activity description | Interaction |
|---|---|---|
| **Planning (Introduction)** | **Warm up:**<br><br>**Step 1:** T starts the class asking ss about the most famous places in their area, all the ideas are written on the board. T encourages ss to write them down by implementing a set of flashcards to familiarize ss with the vocabulary in English. (See appendix 1). | **T - SS** |

| | | |
|---|---|---|
| | **Step 2:** T plays a video related to ss community, then asks them to pay close attention to the different places mentioned in the video so they can share ideas about it. Then, 4 ss are asked to go to the map of Calarca that T displays on the board and write the names of the places in the right spots. **Appendix 2.**<br><br>https://www.youtube.com/watch?v=oafb4MwNJ0Q<br><br>**Step 3, Listening:** T places a map on the board and ask ss to listen to the conversation and mark on the map the places mentioned.<br><br><br><br>http://www.elllo.org/games/games/directions.htm<br><br>T models the activity and read it as well. | |
| **Main Activity** | **Choosing of a local attraction**<br><br>**Step 1:** Group work: Ss will be divided into groups of 4. Each group should select one local attraction of their town they consider relevant. Students must take pictures of this local attraction and create a path to the point using a map provided by the teacher.<br><br>(Appendix 3)<br><br>**Step 2:** Working in groups, one student has to guide their partners to some specific point without telling them the name, the other two have to make a line in their maps following their partner's instructions<br><br>**Step 3:** Each group has to complete orally the activities in the worksheet and write their answers in their notebooks<br><br>(Appendix 4)<br><br>**Step 4:** Teacher creates a map on the classroom floor using white tape and each group has the opportunity to guide the whole class to some particular places using the map and the communicative strategies to make themselves clear. | **SS** |

| | **Step 5, reading:** T gives ss 4 directions and ss must read the text carefully, then locate the place every conversation is about on the following map. This map is projected in the classroom. Appendix 5  | |
|---|---|---|
| **Reflection (Production)** | **Getting to know my community**<br><br>**Step 1:** In the classroom, ss design a real 3D map of the community using material provided by the teacher, the map must be a replica of the town and the most relevant places must be highlighted.<br><br>**Step 2, group work:** Every group of 5 ss are assigned a place from their community, then they must guide some other classmates from the school to the place assigned, giving specific directions, speaking aloud while the other classmates listen to them.<br><br>At the end of the class each ss will make a reflection about the activities and the importance of these oral interactions in their community. | **T-SS** |

Church



Butterfly farm



Main square
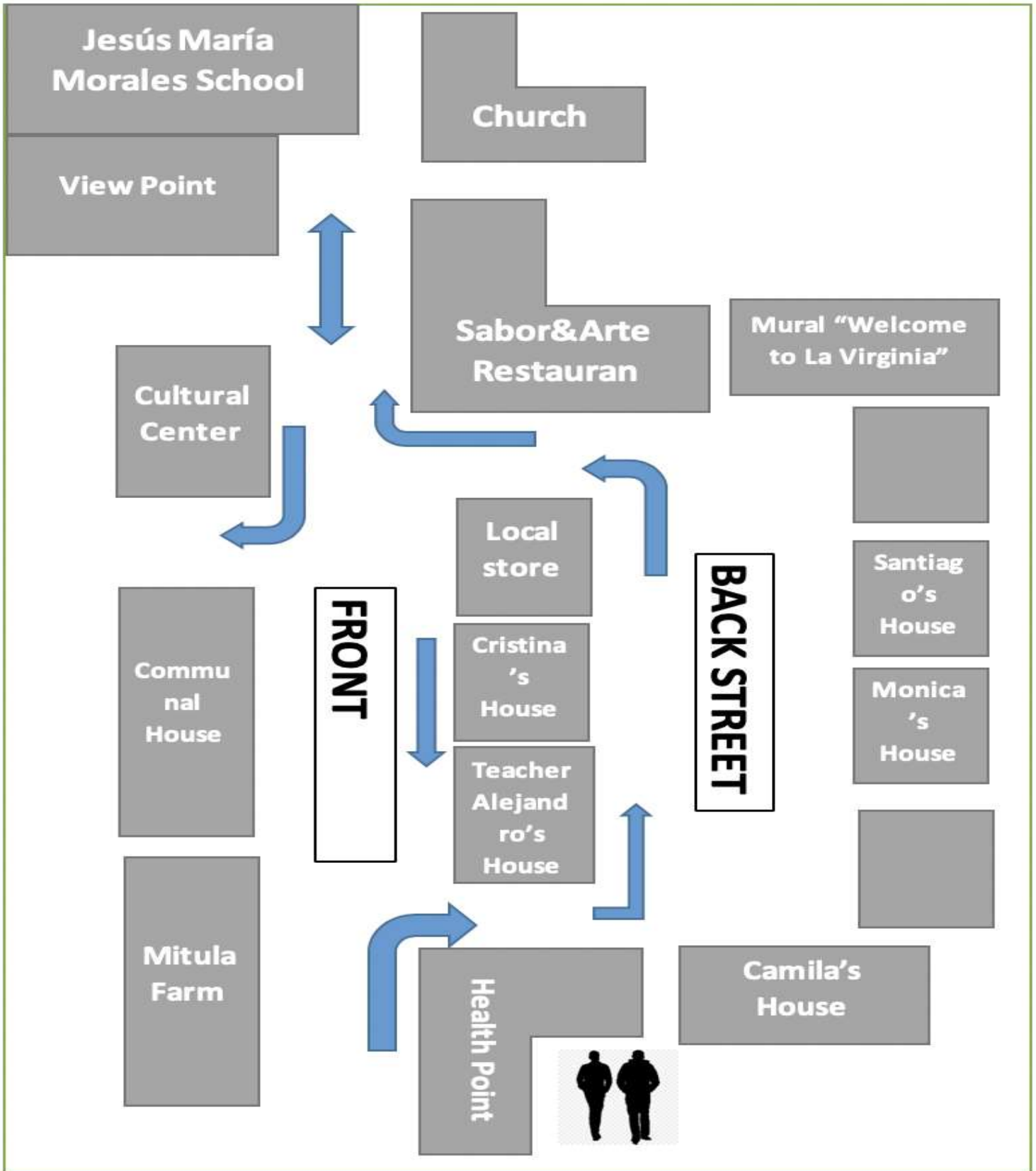
1) **Two tourists are trying to find their way to certain points in the community. Be a nice person and help them with the corresponding directions.**

1. Excuse me, I am looking for the School. Do you know how can I get there?
2. Excuse me, I am looking for the cultural center. Do you know how can I get there?
3. Excuse me, I am looking for the Communal House. Do you know how can I get there?
4. Excuse me, I am looking for the Church. Do you know how can I get there?
5. Excuse me, I am looking for the Mural. Do you Know how can I get there?

