

The Design and Implementation of Pedagogical Material for Teaching English to Eighth-Grade  
Students Incorporating the Topic of the Armed Conflict in Colombia

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### **Dedications**

This pedagogical project is dedicated to our families and loved ones who have supported us throughout our learning process and the development of this project, who have given us confidence and motivation in good times, especially in difficult times. For you, who have always believed in us and our potential.

### **Acknowledgements**

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**Content table**

Introduction.....	10
1. Objectives.....	13
2. Referential framework.....	14
2.1 Theoretical basis.....	14
2.2 Legal reference.....	177
2.3 Ethical aspects.....	19
3. Methodology design.....	20
3.1 Type of methodology.....	20
3.2 Resources and instruments.....	22
3.3 Operational stages or phases.....	26
4. Intervention proposal.....	27
4.1 Diagnosis of the problematic situation.....	27
4.2 Activities or interventions carried out.....	29
4.3 Activities assessment.....	37
4.4 General assessment of the intervention.....	46
5. Conclusions and recommendations.....	49
Bibliography.....	51

**List of Tables**

	<b>Pag.</b>
Table 1. Action plan	26
Table 2. Example of a lesson plan	40
Table 3. Rubric for general assessment	46

**List of Figures**

	<b>Pag.</b>
Figure 1. Material designed by practicum students and adapted by us for the topics of the verb to be in the past simple and places of the city	22
Figure 2. Visual data collected	25
Figure 3. How students feel when they speak in English	29
Figure 4. Example of an activity designed by us to practice the verb to be simple past form	35
Figure 5. Synthesis of students' answers to the questionnaire regarding the armed conflict	36
Figure 6. Class development sequence	38
Figure 7. Example of a listening activity carried out in class integrating the topic of armed conflict when teaching regular and irregular verbs	38
Figure 8. Visual data collected from the final product students' socialization	45

### **List of Appendixes**

Ver apéndices adjuntos y pueden ser consultados en el repositorio de la Biblioteca UIS

Annex A. Images collected from visual and multimedia evidence

Annex B. Coordinator's authorization to conduct questionnaires and interviews

Annex C. Authorization of parents or guardians of students to conduct surveys and interviews

Annex D. Lesson plans and materials per each class

Annex E. Students' outcomes

**Abstract**

**Title:** The Design and Implementation of Pedagogical Material for Teaching English to Eighth Grade Students Incorporating the Topic of the Armed Conflict in Colombia <sup>1</sup>

**Authors:** Ana Karina Moreno Arenas, Sofia Romero Serrano <sup>2</sup>

**Key words:** social practice, pedagogical material, Colombian armed conflict, language learning, peaceful society.

**Description:** This document presents a description of the process of implementation of a pedagogical project of social practice in the INEM Custodio Garcia Rovira school for the subject of English with eighth grade students and its different stages such as the adaptation of the material, planning, implementation and assessment. The main objective of this project is to provide pedagogical material for language learning incorporating topics related to the Colombian armed conflict and its process towards a peaceful society adapting material from the Truth Commission so that students through education and reflection become aware of their background and learn to peacefully resolve conflicts and avoid violence. The instruments and resources used were pre interviews and questionnaires to assess student knowledge and a post questionnaire to check students progress and learning. Besides, lesson plans with adapted material and visual data collected during the implementation process which consisted of 9 weeks, having 3 hours of class per each week. Results showed that it is possible to successfully integrate social and historical context issues into English classes to learn English and contribute to society. In addition, it has a positive impact on students and develops their critical thinking.

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<sup>1</sup> Graduation Project

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### Resumen

**Título:** El Diseño e Implementación de Material Pedagógico para la Enseñanza de Inglés a Estudiantes de Octavo Grado Incorporando Temas del Conflicto Armado en Colombia <sup>3</sup>

**Autores:** Ana Karina Moreno Arenas, Sofía Romero Serrano <sup>4</sup>

**Palabras clave:** práctica social, material pedagógico, conflicto armado colombiano, aprendizaje de idiomas, sociedad pacífica.

**Descripción:** Este documento presenta una descripción del proceso de implementación de un proyecto pedagógico de práctica social en el colegio INEM Custodio García Rovira para la asignatura de inglés con estudiantes de grado octavo y sus diferentes etapas como la adaptación del material, planeación, implementación y evaluación. El objetivo principal de este proyecto es proporcionar material pedagógico para el aprendizaje del idioma incorporando temas relacionados con el conflicto armado colombiano y su proceso hacia una sociedad pacífica, adaptando material de la Comisión de la Verdad para que los estudiantes a través de la educación y la reflexión tomen conciencia de su historia y aprendan a resolver pacíficamente los conflictos. Los instrumentos y recursos utilizados fueron entrevistas y cuestionarios para evaluar los conocimientos de los estudiantes y un cuestionario posterior para comprobar el progreso y aprendizaje. Además, la planeación de clase con material adaptado y los datos visuales recogidos durante el proceso de implementación que consistió en 9 semanas, con 3 horas de clase por cada semana. Los resultados mostraron que es posible integrar con éxito temas de contexto social e histórico en las clases de inglés para aprender inglés y contribuir a la sociedad. Además, tiene un impacto positivo en los estudiantes y desarrolla su pensamiento crítico.

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<sup>3</sup> Trabajo de Grado

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### **Introduction**

The present study provides an account of the process of developing and implementing a pedagogical project carried out as a social practice project at INEM Custodio Garcia Rovira school in the area of English to eighth-grade students. INEM, specifically in the city of Bucaramanga, has 5.328 students distributed in 8 different locations. The main campus has 2654 students, 1213 in the morning and 1441 in the afternoon) and a total of 110 teachers. It offers preschool, primary, and high school. In the latter, vocational secondary education offers eight different modalities for students to focus on four academic modalities with an emphasis on science, languages, music, and communication, and four technical modalities—industrial with an emphasis on electricity, computer maintenance, and metalwork; social promotion with an emphasis on event organization; commerce with an emphasis on accounting; and the agricultural modality.

For our social practice, we focused on eighth graders, specifically in grades 8-4, taking into account that our social practice project is connected with our pedagogical practice which is carried out in this school with this group specifically. This course has a total of 34 students ranging in age from thirteen to fifteen years old; 16 are male, 15 are female and two prefer not to mention their gender. The number of hours dedicated to English is 3 hours per week, distributed on Tuesdays from 10:10 to 11:05 a.m. and Fridays from 6:00 to 7:50 a.m. Regarding their experiences with English, students have been studying English since they entered high school, but 90% of them say they have never taken an English course. Additionally, in a pre-examination to the Proyecto Educativo Institucional (PEI) and the eighth grade English area plan conducted for our pedagogical practicum, we noticed a lack of curricular content focused on conflict and

peace topics, which are essential and of which the new generations should have great knowledge, considering our Colombian history with the internal armed conflict.

The Colombian armed conflict is a significant issue for our country and for our society. Although many of us and the new generations have not lived through it or been directly affected by it, it is part of our most recent history. Besides, unfortunately, as Colombians, we might have embodied or experienced any other type of violence. Thus, it is imperative to know and study this tragic and complex part of our history to understand it and thus have a more objective vision of our national reality. This is crucial to building a more informed and conscious country. In addition, our country, after many attempts at peace in this complex war process, is moving forward from this time of violence towards the construction of a society of peace. It is convenient for students to know the past so that they, who are the future, can understand how the Colombian armed conflict operated, reject the causes, and prevent these events from happening again. The truth becomes a crucial part of this process (No Repetición | Informe Final Comisión de la Verdad, 2018). It is everyone's responsibility as a country and English teachers are not an exception, we must also be part of this by integrating these matters into language classes.