2) **Look at the map of La Virginia. Answer the following questions**

1. What is next to Cristina's House?
2. What is in front of the local store?
3. What is behind the view point?
4. Where is the church?
5. What is between the teacher's house and the local store?

**Reading comprehension text:**

**Text 1:** Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.

**Text 2:** Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.

**Text 3:** Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.

**Text 4:** Go straight on. Go past the traffic lights and take the second right on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the café.

**Appendix 8**

**LESSON PLAN 2**

| Name: David Rendón | Institution: Jesús María Morales | City: Calarcá |
|---|---|---|
| Date: | Time: 7:00 am | Level: A1 |
| Grade: 10th | Age: 13-15 | Length: 3 Hours |

| |
|---|
| **Communicative purpose of the lesson**:<br>By the end of the lesson students will be able to narrate stories and myths of their community<br><br>**Specific Objectives:**<br>- To integrate the community's stories and myths to the English Classes<br>- To recognize myths and legends of the zone<br>- To retell myths and legends<br>- To exchange ideas about the most common myths. |
| **What skills will you practice?**<br>- Reading: Through the use of a text with the information they might need about their community.<br>- Speaking: Through the use of storytelling |
| **What language will you focus on?**<br>Adjectives, Past continuous, descriptions |
| **Topic:** Storytelling: These are my stories<br>**Vocabulary:** Chieftain, Native, Indigenous, Invaders |
| **Materials:** Computer, Smart TV, Texts |

| Time and stage | Activity description | Interaction |
|---|---|---|
| **Planning (Introduction)** | **Warm up:**<br><br>**Step 1:** T starts the class asking ss about the legend of Chieftain Calarcá, all the ideas are written on the board. T encourages ss to write ideas down by implementing a set of flashcards to familiarize ss with the vocabulary in English. (appendix 1). | **T - SS** |

| | | |
|---|---|---|
| | **Step 2:** T plays hangman with ss to encourage the use of new vocabulary necessary for the text<br><br>**Step 3, Listening:** T places the flashcards on the board and starts reading the legend of the Chieftain Calarca (Appendix 2). At the end of the reading, ss have to make a drawing of what they understood.<br><br>**Step 4, Reading:** Using the two stories (Appendix 2) T will provide pieces of the texts, in groups ss will organize the stories. | |
| **Main Activity** | **Recreating the story**<br><br>**Step 1:** <u>Group work:</u> Ss will create a comic using the images they previously did and adding some new ones. Ss have to recreate the story of the Cacique Calarcá using images<br><br>**Step 2:** Group work: Ss will be divided into groups of 3. Each group should reconstruct the story of the cacique Calarcá and prepare an oral presentation for the class. Ss will use the comics to present the stories<br>(The rubric for oral production will be used in this step)<br><br>**Step 3:** Individual work: each ss will prepare a physical description of the Chieftain Calarcá using the images in the texts (Appendix 2). Ss will write each description on their notebooks and present it to the others | **SS** |
| **Reflection (Production)** | **These are my stories**<br><br>**Step 1: Group work:** ss will make a role play in which they represent the story of the Cacique Calarcá.<br><br>**Main characteristics for the final presentation:**<br><br>- **Speech was clear with appropriate volume**<br>- **Role was played in a convincing manner**<br>- **Role-play was well prepared and organized**<br>- **Appropriate costumes were used** | **T-SS** |

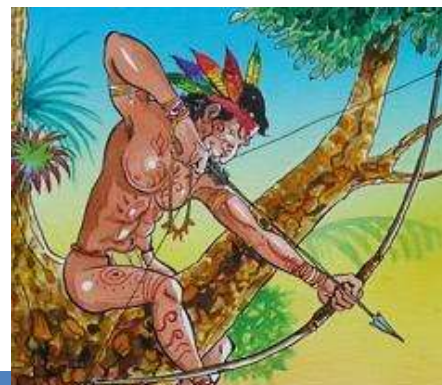| | **Step 2:** At the end of the class each s will make a reflection about the activities and the importance of these oral interactions in their community. For this purpose, the "Exit ticket" technic will be used.<br>In a piece of paper ss will answer the quick question "Who is Calarcá?" and hand it over in other to finish the class. | |

**Flashcards samples**



Chieftain Calarcá



Spain Invaders



Natives
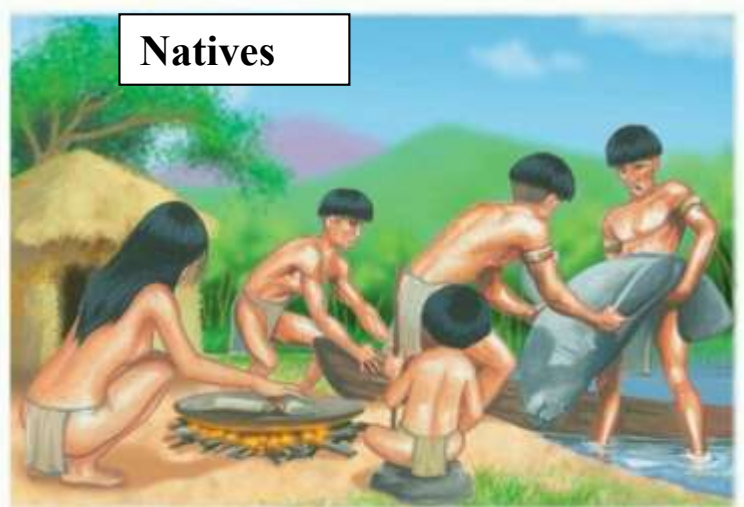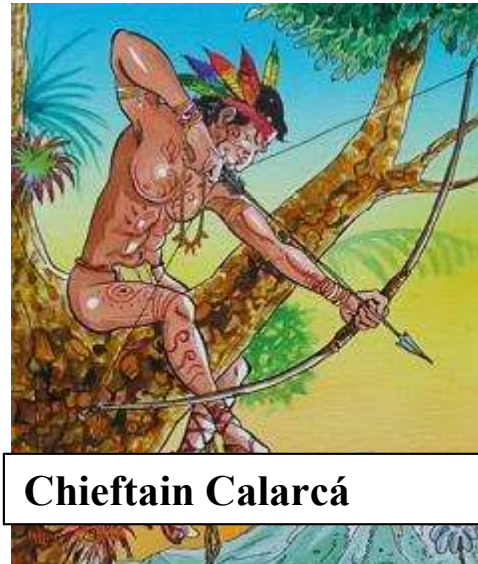
**Reading Samples**