Although there are scholars who have made significant contributions in this research area, it is not common to find social matters in the language classroom that can be integrated and also be very beneficial to students. First of all, it can change the established perspectives of what an English class should be like and thus be more interesting to learners because of its uniqueness and innovation. In addition, it would foster their critical skills, they would learn to analyze, evaluate, and question information and form their own opinions. In class, meaningful discussion spaces in English would be encouraged which would also help in language improvement and vocabulary expansion. Critical thinking is part of the 21st-century skills, which are important for

students to cope with today's world and society. The aim is to prepare today's students to be responsible citizens who are aware of their abilities and potential (Central Board of Secondary Education, 2020). Finally, the use of multimedia resources such as testimonials, stories, and reports would help students improve their listening skills while learning about Colombian history.

As pre-service teachers, we believe that we can contribute to our society and English language learning by integrating topics that are of social interest to our students and adapting material that fulfills this purpose so that students are learning the language and at the same time learning about their history, thinking critically, and forming their own opinions, ideas, and positions regarding their past, present, and future as citizens.

This report is structured in different parts that allow a detailed understanding of the intervention. First, the referential framework where the theoretical foundations that served as a basis for the design, implementation, and assessment of the intervention are presented. Besides, the legal reference and the ethical aspects that guided the project with the institution and the participants are analyzed. Second, the methodology design is detailed along with the resources and instruments of data collection, and the materials implemented during the intervention. In addition, a sequence of the operational stages or phases of the project is provided placing its actions in the corresponding spatiotemporal context. Then, the intervention proposal is introduced which begins with the diagnosis of the problematic situation. It continues with a detailed description of the interventions or activities carried out followed by an assessment of the activities implemented and also a general evaluation of the intervention. Finally, some conclusions and recommendations for further studies are exposed.

## **1. Objectives**

### **1.1 General objective**

To provide teachers and 8th grade students of the INEM school with pedagogical materials for the English class that incorporate the history of the armed conflict in Colombia and its path towards a peaceful society using information from the "niños, niñas y adolescentes" section of the Truth Commission so that students, through education and reflection, become aware of their background and learn to peacefully resolve conflicts and avoid violence.

### **1.2 Specific objectives**

The following three specific objectives were established for this project. First, to enhance students' motivation to learn English transforming their negative perspective towards it and their preconceived notions about traditional language classes to one that is innovative and contributes to the society's improvement through the utilization of real case histories that fosters reflection about the violence that individuals of the same age suffered because of the armed conflict.

Second, to improve students' productive skills by employing activities focused on that such as presentations and an interview project. And third, to promote a peace pedagogy that focuses on increasing tolerance and respect among students by raising awareness of the short- and long-term consequences of the conflict in the country using information provided by the Truth Commission specifically related to children and adolescents.

## **2. Referential framework**

### **2.1 Theoretical basis**

#### ***2.1.1 Peace Pedagogy***

Peace in society fosters harmony, unity, and cooperation among individuals and communities. It is a stable and prosperous civilization, where conflicts are resolved through dialogue and understanding, rather than violence and hostility. In accordance to the Oxford dictionary definition (2005, as cited by UNESCO), peace can be defined in different ways as follows: “1) Freedom from world of hostilities; that condition of a nation or community in which it is not at war with another, 2) Freedom from civil commotion and disorder; public order and security, 3) Freedom from disturbance or perturbation” (p. 2). In a peaceful society, people can freely express their thoughts and beliefs, without fear of persecution or discrimination. It extends beyond individual interactions, surrounding institutions, policies, and systems that promote justice, equality, and human rights. It is a collective responsibility to cultivate and protect the peace, for it is the foundation on which a successful and inclusive society can be built.

In order to reduce conflictual environments among students and to find better ways to resolve differences among them, education plays an important role. Peace pedagogy is an educational approach that aims to foster a culture of peace and nonviolence in society. It is rooted in the belief that education plays a vital role in building a culture of peace, resolving conflicts, and preventing violence. In the UNICEF concept, (2019, as cited by Riswanda, 2019) peace education refers to the process of advancing the knowledge, abilities, attitudes, and values required to bring about behavioral changes that will allow children, teenagers, and adults to prevent conflicts and violence. These changes should be genuine and organized to resolve

conflicts peacefully and establish conditions that support peace on a intrapersonal, interpersonal, inter-group, national and international levels.

Peaceful learning involves the development of knowledge, values, and abilities that empower learners to participate in socially fair actions founded on principles of human rights that will be successfully promoted through human rights education. In 1994, the United Nations General Assembly provided a definition for human rights education, describing it as the process of training, disseminating information, and making efforts to establish a global culture of human rights. This involves imparting knowledge, skills, and shaping attitudes with the following objectives: a) fostering greater respect for human rights and fundamental freedoms, b) facilitating the complete development of human personality and fostering a sense of dignity, c) promoting understanding, tolerance, gender equality, and friendship among various nations, indigenous peoples, and diverse racial, national, ethnic, religious, and linguistic groups, d) empowering all individuals to actively participate in a free society, and e) supporting the United Nations in its attempts to maintain the peace (United Nations, 1994, as cited by McLeod, 2014, p. 2).

When it comes to creating an environment of peace loving members, it is necessary to provide them with an organized system of contents free of the different spheres of violence. Therefore, it is crucial to prioritize relevant policies and adequate program support. By implementing such policies, the curriculum will naturally align itself with the expected direction. UNESCO (2005) stated that Peace education does not necessarily have to be taught as a distinct subject within the timetable. Instead, it can be integrated throughout the curriculum, incorporating various perspectives and approaches that can be explored across different age groups and subjects, so it becomes a pervasive theme that can be addressed in diverse ways. In

brief, to decide what to teach, it's important to see the curriculum as a complete life experience in the school. This is especially important for peace education because it's not meant to be taught as its own subject. It works best when it's interlaced into different subjects, becoming a common theme across all areas of learning and leaving a lasting impression on the students.

### ***2.1.2 Community based learning***

Community-Based Learning (CBL) is an educational approach that combines classroom instruction with real-world experiences within a local community. It emphasizes active engagement, collaboration, and reciprocity between students, educators, and community members. According to Dale (2005), in CBL students got engaged in learning outside of the traditional classroom and academic environment, typically within a community setting. This method combines off-campus experiences and interactions with some on-campus activities, with a teacher playing the role of a facilitator. The teacher assists students in understanding and making sense of their experiences. Community development, as claimed by Jakubowski and Burman (2004) “is a process that is designed to promote collaboration in decision-making so that individuals can, in meaningful ways, influence decisions that affect their lives” (p. 160). It seeks to empower community members by giving them a voice and the ability to influence the choices that affect their well-being and circumstances. It emphasizes the importance of meaningful participation and involvement of individuals in shaping their communities.