## The Cacique Calarcá Story #2

The mercenary Baltazar was married to a Spanish woman who had given him a son; This fact offended the pijao Calarcá who, to repudiate the offense that the Combeima Indian had committed with his mixture with the European, decided to kidnap the boy, sacrificed him and returned to the father Natagaima the gnawed bones of the little boy, three days after the kidnapping. This event determined Combeima's behavior change and her subsequent alliance with Borja to avenge her son. By assassinating Calarcá with a spear, Baltazar then achieved his own retaliation and facilitated President Juan de Borja his victory against the Pijao tribe



## The Cacique Calarcá Story #1

Calarcá was a Pijao Cacique who resisted the Spanish conquest of the territory that is currently Colombia. On Easter 1607, he raided the Fort Maíto in the company of Cocurga, Coyara, and forty other indigenous warriors. The fort was defended by less than thirty Spaniards, led by Captain Diego de Ospina, who fired his weapon into Calarcá's chest. The Cacique died while his group fled

**Appendix 9**

| | | | |
|---|---|---|---|
| **School** | **Jesús María Morales** | **City** | **Calarcá** |
| **Teacher's name** | **David Rendón Londoño** | | |
| **Student's name** | | | |
| **Grade** | **10A** | **Level** | **A2** |

## Paso a paso

Estimados padres de familia y/o acudientes, reciban un cordial saludo.

Para dar continuidad con nuestra labor de enseñanza y de la mano de ustedes, presento la siguiente guía. Su hijo o acudido dispone de 120 minutos, en los que, con su ayuda y guía, podrá realizar las siguientes actividades:

1. **Pre-Tasks**: Ejercicio para conocer los conceptos básicos de una presentación personal y la de alguna otra persona. En la primera parte encontrará un ejemplo con la información personal del profesor. Este será de ayuda para la siguiente actividad la cual consiste en completar la información de la foto de nuestra compañera. Recuerde que por ser mujer se usa el posesivo **Her** (en caso de ser hombre **His**) y el pronombre **She** (en caso de ser hombre **He**) En la siguiente actividad de pegar una foto de su Hijo y al frente debe completar la información requerida.

2. **Reading Tasks:** El estudiante lee y comprende el texto corto sobre Pablo, sus amigos y nacionalidades. Después del texto encontrará dos fotos de compañeros de clase con su respectiva información. Debe usar dicha información para escribir dos párrafos como el anteriormente visto sobre Pablo.

3. **Writing Tasks: a)** Usando lo anteriormente visto, el estudiante debe completar el cuadro de presentación usando su información y complementarlo con una foto. **B)** En la siguiente actividad encontrará dos fotos con unas descripciones hechas por otra persona. El estudiante debe usar una foto de una persona que sea importante para él y hacerle una presentación usando los dos ejemplos como guías.

4. **Speaking Tasks: a)** El estudiante debe hacer un video de no más de 1 minuto presentándose. **B)** el estudiante debe hacer un video de no más de 1 minuto presentado la foto de esa persona importante descrita anteriormente.

5. **Self Assesment Task:** En esta última parte del taller el estudiante debe reflexionar sobre su trabajo durante las actividades. Al frente de cada subtitulo encontrará un circulo en el cual debe dibujar un emoji representando su precepción durante todo el taller.

| Topic | Skill(s) | Grammar | Vocabulary |
|---|---|---|---|
| Personal Information: This is us | - Speaking: Comments and socialization of the emerging ideas of the topic<br>- Writing: Cards created with the knowledge gathered<br>- Listening: videos to provide input | Present simple | Farm<br>Community<br>Neighborhood<br>Occupation<br>Pet<br>Age<br>Name |

| LEARNING OBJECTIVES | COMMUNICATIVE PURPOSE |
|---|---|
| *What will you learn/practice/reinforce with these activities?*<br><br>● To get to know the different characteristics of people from the community<br>● To compare and contrast people<br><br>● To recognize the variety in the community | *What can you do to achieve the objectives?*<br><br>By the end of the lesson students will be able to describe the people who live in their community using their communal knowledge and some communicative strategies. |

## ACTIVITIES

**PRE- TASKS**

> **Hi, my name is David**
> **I am 28 years old**
> **I am an English teacher**
> **I was born in San José del Güaviare**
> **I have one sister**

### What about you and your classmates?

- **Her name is**_____
- **She is** _____
- _____
- _____
- _____

Use your photo here

- **My name is**_____
- **I am** _____
- _____
- _____
- _____

1. **READING TASKS**

a) Read the text of Pablo and use it as an example to create two presentations for your classmates

Hi! I am Pablo. I am form Colombia, but I am not form Bogotá, I am form Medellín. My friends are not Colombian, they are from different countries. Anna is from Venezuela, Lucía and Paula are Spanish, and Lukas is English. We are not just friends … We are a team!

**1 Adapted from English Please! 1 – page 21**

**Angelica Román**

You are 15 years old
You are a student
You come from Cali
You have a sister

**Fabio Esteban**

You are 12 years old
You are a teacher
You come from Armenia
You have a brother

## 2. WRITING TASKS

**a)** Use a photo of yourself and complete the information in the presentation card

### Community Member

| Name | | Favorite color | |
|---|---|---|---|
| Surname | | Favorite Food | |
| Age | | Favorite Animal | |
| Occupation | | Best Friend's Name | |
| Phone Number | | Parent's Name | |
| Direction | | Zodiacal sign | |
| Birthday | | Pets | |

**b)** Use a photo of an important person for you and write a presentation. Use the photos on the left to help you.

**Fernando:** This is a picture with my granddaughter Helen. She's 20 years old and she's an only child. We are very happy on her birthday.

**Sophia:** This is a picture of my daughter Laura with her baby Allan. He's her first child and he's just two months old. My daughter is thirty.

3. **SPEAKING TASKS**

    **a)** Using your phone make a video presenting yourself (**Not longer than 1 Minute**)

    **b)** Using your phone make a video presenting the photo of your important person (**Not longer than 1 Minute**)

4. **SELF-ASSESSMENT TASKS**

**AWSOME!**   **ALMOST THERE**   **KEEP WORKING!**

**Smile-** -

**READING:** I understand when reading in English
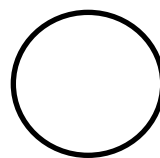
**WRITING:** I can write short texts in English
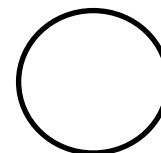
**SPEAKING:** I feel comfortable speaking in English
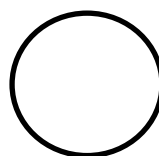
**CONTEXT:** I feel better when the class is about my community
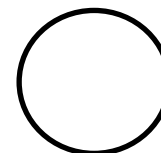
**ORIENTACIONES FINALES**

Es importante recalcar que la finalidad de las actividades en general es promover la reflexión y conciencia sobre la comunidad y traerla como material de trabajo en inglés, para éste propósito procure que toda la información dada sea real. ¡Y recuerda siempre dar lo mejor de ti!

**Appendix 10**

| | | | |
|---|---|---|---|
| **School** | Jesús María Morales | **City** | **Calarcá** |
| **Teacher's name** | David Rendón Londoño | | |
| **Student's name** | | | |
| **Grade** | 10A | **Level** | A2 |

| Paso a Paso |
|---|

Estimados padres de familia y/o acudientes, reciban un cordial saludo.

Para dar continuidad con nuestra labor de enseñanza y de la mano de ustedes, presento la siguiente guía. Su hijo o acudido dispone de 120 minutos, en los que, con su ayuda y guía, podrá realizar las siguientes actividades:

1. **Pre-Tasks: a)** Ejercicio para conocer el vocabulario básico sobre avicultura. En la primera parte encontrará una imagen de una gallina y un vocabulario al frente. El estudiante debe poner los nombres que corresponden a las partes del cuerpo de la gallina. **B)** En esta parte se encontrará con una imagen de un corral, el estudiante debe reflexionar sobre las cosas que se pueden encontrar en uno y buscarlas en el diccionario

2. **Reading Tasks:** El estudiante lee y comprende los textos cortos sobre el proceso de producción avícola. Al final de la lectura el estudiante debe decidir dónde poner cada título dado

3. **Writing Tasks:** Ejercicio en el cual el estudiante debe diseñar su propio corral y nombrar sus partes. Esta actividad puede ser realizada mediante un dibujo hecho por el estudiante o una foto (en caso de tener un corral de gallinas)

4. **Speaking Tasks:** Usando la imagen dibujada (o el corral real) el estudiante debe hacer un video de no más de 1 minuto en el cual hable del proceso de producción avícola. En este video el estudiante puede hablar sobre las gallinas, sus partes, su alimentación, el proceso de producción, etc.

5. **Self Assessment Task:** En esta última actividad el estudiante reflexionará sobre to el proceso de producción avícola y creará dos preguntas al respecto.

| Topic | Skill(s) | Grammar | Vocabulary |
|---|---|---|---|
| Descriptions: This is our economy | - Speaking: Recording videos of the production and processes of poultry farming<br>- Writing: Labeling the poultry yard<br>- Listening: videos to provide input about the agriculture they develop in the school | Present simple | Poultry Farming<br>Poultry yard<br>Eggs<br>Occupation<br>Pet<br>Age<br>Name |

| LEARNING OBJECTIVES | COMMUNICATIVE PURPOSE |
|---|---|
| *What will you learn/practice/reinforce with these activities?*<br><br>● To recognize the poultry farming as an economic resource for the community<br>● To identify the local production in my institution<br><br>● To recognize the importance of farm animals in the local production | *What can you do to achieve the objectives?*<br><br>By the end of the lesson students will be able to describe the poultry farming process |

## ACTIVITIES

5. **PRE-TASKS**

   a) Look at the image and complete using the words in the box



| Toe |
|-----|
| Comb |
| Eye |
| Beak |
| Back |
| Tail |
| Wing |
| Thigh |
| Breast |
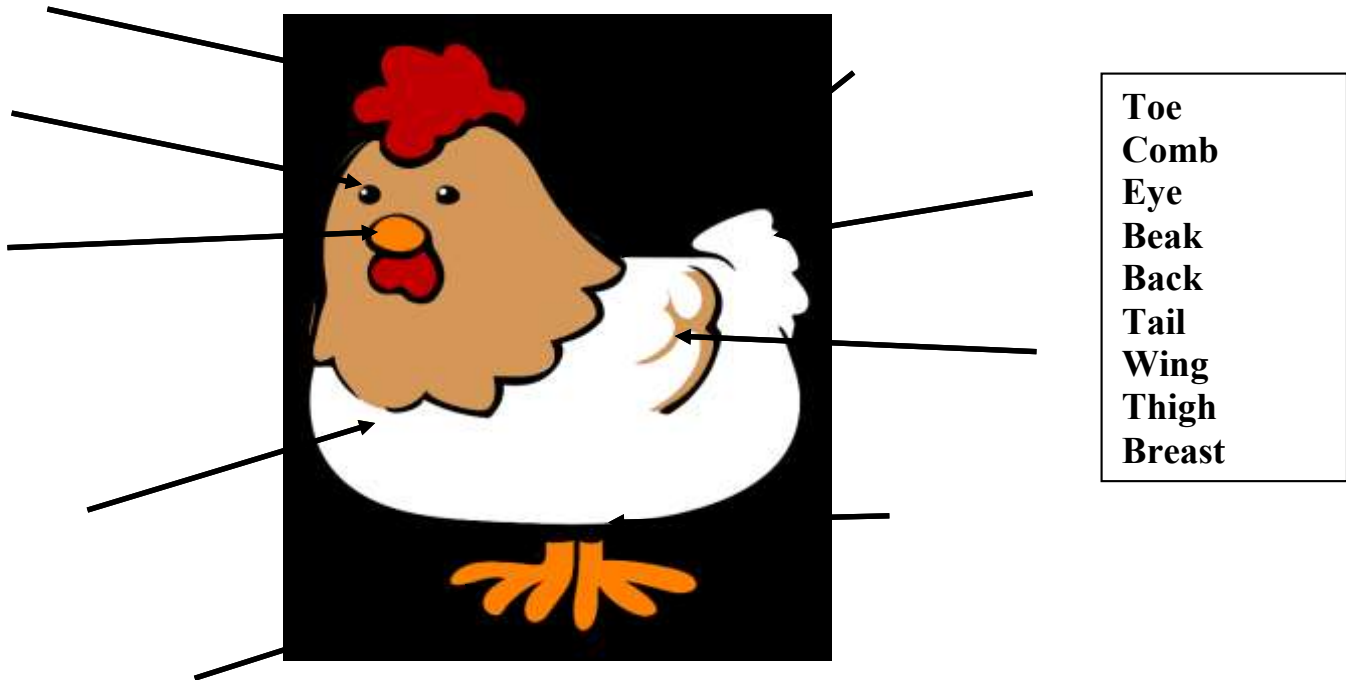
   b) Look at this "Poultry yard" and think about the different things you can find in one. Use a dictionary to find those words