Community-based learning aims to provide students with experiences that improve their personal development. Gray et al. (2001, as cited by Kimonen & Nevalainen, 2020) found that “it increases the students' understanding of individual differences, their self-awareness and self-confidence and their commitment to service (p.101). Additionally, Alsbury (2020, as cited by Kimonen & Nevalainen, 2020) pointed out that it inspires students who may not be very

interested in learning practices, teaches them the importance of putting in the effort, and shows them the significance of volunteering and helping others. Another meaningful purpose of CBL is social justice as it engages students with their local communities to understand and address social inequalities, injustices, and systemic issues. It promotes empathy, awareness, and a commitment to equity by providing students with opportunities to work alongside marginalized groups, explore the root causes of social problems, and take action to create positive change. Murphy and Rash (2008, as cited by Kimonen & Nevalainen, 2020) noted that “students begin to realize that social problems and correctives have a communal side that cannot be ignored” (p. 102). Community-based learning is a powerful tool for empowering students to become active agents of social transformation and fostering a more just and inclusive world.

## **2.2 Legal reference**

The 1991 Political Constitution of Colombia in Article 22 of the Fundamental Human Rights establishes that peace is a right and a duty of obligatory compliance. Additionally, in Article 27 the State guarantees the freedom of teaching, learning, research and professorship. Furthermore, in Chapter 2, Article 67 decrees that everyone has the right to education and that education is a public service with the social function of seeking access to knowledge, science, technology, and other cultural goods and values. It will educate citizens on human rights, peace and democracy among other things for cultural improvement. It also establishes that it is mandatory from 5 to 15 years of age.

### ***2.2.1 Peace education***

In accordance with Article 14 of Law 115 of 1994 in Colombia, all official or private establishments that offer formal education are obliged to provide education for justice, peace, democracy, solidarity, fraternity, cooperativism and, in general, the formation of human values at

the preschool, elementary and middle school levels. Furthermore, according to Article 36 of Decree 1860 of 1994, these mandatory subjects must be carried out through pedagogical projects also known as transversal projects. In the different projects created to comply with this obligation of education in the country, Catedra de la paz (lecture of peace) was created and will be discussed below.

### ***2.2.2 La cátedra de la paz***

Colombia suffered from internal armed conflict for more than 50 years, which left approximately 421,806 people affected and 269,206 fatal victims of which 219,230 were civilians. Selective assassinations, war actions, massacres, attacks, mines, kidnappings, sexual violence, damage to civilian property, recruitment of underage children, etc., are some of the acts of violence that occurred during these years (Centro Nacional de Memoria Histórica, n. d.). In 2016, after four years of talks, the Colombian government signed a peace agreement with the FARC guerrilla group seeking to stop the internal armed conflict that affected the country for many years.

Due to this, the National Government and the Ministry of Education decreed the implementation of a course called Catedra de la paz (Peace Lecture), which is mandatory to be carried out in all educational establishments, whether public or private, and for all grades, preschool, primary and secondary in the country. The aim of this course is to teach students how to live together in peace in order to create a culture of peace in the country. It must be integrated or included in one of the following areas: Social sciences, history, geography, political constitution and democracy, natural sciences and environmental education, or ethical education and human values (Educar Para La Paz - MinEducación OLD, n.d.). However, according with the Law 15 Article 77 each formal education institutions have the autonomy to organize the

fundamental areas of knowledge that are specified for every level, introduce optional subjects within the areas established by law, adapt some areas to regional needs and characteristics, adopt teaching methods and organize formative, cultural and sports activities, within the guidelines established by the Ministry of National Education.

In accordance with Regulatory Decree 1038 of 2015, at least two of the twelve proposed themes must be covered: 1) Justice and Human Rights; 2) Sustainable use of natural resources; 3) Protection of the Nation's cultural and natural wealth; 4) Peaceful conflict resolution; 5) Bullying prevention; 6) Diversity and plurality; 7) Political participation; 8) Historical memory; 9) Moral dilemmas; 10) Social impact projects; 11) History of national and international peace agreements; and 12) Life projects and risk prevention.

In conclusion, in the case of the proposal of this social practice project, peace and historical memory themes would be integrated into the contents of the English class to help students develop skills for the peaceful resolution of conflicts and avoid violence, which would have a personal and social impact and contribute to their development as peaceful and conscious citizens.

### **2.3 Ethical aspects**

Regarding ethical aspects, this social practicum was carried out with great care and considerations about the privacy and integrity of the participants and the institution. The following aspects were taken into account to ensure the safe participation of students in this project. During the different stages of this project, diverse activities such as surveys and interviews were carried out. For the realization of these activities, it was taken into account the authorization of the parents and/or the school coordinator in charge of the participating students through an informed consent form in which they were informed of the type of activity to be

carried out, its objectives, and a description of the activity. Additionally, confidentiality is an imperative aspect of this social practice. The identity of the students will always be preserved and will not be revealed at any time during the project and the information collected will be used anonymously and only for academic purposes to guarantee the privacy of the participants. Finally, the safety and well-being of the participants is a priority, and therefore, their participation in this project does not represent any physical, mental, social, or legal risk. To this end, the materials were meticulously designed in agreement with the participants' age and context.

### **3. Methodology design**

#### **3.1 Type of methodology**

This qualitative project utilizes the action research methodology within a social practice framework to convey practical issues. After a careful examination of the PEI and the English area plan, it was noticeable a lack of content related to peace and conflict topics which represented the problem for us to be solved through research. According to Corey (1953, as cited by Cohen et al., 2007), action research can be defined “as a process in which practitioners study problems scientifically so that they can evaluate, improve and steer decision-making and practice” (p. 297). For this reason, it was necessary to investigate the knowledge that our population had about the historical period of violence in our country, which has had an impact on the behavior of our current society. Through this methodology, we could find strategies to improve conflict resolution among students as we could offer a series of didactic materials that integrate English linguistic content and content focused on the Colombian armed conflict.

According to Susman and Evered (1978), “action research can also be seen as a cyclical process with five phases: diagnosing, planning action, undertaking action, evaluation and specification of learning” (p.7). In the case of this project, the diagnosis was carried out through the implementation of interviews and questionnaires in order to obtain information about the knowledge that students have about the Colombian armed conflict. After this stage, an action plan including the strategies to solve the identified problems was created and organized. Then, it was necessary to implement the action plan with the resources and strategies previously planned. After the action plan was executed, a process of evaluation and analysis of the results was carried out in order to know if it was possible to contribute to the resolution of the problem. Finally, during the specification of learning, researchers determined whether the intervention was successful and what learning and achievements were obtained during the practice.

This degree project under the modality of social practice was articulated with the pedagogical practice carried out in the degree with Foreign Languages of the UIS to contribute in a more significant way to the population with which we were working as well as to take advantage that this articulation allows to simplify our work and to arrive more directly to the results that we want to achieve. This is possible according to what is established in the Manual for Undergraduate Works (2023) of the School of Languages which indicates that the reports of the pedagogical practices may be used as input for the elaboration of the project and the final report in the subjects of Degree Project I and II, provided that the student has chosen the "Social Practice" as the modality for his/her Degree Project. For this reason, the results and resources obtained from our fellow trainees also were used as part of the inputs needed to carry out our research because this process was done as a team and jointly, at first. However, informed consent was given to them to know if their decision was permissive.