| | |
|---|---|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

6. **READING TASKS** (time)

Read the following charts about the process of chicken processing and place the corresponding title for each one.

| **Hatchin** | **Growin** | **Breedin** | Processing |
|---|---|---|---|

| When the chickens grow to the ideal weight to be sold for meat (usually 4 -7 pounds) they are collected and transported to the processing plant | Chicken companies purchase day-old female breeder chicks, called "Pullets." At 20 weeks old, they join fellow breeder hens and roosters on the farm to produce fertilized eggs (not table | Eggs are collected and delivered to hatcheries where they are incubated and hatched into broiler chickens that are raised for meat. | The chicks are moved to local family farms where they live in barns equipped with advanced ventilation and heating systems and are able to freely roam and eat and drink in comfort, under the care of veterinarian |

7. **WRITING TASKS** (

a) Using a piece of paper design your own poultry yard and label it with the vocabulary found in the previous activity. (you can use a picture of your own poultry yard if you have one)

8.  **SPEAKING TASKS** (time)

    a)  Use the name of your farm (Or create one) and make a video talking about the poultry farming process in it. Remember to use visual aids (Not longer than 1 minute)

9.  **SELF-ASSESSMENT TASKS** (time)

    a)  Reflex about poultry farming and create 2 questions.

| | |
|---|---|
| | |
| | |

---

| ORIENTACIONES FINALES |
|---|
| Es importante recalcar que la finalidad de las actividades en general es promover la reflexión y conciencia sobre la comunidad y traerla como material de trabajo en inglés. Nunca te des por rendido sin intentar lo mejor de ti! |

**Appendix 11**

| School | Jesús María Morales | City | **Calarcá** |
|---|---|---|---|
| Teacher's name | David Rendón Londoño | | |
| Student's name | | | |
| Grade | 10A | Level | A2 |

## Paso a Paso

Estimados padres de familia y/o acudientes, reciban un cordial saludo.

Para dar continuidad con nuestra labor de enseñanza y de la mano de ustedes, presento la siguiente guía. Su hijo o acudido dispone de 120 minutos, en los que, con su ayuda y guía, podrá realizar las siguientes actividades:

1. **Pre-Tasks:** Ejercicios básicos para conocer las palabras y conceptos relacionados con la horticultura. **A)** En esta primera actividad el estudiante debe reflexionar sobre la horticultura en la institución o en sus propias fincas y escribir tantas palabras en inglés como sean necesarias, recordemos que la horticultura es el cultivo de plantas de huerta. **B)** El estudiante debe poner los nombres correspondientes a cada imagen relacionada con la horticultura.

2. **Writing- Task:** Usando las actividades anteriores como ejemplo, el estudiante debe diseñar un mapa mental en el cual refleje todos los conceptos de la horticultura. Es importante recalcar que los mapas mentales pueden usar palabras o imágenes para representar sus ideas. Puede utilizar la imagen en el taller como ejemplo para su diseño

3. **Reading – Task:** En esta actividad encontrará varios textos sobre algunos cultivos comunes con sus respectivas imágenes. El estudiante debe leerlas y responder las preguntas que se encuentras en la parte inferior.

4. **Speaking – Task: A)** En esta parte encontrará uno tags para marcar plantas de huerta, úselas para marcar plantas que tenga en su casa o en sus huertas y tome fotos de ellas. **B)** Usando las plantas marcadas el estudiante debe realizar un video de no más de 1 minuto hablando sobre la horticultura en la institución o en sus fincas

5. **Self Assesment Task:** En esta última parte del taller el estudiante debe reflexionar sobre su trabajo durante las actividades. Al frente de cada subtitulo encontrará un circulo en el cual debe dibujar un emoji representando su precepción durante todo el taller.

| Topic | Skill(s) | Grammar | Vocabulary |
|-------|----------|---------|------------|
| Descriptions, Classifications: This is our economy | - Speaking: Voice recording talking about the horticulture process in La Virginia<br>- Writing: Brainstorming and classifying types of horticulture through a mind map<br>- Reading: Texts about horticulture in La Virginia | Present simple | Horticulture<br>Land<br>Crops<br>Occupation<br>Pet<br>Bucket<br>Shovel |

| LEARNING OBJECTIVES | COMMUNICATIVE PURPOSE |
|---------------------|------------------------|
| *What will you learn/practice/reinforce with these activities?*<br><br>● To report information regarding horticulture in La Virginia<br>● To recognize how horticulture is developed in La Virginia<br><br>● To reflect upon horticulture procedures in La Virginia | *What can you do to achieve the objectives?*<br><br>By the end of the lesson students will be able to describe the Horticulture process in the institution. |

**10.PRE- TASK**

a) The main topic for this workshop is horticulture. In the following brainstorm format you with write your ideas about the topic.

b)  Label the following images with the corresponding names

> Pots - Cultivator - Shovel - Sprayer - Watering can - Seeds – Rubber boots – Trowel – Wheelbarrow - Bucket

| | | | | |
|---|---|---|---|---|
| | | | | |

| | | | |
|---|---|---|---|
| | | | |

11. WRITING TASKS

a)  Design a mind map about horticulture in the institution or in your own farms. You can use the image as an example for the design. Remember that a mind map uses words and images.