## **3.2 Resources and instruments**


### ***3.2.1 Resources***

As resources used in this project, material was taken from the Truth Commission's website, such as graphic stories and testimonies in the form of texts or videos, which were adapted to address the linguistic content of each lesson. During the nine weeks of classes in which this methodology was implemented, the following topics were taught: 1) past tense of the verb to be; 2) places in the city and prepositions of location; and 3) regular and irregular verbs in the past simple tense. Each one of them had adapted material related to the armed conflict or activities related to this where topics related to peace, empathy, forgiveness, and non-repetition were implicitly and in some moments of the class explicitly addressed through discussions or reflections. This methodology was handled by first teaching the linguistic content and then using the adapted material to practice.


#### **Figure 1**

*Material designed by practicum students and adapted by us for the topics of the verb to be in past simple and places of the city.*


Then I decided to leave the university, devastated at having to leave my students and Julian's case unsolved. I returned home with my family.




I decided to start working in a law firm, but I didn't like it, I didn't feel it was my thing. What really motivated me **was** to be a teacher.




So, during this time I started saving money to be able to study for a master's degree and follow my path in education.




After a short time, I managed to earn a job in the city of **Córdoba**, and I **was** very happy to return to the classroom.




However, I noticed that the situation here **was** different. Nothing seemed to be done openly or very visibly, and students **were not** free to express themselves.



One day I went out for coffee with a neighbor, Daniel. I told him my concern about the situation at the university. After listening to me, he explained what was going on at the university.




Apparently something called "La Limpieza" had occurred, which consisted of disappearances and even assassinations of people linked to land restitution processes.




In addition to this, there **were** threats from the self-defense groups against the university students.

On the other hand, the situation was becoming unsustainable, since on many occasions the teachers **were not** paid and the students' situation was not improving, so I decided to quit that job.

Some time later, I returned to Bucaramanga with the illusion of getting a job as a teacher. The UIS, my home, welcomed me back.



My students, colleagues and friends helped me regain the strength to continue believing in education and its transformative power.




**The end**


## Generations that don't give up

Stories that won't be forgotten


My story begins when I **was** 17 years old and I got accepted into law school at Universidad Industrial de Santander (UIS) in the city of Bucaramanga.



My parents **were** very proud of me because I was going to be the first person in my family to go to the **university**.



A few days later, I went to the **supermarket** to buy food for the **house** and ran into a friend of my mother.




He congratulated me for getting into the university, but he also advised me to be careful and not get involved with guerrilla fighters or anything like that.


After that incident, I realized that many people had various prejudices towards public universities and their students.

On another occasion, at a family reunion, an uncle told me to be careful about going to that university, so that I wouldn't end up throwing rocks or smoking marijuana.

Another day, when I **was** with my family at **church**, I heard some people in the street criticizing the UIS, saying that in that university they protested about everything and the students never study, and that they had been brainwashed.




All those comments worried me, but when I finally entered the university, my experience **was** completely different. UIS opened me the doors to a whole new world: music, theater, art.




With my friends from the university we would always go to a **café** to talk about the situation of the country and politics. We would discuss about the tuition, the money the university was investing, free education, etc.

The students **were not** the only ones who participated in these debates, but also professors and workers, who **were** present at the assemblies held at the university.




The university became my second home. I liked the classes and every day I learned something new. There I **got** to know the history of my country, the one that **was not** in the **school** books and that no one had told me about.




I **was** told many anecdotes about the movements in the country regarding the struggle for public education. All these movements had great support from the students.

However, not everything **was** good, in many cases the mobilizations were violently intervened; excessive use of public force, torture and even assassinations. In this way, the demands **were** silenced and **were** forgotten.




The university years went by and I managed to graduate from law school at UIS. But inside me, I knew that one of my passions was to be a teacher. So a few years after graduating, I got a job as a teacher at the University of Nariño, in **Pasto**.




In my time as a teacher there, it made me realize the difficult situations that many students had to go through: some didn't have enough money to eat, so sometimes I would invite these students to eat in a **restaurant**.

Many others had to work at the same time they were studying. This ended up being an obstacle for them, since they could not continue with their studies and often dropped out.

One day, one of my students did not come to class. Julian, a charismatic boy, who **was** one of my best students, and who led several student groups, disappeared.




Those **were** days of great uncertainty, since the only thing that **was** known was that he had been arrested. His parents, family and friends **were** very worried.




Days later, Julian **was** found dead, nobody could believe it. His classmates reacted immediately and organized sit-ins in search of justice and made a big mural of him at the university so that no one would forget what happened to him. I **was** shocked, completely indignant with what happened.

And just like Julian's case, many others **were** seen. Many students **were** detained in **police stations**, others **were** found with serious injuries in the **hospital** or ended up in **jail** unjustly.




For this reason, I decided to help students investigate these types of cases so that they would not go unpunished. However, in the process, I realized that students **were not** the only ones at risk.

The people who carried out these disappearances and murders also began to persecute and threaten teachers. Anyone who **was** against their thoughts was under threat.



Suddenly, one day I received my first threat; they called me a "izquierdosa" and a "guerrillera", just because I had helped the students.

From that moment on, I began to feel afraid, the university no longer seemed like a safe place due to all the things that were occurring.



*Note.* Original material taken from Comisión de la Verdad, Generaciones que no se rinden. (2022). Retrieved from <https://web.comisiondelaverdad.co/actualidad/publicaciones/generaciones-que-no-se-rinden>

### ***3.2.2 Data collection instruments***

In action research, data collection instruments are utilized to gather information and evidence that help researchers gain insights into the identified problem, interventions, and their impact. Its choice depends on the specific context, research questions, and type of data required. For the purpose of this practicum, pre- and post-questionnaires and interviews with the participants were used to determine their pre- and post-knowledge regarding the topic to be learned. In addition, multimedia material was collected, such as images of the different activities that took place in the classroom.

**3.2.2.1 Questionnaires.** Open-ended questionnaires were used during phase 1 to obtain information on participants' knowledge of social issues. According to Bailey (1994, as cited by Cohen et al., 2007), “open-ended questions are useful if the possible answers are unknown or the questionnaire is exploratory, or if there are so many possible categories of response that a closed question would contain an extremely long list of options” (p.321). Since the researchers do not know the potential answers or categories of responses beforehand, using open-ended questions is an appropriate approach to allow participants to freely express their thoughts and provide in-depth information on social issues, specifically related to the Colombian armed conflict, as well as to understand the participants' notions of truth and peace and their opinions and attitudes towards conflict resolution.

**3.2.2.2 Interviews.** A semi-structured focus group interview was conducted with the students before starting to implement the material prepared for the classes. This tool is very useful because it allows the researcher to have direct contact with the participants and face-to-face communication so that the participant's answers are not planned but spontaneous. According to Barrett and Twycross (2015), semi-structured interviews “ensure data are captured in key areas while still allowing flexibility for participants to bring their own personality and perspective to the discussion” (p. 63). Thus, interviews will allow us to gather information and explore participants' experiences, perspectives, and insights related to the Colombian armed conflict. By conducting them through a focus group we would be able to get to know the different perspectives and opinions of the students simultaneously and it would be less intimidating for them since they have their peers as support.

**3.2.2.3 Visual and Multimedia Data.** Finally, visual and multimedia data collection instruments were gathered, such as photographs, videos, or recordings. Visual data can provide a rich and vivid representation of participants' experiences, contexts, and interactions, enhancing the understanding of the research problem. The purpose of this is to obtain a better contextualization of the information collected and to triangulate it with the data collected through the other instruments. In this way, it can be very beneficial, as it complements and gives a visual image of what happens in the classroom and of non-verbal communication.

**Figure 2**

*Visual data collected*



**3.3 Operational stages or phases**

**Table 1**

*Action plan*

Stages	Activities	Date
<b>Stage I</b>	Class observations	April 21st - May 5th
	Needs analysis questionnaire	April 21st

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<b>Stage II</b>	Application of students pre-interview and pre-questionnaire to assess students knowledge related to the armed conflict	August 11th
	Transcriptions, systematization, and analysis of answers.	August 14th - 18th
	Pedagogical intervention and implementation of adapted material for language learning through topics related to the armed conflict.	August 22nd - October 26th
<b>Stage III</b>	Post questionnaire to assess students learning	October 27th
	Transcriptions, systematization, analysis and comparison of answers.	October 30th - 31st

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#### **4. Intervention proposal**

##### **4.1 Diagnosis of the problematic situation**

The INEM Custodio Garcia Rovira School (main campus) is located in the Provenza neighborhood in Bucaramanga, Santander. It is a school that has 2654 students divided into both morning and afternoon shifts. In a report of a diagnosis developed by the students of pedagogical

practice in this school, it was observed that the students face social problems such as drug addiction, physical and/or sexual abuse, rejection, alcohol abuse, and a lack of motivation for learning, among others. On many occasions, the institution does not have the necessary resources and human talent to face these problems that interfere with the optimal development of the student. Additionally, some threats to correct and positive educational development are mentioned, such as the lack of motivation of many teachers, the existence of displaced populations due to the situation of displacement in our country, school dropouts for personal and academic reasons, the presence of delinquent groups in the surroundings of the institution, and the lack of economic resources and infrastructure. Thus, we must go to the bottom of this issue to get to know and understand why these behaviors are being carried out in the institutions and their surroundings. To this end, it is necessary to know the socio-political context of our country.

Colombia is a country that for many years suffered the violence of the armed conflict and recently, in 2016, went through a peace process that reached an agreement to lay down arms and move towards a society of peace, forgiveness, and reconciliation. However, today we can still see the consequences and impact of all those years of conflict, and violence often reflected in the behavior of citizens in conflict situations resulting from the traumas of our ancestors and even our own. For this reason, we consider it necessary and important to address these types of topics in class that allow a space for reflection and relief where students can reason and develop their critical thinking to understand their social context and the history of their country. Besides, in the classroom observations and head-teacher meetings, we noticed that the topics related to the English class were purely focused on grammar and were not of interest to the students. Also, the curriculum of the English classes did not address topics related to conflict or transversal projects that could focus on these issues of social relevance and peaceful coexistence.

## **4.2 Activities or interventions carried out**

This project was developed by articulating our pedagogical practice as pre-service teachers and this social practice project as a degree project. Therefore, the interventions were carried out in the classes of our practicum with eighth graders from the INEM school. The activities implemented in this project were based on the need to improve the students' English language skills while they learn and deepen their understanding of the armed conflict history of the country. Material was taken from the Truth Commission's website and adapted to address these objectives.

### ***4.2.1 First stage***

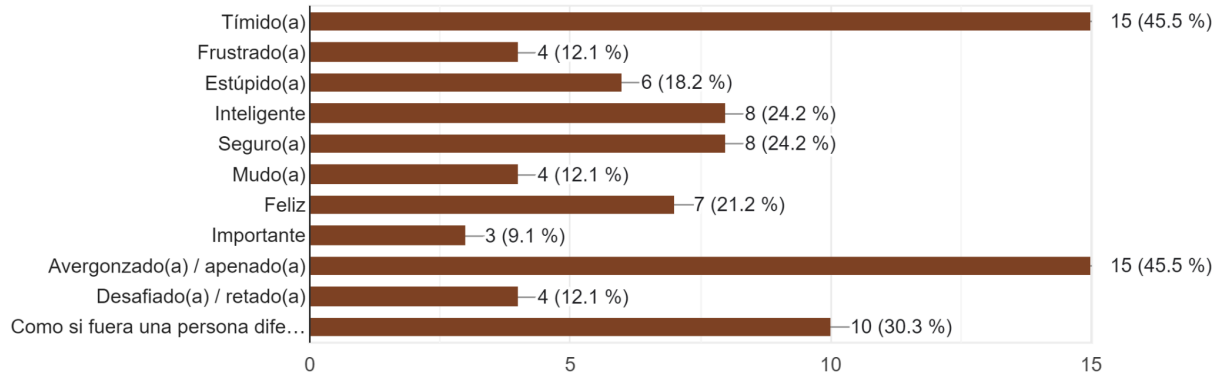
In the first stage of this project, we conducted class observations, a needs analysis questionnaire, and teacher and students interviews, which allowed us to identify some of the students' weaknesses in the language. Regarding language skills, it was possible to identify difficulties with speaking since they struggle to formulate complete sentences and with writing since they present a lack of vocabulary and grammar knowledge. It was also identified that the main weakness of the students was a lack of attention and difficulty bringing the necessary material to class. Additionally, most students reported feeling shy, embarrassed, and as if they were a different person in the English class. They stated that they did not understand what they were supposed to do, but they did not ask their teacher either, despite the fact that she often told them to ask her if they had any doubts. However, we are aware that they are emergent students who are in a learning process, which is on the way to improving with the right instruction and involvement of their teachers.

### **Figure 3**

*How students feel when they speak English*

Cuando hablo inglés me siento (puede elegir más de una respuesta)

33 respuestas



Finally, we were able to notice that it is a very varied group, with different types of students between 13 and 15 years old. We also noticed that the activities that they carried out in the English class were primarily worksheets to which they answered little by little according to the teacher's instructions; however, many students did not do them but rather got distracted very quickly and then simply copied the answers from another classmate. Additionally, in the classroom, there were many ways for them to get distracted since it was a very large room, so activities were needed that would really keep them interested and focused on what they needed to do.

These procedures and observations allowed us to get to know the students and the environment in which we were going to implement the classes so that we could make the necessary adaptations or take the necessary measures to provide the class in the best possible way and offer them a quality education.

#### **4.2.2 Second stage**

In the second stage of this project, the main activities and interventions were carried out. To start, we carried out a pre-interview and questionnaire with the students. Half of the

classroom presented the interview as a focus group, and the other half answered the questionnaire. This intervention was focused on getting to know the knowledge of the students related to armed conflict and topics of peace, forgiveness, truth, and conflict resolution.