**12. READING**

**a) Read the following texts about horticulture and answer the questions**

## Carrot Overview

Carrots are a cool season crop that is direct seeded in the spring for main season production or in the summer for fall and winter storage. They are in the family apiaceae, related to parsley, celery, parsnips and cilantro. They are a biennial, meaning they will produce a flowering head and seeds in their second year of growth. For most growers, carrots are not allowed to get to their seed-producing stage, as the carrot root is harvested in the first year.
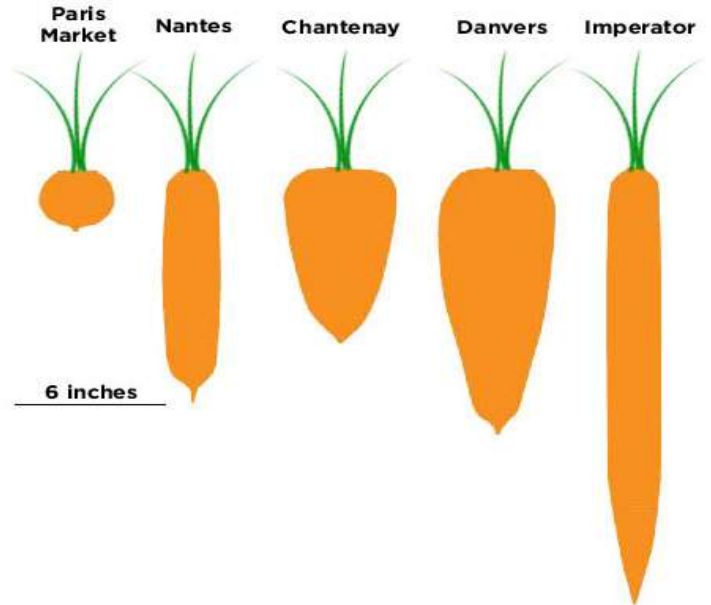
## Green Beans Overview

Green beans are dicotyledonous plants, and members of the family, Fabaceae, forming part of the species Phaseolus vulgaris. The green bean originated from Peru, and spread to South and Central America by migrating Indian tribes. It was introduced to Europe by the Spanish explorers around the 16th century, and spread further throughout the world by Spanish and Portuguese traders. For a long time rare and expensive, this vegetable only became widespread in the 19th century. Nowadays the largest commercial producers of fresh green beans include the United States, China, Japan, Spain, Italy and France. Green beans are popular in many types of cuisines. Digestible, low in calories and filled with vitamins, green beans are ideal for health conscious weight watchers.



## Spinach Overview

**Spinach** a super–cold-hardy leafy green, is a popular crop that can be planted in very early spring, as well as in fall and even winter in some areas.

Spinach has similar growing conditions and requirements as lettuce, but it is more versatile in both its nutrition and its ability to be eaten raw or cooked. It is higher in iron, calcium, and vitamins than most cultivated greens, and one of the best sources of

**Part A.  Carrots**

**A1.** **When did you <u>plant </u>carrots in the institution?**

Month ☐☐  Year ☐☐☐☐

**A2.** **When are you expecting to farm those carrots?**

Month ☐☐  Year ☐☐☐☐

**A2a.** **Carrots are part of the family of _____**

**A2b.** **Carrots are similar to _____**

**Part B.  Green Beans**

**B1.** **When did you <u>plant </u>Green Beans in the institution?**

Month ☐☐  Year ☐☐☐☐

**B2.** **When are you expecting to farm those Green Beans?**

Month ☐☐  Year ☐☐☐☐

**B2a.** **Green Beans are part of the family of _____**

**B2b.** **Green Beans were very common before 19th century.**
**Is this affirmation correct? Why, Why no**

_____

_____

_____

<table>
<tr><td>**Part C.  Spinach**</td></tr>
</table>

**C1.**    **When did you <u>plant</u> Spinach in the institution?**

Month ☐☐   Year ☐☐☐☐

**C2.**    **When are you expecting to farm that Spinach?**

Month ☐☐   Year ☐☐☐☐

**C2a.**   **Spinach growing condition is similar to_____**

**C2b.**   **Spinach is a very healthy. Why?**

_____

_____

_____

**13. SPEAKING TASKS**

a) **Use these plant tags to label plants you have in your farms or in your houses**
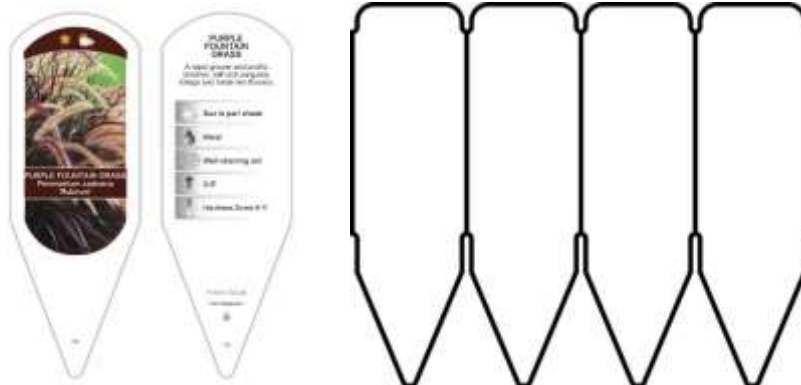
**b)** Record a video (not longer than 1 minute) talking about horticulture in the institution, use the plants tagged