**4.2.2.1 Pre-questionnaire.** From the questionnaire, we were able to collect some insights from the students regarding what they consider to be a conflict and how they would solve one. Findings show that for students, a conflict can be defined as a problem, fight, war, or discussion between one or more people (personal communication, August 11th, 2023). Additionally, some students stated that it can be produced by differences between them, such as different thinking, disagreements or because they are angry or hate each other. As one student stated, “Pues para mi un conflicto es como personas que se tienen rabia y se odian mucho y por eso creo que se forma un conflicto” [for me, a conflict is like people who have anger and hate each other and that's why I think a conflict is formed] (personal communication, August 11th, 2023). One student suggested the armed conflict as an example (personal communication, August 11th, 2023). Regarding solving the conflict, they would mainly use dialogue as a tool to reach an agreement. This dialogue or conversation must be done in peace and with the truth. Also, they would help to calm both parts down and avoid getting punched (personal communication, August 11th, 2023). Finally, one student referring to the armed conflict added that “si se solucionaria un conflicto armado sería con el ejército nacional o con el gobierno” [If an armed conflict were to be solved, it would be with the national army or with the government] (personal communication, August 11th, 2023). Subsequently, when we questioned them about the importance of the truth to achieving lasting peace, they expressed that the truth avoids conflict, provides justice, and promotes honesty. In addition, knowing the error prevents it from happening again (personal communication, August 11th, 2023). Regarding the armed conflict, one student emphasized the

importance of laying down arms and saying no to violence, while another pointed out that with the truth, missing persons can be found and demobilization and legality can be achieved. Finally, with respect to daily life, the students affirmed that with the truth a solution is reached more quickly and family and personal relationships are repaired (personal communication, August 11th, 2023).

However, these previous questions only demonstrate their general knowledge on the subject; when they were specifically questioned about their knowledge about the Colombian armed conflict, only some of them could barely answer, as the majority affirmed, “No tengo mucha información, no he conocido del tema” [I do not have much information, I have not known about the subject] (personal communication, August 11th, 2023). Thus, in the results, we can notice the lack of knowledge of the students regarding the Colombian armed conflict since many of them stated that they did not know or have information on the subject. However, some of them pointed out that the guerrillas are liars, that they are people from the guerrillas who want to steal land to plant drugs, that they have killed many people, and that it is a conflict between the armed groups and the Colombian army (personal communication, August 11th, 2023). One student stated that this started with a war between the conservatives and the liberals and another stated that a peace agreement was being tried between the government and the guerrillas. Finally, one student confessed that his family had been victims of the conflict since his mother had been beaten by the paramilitaries and his father tied up (personal communication, August 11th, 2023).

Although they did not have much knowledge about the conflict, when they were asked about the consequences or the impact of the conflict on our society, many of them were able to infer some things, such as that the conflict has left many people without family, lands, or homes. Additionally, it generated a lot of wars, and enemies, drug sales, illegality, displacement, deaths,

and the consequence that nowadays people solve problems through wars or conflicts. Besides, participants stated that they stole, threatened, and kidnapped a lot of people (personal communication, August 11th, 2023). Finally, when they were asked about their knowledge about a process in Colombia that promotes the search for peace and reconciliation, the majority reported having no knowledge of these sorts of processes; however, one student mentioned the JEP, another the Truth Commission and finally another the peace agreement that was signed years ago between the government and the guerrillas (personal communication, August 11th, 2023).

**4.2.2.2 Interview.** From the interview, it was possible to notice that students have a clear idea of what a conflict is and show a positive attitude towards actions that aim to solve it in a mature way. They agree that conflicts happen when people do not agree or fight over different opinions. For instance, one student answered, “Yo creo que un conflicto es una discusión o pelea que se forma entre dos o más personas de manera personal o intrapersonal, ya sea en el trabajo, en la casa o en la escuela” [I believe that a conflict is an argument or fight that forms between two or more people in a personal or intrapersonal way, whether at work, at home, or at school] (personal communication, August 11th, 2023). This shows that students perceive conflicts as a normal part of how people interact in different situations. Nevertheless, they prefer solving conflicts peacefully, as it is best to talk openly, understand others, and stay calm (personal communication, August 11th, 2023). It represents a grown-up way of dealing with problems, using communication and empathy.

To them, peace is not just about fighting. It is about feeling calm emotionally, and it is also about having enough money. So, they see peace as a mix of feeling good emotionally and having financial stability. On the other hand, for them, truth means saying things accurately and not lying. They highlight the importance of being honest and sincere in how we communicate

(personal communication, August 11th, 2023). They think truth comes from being ethical and open in our actions and words. All of them agree that knowing and telling the truth is vital for building trust (personal communication, August 11th, 2023). Therefore, trust is seen as the foundation for good relationships and effective communication. Regarding the knowledge they can have about their country, students consider it crucial to know the history, as it helps them learn from past mistakes and make better decisions. As one student stated, knowing history is seen as a way to build peace for the future, “Sí es bueno saber lo que pasó antes en nuestro país, la historia, para saber cómo fueron sus conflictos y cómo solucionarlos en un futuro” [it is good to know what happened before in our country, its history, in order to know how its conflicts were and how to solve them in the future] (personal communication, August 11th, 2023).

In conclusion, the interview responses show a detailed understanding of conflicts, stressing the need for open communication, honesty, and knowing the past for a peaceful and better future. They see a strong connection between truth, peace, and understanding history, showing a wise and careful way of thinking about these relevant ideas.

**4.2.2.3 Classes and activities.** During the classes, we implemented material from the Truth Commission webpage and adapted it for language learning pedagogical material that approached the history of the Colombian conflict. This stage lasted nine weeks, in which each week we had three hours of class, one on Tuesdays from 10 to 11, and two on Fridays from 6 to 8. As our main role within the institution as pre-service teachers is that the students learn the linguistic content of the language, we decided to use the Tuesday classes to introduce the topic and learn the grammatical content. Then, on Fridays, do some activities to put the knowledge into practice through dialogues, readings, or videos integrating the topic of the armed conflict. For instance, if the topic was the verb to be in past simple (was/were), then we took a video or a

text of a testimony of a victim of the conflict and translated and simplified it to English to put into practice the topic was/were, but at the same time they were actually reading the story of a victim.

**Figure 4**

*Example of an activity designed by us to practice the verb to be simple past form*

*Note.* Original material taken from No es un mal menor, Niños, niñas y adolescentes, Conflicto y escuela (2022). The Truth Commission (La Comisión de la Verdad). Retrieve from <https://www.comisiondelaverdad.co/conflicto-y-escuela>

During the implementation of this material and the different socializations that were conducted at the end, students shared their knowledge related to the conflict and history, and so their classmates who did not have much knowledge about it benefited from these spaces of learning just with their classmates.

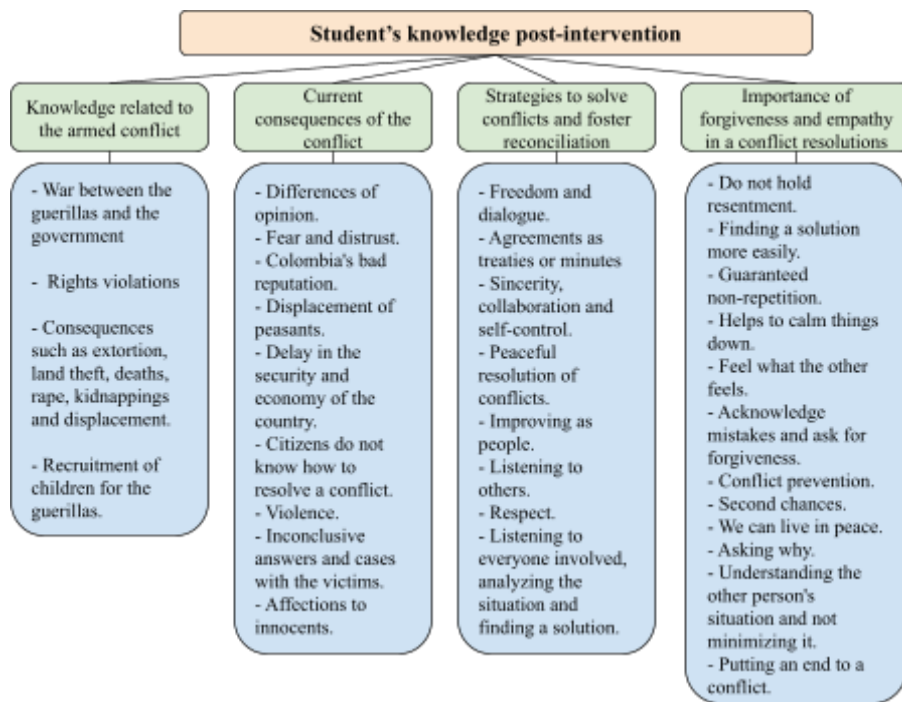
#### **4.2.3 Third stage: Application of the post-questionnaire**

The responses to the post-questionnaire reveal a significant improvement in students' understanding of the nature of the conflict, as well as the dynamics of resolution and the context

surrounding the events in Colombia since the first questionnaire. The responses to the questionnaire reflect a variety of opinions and approaches on how individuals and communities can contribute to achieving peace in the conflict. Figure 4 below synthesizes the students' responses to the most relevant questions of the questionnaire.

**Figure 5**

*Synthesis of students' answers to the questionnaire regarding the armed conflict.*



First, the importance of dialogue, listening, and acceptance of reality are highlighted as fundamental tools to avoid conflict formation. The emphasis is placed on the need for society and government to work together, listen to each other and seek peaceful solutions (personal communication, October 27th, 2023). Regarding the possibility of achieving sustainable peace, the responses show divided opinions. Some believe in the possibility of achieving it through collaboration, joint effort, and effective leadership, as stated by one student, “porque todos somos personas y podemos trabajar para bien en equipo, ser conscientes de las cosas” [Because

we are all people and we can work for the best as a team, be aware of the things we can do for the best] (personal communication, October 27th, 2023). However, others are more pessimistic due to corruption, disagreements, and the persistent presence of armed groups since, according to one student, “porque durante muchos años seguimos por la corrupción, desacuerdos y problemas sociales” [because for many years we continued to be plagued by corruption, disagreements, and social problems] (personal communication, October 27th, 2023). In relation to effective strategies for solving conflicts and promoting reconciliation, elements such as dialogue, freedom, communication, empathy, and the need to comply with peace agreements, and treaties were highlighted. The importance of facing problems peacefully and avoiding armed conflicts was also mentioned (personal communication, October 27th, 2023). Finally, regarding the importance of forgiveness and empathy in conflict resolution, the responses underline their crucial role in ending disputes, avoiding resentment and building trust. The need to understand the perspectives of others and seek solutions through genuine forgiveness is recognized (personal communication, October 27th, 2023).

### **4.3 Activities assessment**

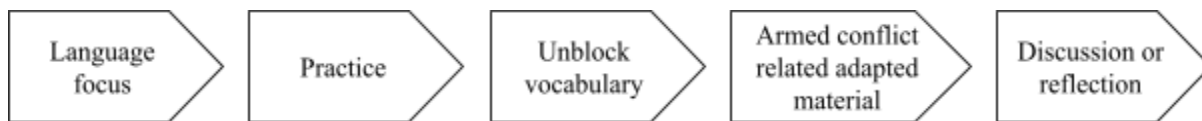
The purpose of this project was to have a social and community-based approach to teaching English in a public school with students who did not have much knowledge about the armed conflict that the country lived in for many years and how it impacted and still impacts society today, while simultaneously promoting a pedagogy of peace in the current Colombian post-conflict reality. Moreover, we expected that through this project with social and real context topics, not very common in an English class, we would increase students' motivation to learn the language since, according to Palacios and Chapetón (2014), when EFL classroom material is

integrated with topics related to the real context of the students “they feel motivated, committed, and willing to take an active part in the class as it becomes enjoyable and meaningful” (p. 27).

Considering the above, this methodology was planned and implemented as a small-scale pilot test with a classroom of 34 students. During the activities, the students were very interested in the subject and willing to participate; they did not find the topics difficult or complicated to understand. However, it was evident that there existed a discernible gap in language proficiency that slightly affected them when performing some activities, so we began to work on a process of unblocking vocabulary before performing some of these activities.

**Figure 6**

*Class development sequence*



Nonetheless, students with less knowledge of the language presented difficulties keeping up with the pace of the class. Consequently, it is noteworthy to know that in a classroom, teachers can find a large knowledge gap between students since we can have students who go at a faster pace than others. However, still, the curriculum should be followed; thus, a good strategy is to encourage collaboration among students, joining those who present more difficulties with those who may have more knowledge or ease with the topics to help each other.

**Figure 7**

*Example of a listening activity carried out in class integrating the topic of armed conflict when teaching regular and irregular verbs.*



**Institución Educativa INEM Custodio García Rovira**  
**Teachers:** Ana Moreno and Sofía Romero  
**Level:** A1  
**Topic:** Places of the city  
**8th grade**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Pre – listening**

**1. Match the words with its definition:**

- |              |  |
|--------------|--|
| Strangers -  | - Someone who owns or manage a store, especially a small one.          |
| Neighbors -  | - To be frightened or worried that something bad might happen          |
| Shopkeeper - | - A new member of an organization, especially the army                 |
| Brave -      | - The possibility of harm or death to someone                          |
| Recruits -   | - Someone you do not know  |
| Fear -       | - Any object used in fighting or war, such as a gun, bomb, knife, etc. |
| Grown-ups -  | - Showing no fear of dangerous or difficult things                     |
| Danger -     | - A military unit consisting of three or more companies                |
| Weapons -    | - Someone who lives very close to you                                  |
| Battalion -  | - An adult or someone who behaves in a responsible way                 |

**Listening**

**I will not forget their names**

**2. Listen and organize the story in the following space.**

<b>a</b>	
<b>b</b>	
<b>c</b>	
<b>d</b>	

**3. Complete the spaces using the following regular and irregular verbs in past simple.**

Irregular verbs			Regular verbs		
get	run	find	decide	disappear	punish
begin	feel	hide	arrive	detonate	need
tell	become		insist	mark	express
			learn		

**Post-listening**

**4. To highlight all the other regular and irregular verbs that are in the text.**

**5. Discussion in pairs and write some ideas to share with the class:**

a. How do you think the author's life changed when they joined the group of guerrillas? What challenges did they face?

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b. If you were in the author's position, what choices do you think you would have made in their circumstances, and why?

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### ***4.3.1 Lesson planning***

The lesson plans designed during our practice intervention for eighth-grade students with an A1 level of English were successfully developed. There was an integration of the conflict thematic into language instruction in order to create a more meaningful learning environment for students that could change their negative perspective towards English and at the same time create an impact on one of the biggest problems at the school, which is conflict resolution issues. The objectives were clear and aligned with the language learning goals and the use of conflict as a language function provided students with opportunities for practical application. Vocabulary and grammar were appropriately selected and seamlessly integrated, contributing to a holistic learning experience. The content was engaging and appropriate, fostering critical thinking skills alongside language acquisition. Assessment strategies, such as discussions, feedback, tests, and rubrics, effectively measured comprehension and language proficiency. The instructional material adapted from The Truth Commission, including visual aids, videos, readings, comics, audiobooks, among others, was well-chosen and supported the theme and language objectives. In general, the lesson plan demonstrated a thoughtful and effective approach to language learning in the context in which we were carrying out our intervention.