**14. SELF-ASSESSMENT TASKS** (time)

**Smile**  **- Meter**



**AWSOME!**  **ALMOST THERE**  **KEEP WORKING**

**READING:** I understand when reading in English
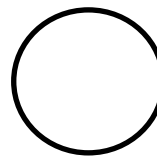
**WRITING:** I can write short texts in English
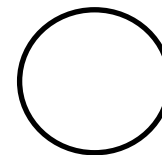
**SPEAKING:** I feel comfortable speaking in English
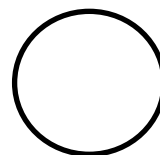
**CONTEXT:** I feel better when the class is about my community
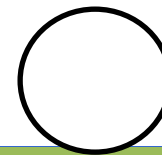
| ORIENTACIONES FINALES |
|---|
| Es importante recalcar que la finalidad de las actividades en general es promover la reflexión y conciencia sobre la comunidad y traerla como material de trabajo en Inglés. |

**Appendix 12**
**ENGLISH SELF-STUDY GUIDE**

| School | Jesús María Morales | City | **Calarcá** |
|---|---|---|---|
| **Teacher's name** | David Rendón Londoño | | |
| **Student's name** | | | |
| **Grade** | 10A | **Level** | A2 |

| Paso a Paso |
|---|

Estimados padres de familia y/o acudientes, reciban un cordial saludo.

Para dar continuidad con nuestra labor de enseñanza y de la mano de ustedes, presento la siguiente guía. Su hijo o acudido dispone de 120 minutos, en los que, con su ayuda y guía, podrá realizar las siguientes actividades:

1. **Pre – Tasks:** Ejercicios básicos para conocer las palabras y conceptos relacionados con el turismo en la región. **A)** En esta primera actividad el estudiante encontrará una imagen con muchas imágenes y palabras relacionadas con el turismo, el estudiante debe identificar las palabras representadas y buscarlas en el diccionario. **B)** El estudiante debe reflexionar sobre diferentes palabras y conceptos relacionados con el turismo en Peñas Blancas y hacer reflejarlos en el formato de "Brain storme"

2. **Reading – Task:** El estudiante lee y comprende el artículo sobre Peñas Blancas. Despues de realizar la lectura encontrará varias preguntas relacionadas las cuales debe responder.

3. **Writing – Task:** En esta actividad el estudiante encontrará una plantilla de un folleto. Debe crear su propio folleto usando imágenes o dibujos sobre Peñas Blancas, puede usar la plantilla dada o diseñar una diferente. Use el artículo anterior para ayudarse a completar la actividad

4. **Speaking – Task:** Imagine que es el dueño de una agencia de viajes. Diseñe plan de viaje a Peñas Blancas, en el cual ofrezca actividades, precios y horarios. Debe realizar un video corto promocionando dicho viaje. Puede usar su folleto para ayudarse durante el video.

5. **Self Assesment Task:** En esta última parte del taller el estudiante debe reflexionar sobre su trabajo durante las actividades. Al frente de cada subtitulo encontrará un circulo en el cual debe dibujar un emoji representando su precepción durante todo el taller.

| Topic | Skill(s) | Grammar | Vocabulary |
|-------|----------|---------|------------|
| Descriptions, Classifications: Lets plan a tour | - Speaking: Video recording promoting a touristic plan in La Virginia<br>- Writing: Brochure for the touristic plan in the area<br>- Reading: Texts about tourism in La Virginia | Present simple | Tourism<br>Area<br>Rock<br>Climbing<br>Hiking |

| LEARNING OBJECTIVES | COMMUNICATIVE PURPOSE |
|---------------------|------------------------|
| *What will you learn/practice/reinforce with these activities?*<br><br>● To report information regarding tourism in La Virginia<br>● To recognize how tourism is developed in La Virginia<br><br>● To reflect upon tourism in La Virginia | *What can you do to achieve the objectives?*<br><br>By the end of the lesson students will be able to present a tour in their community |

**ACTIVITIES**

## 15. PRE- TASK

a) This is an image related to tourism, what can you see in the image? Use a dictionary to look for those words

# BRAINSTORM

MAIN IDEA/
TOPIC
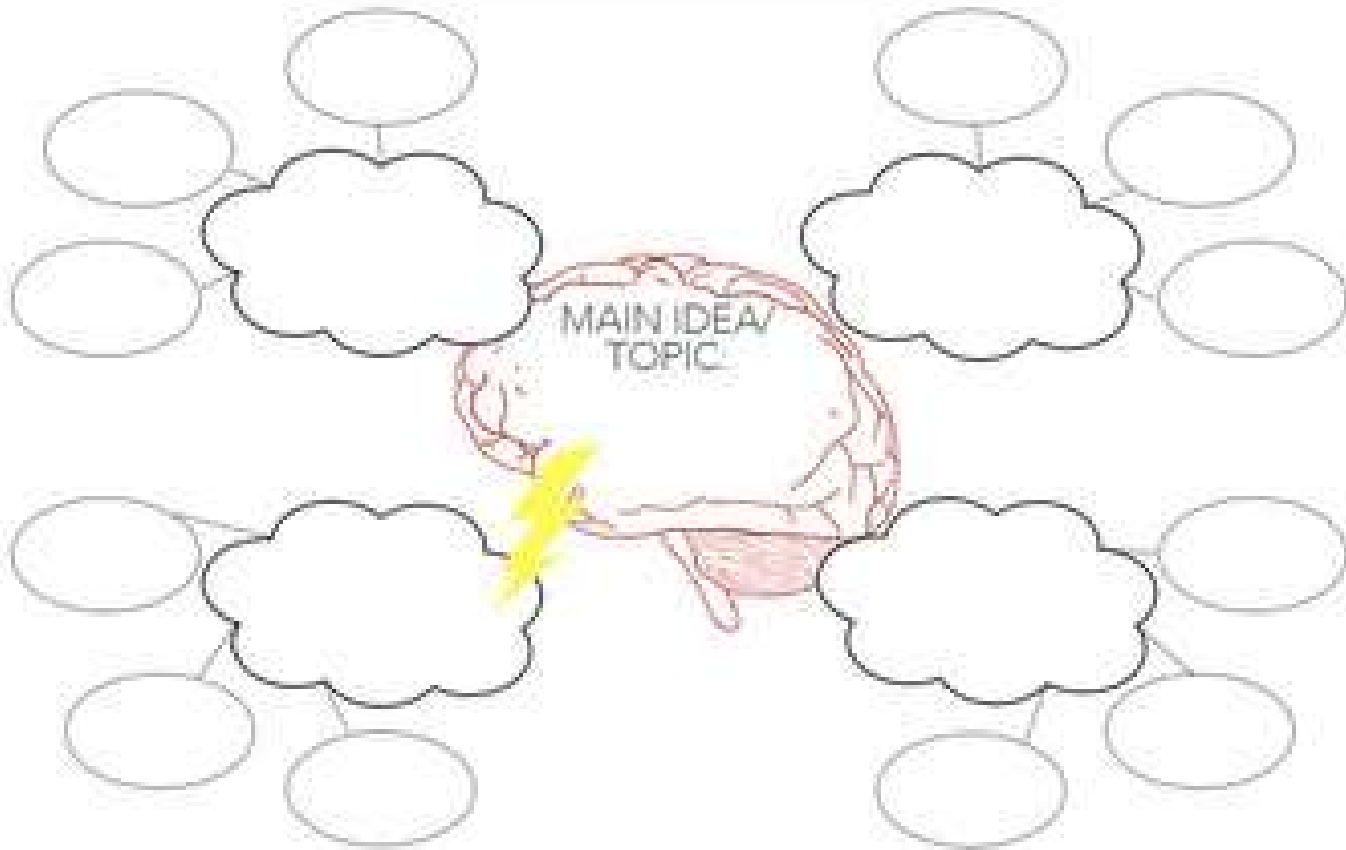
## 16. READING TASKS

a) **Read the following article about Peñas Blancas and answer the questions**

THE PEÑAS BLANCAS ECOPARK offers a tour full of air, nature and landscape, which transports us through the most beautiful places in our region, among a forest full of green that seems infinite when contemplating the Quindío basin and unattainable when observing the immense mass white and rocky towering over the mountain.

The ECOPARQUE PEÑAS BLANCAS, has 3 natural walls and a rock 280 meters high, on which sports and classic climbing routes are anchored, making this space a journey full of emotion with challenging routes for our visitors.

Totally vertical rocks up to 80 m high, make Rappel (descent by rope) an exciting and daring journey.

The ECOPARQUE PEÑAS BLANCAS, complies with the international safety standards "UIAA", which motivates visitors to enjoy a suitable and safe place for the practice of these sports.

Speleology in deep caves that invite you to scrutinize the place in search of the treasure of Cacique Calarcá, kept in this site for approximately 400 years, according to legend.



1. Practicing Rappel in Peñas Blancas is not possible
2. There are caves in Peñas Blancas
3. What is the legend about in Peñas Blancas?
4. How high are the rocks in Peñas Blancas?
5. Why is it called "Peñas Blancas"?

## 17. WRITING TASKS

**a)** Use the following example to create a brochure about Peñas Blancas. You can use other information as well as different design.

THINGS TO DO IN PEÑAS BLANCAS

_____

_____

_____

_____

TRANSPORT IN PEÑAS BLANCAS

_____

_____

_____

_____

VISIT PEÑAS BLANCAS!

**18. SPEAKING TASKS**

**a)** Imagine you are running a travel agency. Plan activities, prices and schedules for a visit to Peñas Blancas. Make a video promoting this plan. You can use your brochure to support you.
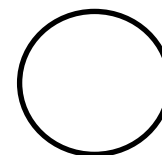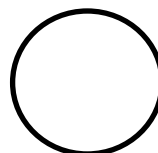


**19. SELF-ASSESSMENT TASKS**

**Smile** 😁 - **Meter**
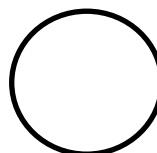


**AWSOME!**   **ALMOST THERE**   **KEEP WORKING**

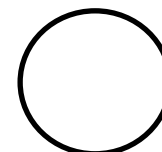**READING:** I understand when reading in English

**WRITING:** I can write short texts in English

**SPEAKING:** I feel comfortable speaking in English

**CONTEXT:** I feel better when the class is about my community

**Appendix 13**

Students' Survey

Queridos estudiantes

La encuesta que están apunto responder contiene preguntas relacionadas con la percepción general que tienen sobre el aprendizaje de la segunda lengua (inglés) durante las diferentes fases del proyecto en el cual están participando. Toda la información recolectada será totalmente anónima y se utilizará solo para fine investigativos. Por favor tómense su tiempo para responder honestamente y recuerden que no hay respuestas incorrectas.

1. Basados en su experiencia y habilidades aprendidas, califique las en el siguiente cuadro. Indique con una X su percepción de avance en cada habilidad, siendo 5 Mucho y 1 Muy poco

| Habilidad | Muy Poco | Poco | Medio | Bastante | Mucho |
|---|---|---|---|---|---|
| Producción escrita | | | | X | |
| Lectura | | | X | | |
| Audio | | | X | | |
| Producción Oral | | | X | | |

- ¿Considera usted que hablar de su contexto le ha ayudado a desarrollar esas habilidades?

_Si pues al principio me sentia un poco nerviosa, pero poco a poco todo fue mejorando._

2. ¿Qué tan frecuentemente se ve reflejada su comunidad en las actividades desarrolladas en la clase de inglés?

| Siempre | A Menudo | Algunas Veces | Rara Vez | Nunca |
|---|---|---|---|---|
| | | X | | |

3. ¿Cuán relevante es su comunidad en el desarrollo de las clases de inglés?

| Extremadamente Relevante | Relevante | Poco Relevante | No Relevante en absoluto |
|---|---|---|---|
| | X | | |

4. ¿Considera usted que aprender nuevas palabras es más simple cuando son cosas que ve seguido?

_Si ya es algo constante y de tantas veces estudiar lo mismo te lo aprendes_

5. ¿Durante las diferentes fases le fue más simple practicar su producción oral?

me senti bien fue un poco dificil pero en el
Trabajo final pude mejorar mucho en producción
oral

6. ¿Le parece interesante poder usar su barrio como material para trabajar en clase?

si! pense que en el trabajo final seria dificil
pero no fue asi ya que trabajamos muy bien
en el proceso.

7. ¿Considera que su pronunciación ha mejorado durante el proyecto?

si porque era pesima y mejore mucho gracias
a este proyecto.