As an example of a lesson plan that fulfills the purpose of this project, we have the below one designed by us. In it, the students listen to an audio in English, recorded and adapted by us, about a testimony of a victim of the conflict. The objective is that the students practice regular and irregular verbs with this story and also reflect on what happened.

#### **Table 2**

*Lesson plan to practice regular and irregular verbs through a listening activity of a testimony of a victim of the armed conflict.*

  <div style="text-align: center;">           UNIVERSIDAD INDUSTRIAL DE SANTANDER            ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS            EN INGLÉS            PRÁCTICA PEDAGÓGICA II         </div>					
LESSON PLAN					
<b>Student-teachers:</b> Ana Moreno and Sofia Romero		<b>School:</b> IE Custodio Garcia Rovira INEM		<b>Date:</b> 18/10/2023	
		<b>City:</b> Bucaramanga		<b>Week:</b> 8	
		<b>Grade:</b> 8-4	<b>Level:</b> A1	<b>Age:</b> 13- 15	<b>Class:</b> #11 <b>Time:</b> 2 hours
<b>Standards:</b> <ul style="list-style-type: none"> <li>- I am capable of recognizing a simple past sentence</li> <li>- I can use regular and irregular verbs when talking about past events.</li> </ul>					
<b>Objectives:</b> <ul style="list-style-type: none"> <li>- Students will be able to identify and use regular and irregular verbs to talk about the conflict.</li> </ul>			<b>Functions:</b> <ul style="list-style-type: none"> <li>- Tell stories that happened in the past with regular and irregular verbs related to the conflict.</li> </ul>		
PERFORMANCE INDICATORS					
<b>Knowing</b>  Students correctly transform regular and irregular verbs in their base form into their past simple form.	<b>Doing</b>  Students listen to and organize a short text about a past event.  Students reflect on the impact of the conflict in their country on the children affected.		<b>Being</b>  Students reflect and empathize with the children who have been victims and affected by the country's past conflict.		
<b>Transversality:</b> <ul style="list-style-type: none"> <li>- Students learn new vocabulary and practice what they have learned in class by integrating stories from the historical and social context of their country and also reflecting and expressing their opinions about these events.</li> </ul>					
LANGUAGE CONTENT					
<b>Grammar:</b> <ul style="list-style-type: none"> <li>- Past simple regular verbs rules: -d, -ed, -ied.</li> </ul>					
<b>Functions:</b> <ul style="list-style-type: none"> <li>- Tell stories that happened in the past related to the conflict using regular and irregular verbs.</li> </ul>					
<b>Vocabulary and Pronunciation:</b> <ul style="list-style-type: none"> <li>- <b>Reading vocabulary:</b> Strangers, neighbors, shopkeeper, brave, recruits, fear, grown-ups, danger, weapons, and battalion.</li> <li>- <b>Regular verbs:</b> Learned, decided, insisted, disappeared, arrived, detonated, marked, punished, needed, expressed.</li> <li>- <b>Irregular verbs:</b> felt, got, hid, began, told, ran, became and found.</li> </ul>					
<b>Receptive Skills:</b>	<b>Listening</b>  X	<b>Reading</b>	<b>Productive Skills</b>	<b>Speaking</b>  X	<b>Writing</b>

Stages and Interaction Patterns	ACTIVITY	MATERIALS	TIME
<b>Lesson opening</b> T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives	Board Markers	10'
<b>Warm-up</b> Ss → Ss	Ss will play a hangman game. T will write lines on the board that hide regular verbs so ss have to guess what is the word Verbs: stop, carry, need, hug, play, cry.	Board and markers	10'
<b>Procedure</b> Ss → Ss	<p><b>Pre-listening:</b>            Unblock vocabulary.            Match the vocabulary with its correct definition:</p> <ol style="list-style-type: none"> <li>1. Strangers</li> <li>2. Neighbors</li> <li>3. Shopkeeper</li> <li>4. Brave</li> <li>5. Recruits</li> <li>6. Fear</li> <li>7. Grown-ups</li> <li>8. Danger</li> <li>9. Weapons</li> <li>10. Battalion</li> </ol> <p><b>Listening activity:</b>            Ss will read a story from the collection "I will not forget their names". First, they should organize the story while they hear it.</p> <p>Then, they must complete the story by selecting the verbs from the box and write them in their regular form.</p> <p><b>Post-listening:</b></p> <ul style="list-style-type: none"> <li>- To highlight all the other regular verbs that are in the text.</li> </ul> <p>In pairs discuss the following questions:</p> <ol style="list-style-type: none"> <li>a. How do you think the author's life changed when they joined the group of guerrillas? What challenges did they face?</li> <li>b. If you were in the author's position, what choices do you think you would have made in their circumstances, and why?</li> </ol> <p>Socialize the answers with the rest of the class.</p>	<p><b>Audio listening:</b>  <a href="https://drive.google.com/drive/folders/1hfAb11-apuEtdSZ5wFTBzafDAQOA33bB">https://drive.google.com/drive/folders/1hfAb11-apuEtdSZ5wFTBzafDAQOA33bB</a></p> <p><b>Worksheet:</b>  <a href="https://drive.google.com/file/d/1FN7813inIXZ5CaMK5ZogyYt4wmlBGz/view?usp=drive_link">https://drive.google.com/file/d/1FN7813inIXZ5CaMK5ZogyYt4wmlBGz/view?usp=drive_link</a></p> <p><b>Papers to organize:</b>  <a href="https://drive.google.com/file/d/1RG73k8BTiBxmfpumcfA4FKIswLy8Ep6/view?usp=drive_link">https://drive.google.com/file/d/1RG73k8BTiBxmfpumcfA4FKIswLy8Ep6/view?usp=drive_link</a></p>	15' 20' 20' 5' 10' 10'
<b>Closure</b> T ↔ Ss	Organize the classroom and dismiss the class. Collect homework. <b>Homework:</b> <ul style="list-style-type: none"> <li>- Write a sentence about an event in your past using two verbs learned in class, one regular and one irregular.</li> </ul>	Board and markers	10'
<b>POTENTIAL PROBLEMS</b>		<b>POSSIBLE SOLUTIONS</b>	

<ul style="list-style-type: none"> <li>- Ss are embarrassed to speak in front of their peers.</li> <li>- Ss might have difficulty understanding the vocabulary due to limited language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a safe and respectful environment in which students feel comfortable to participate using the language.</li> <li>- T will ask the Ss about unfamiliar words and solve their doubts about the meanings.</li> </ul>
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#### ***4.3.2 Classroom management and methodology***

In the process of lesson planning, careful consideration was given to various elements essential for effective teaching. Including implementation, classroom management, language, voice, and body language. Our initial strengths were implementation, classroom management, voice, and body language, due to external factors, such as interns' previous experience teaching children, adolescents, and peers in our current training program. During feedback sessions with our practice director, these elements were positively acknowledged. However, the aspect of first language (L1) teachers' usage presented a challenge that required dedicated effort and improvement. In our commitment to primarily communicating in English, we observe instances where students face difficulties comprehending instructions. They often requested translations into Spanish, showed confusion on their faces, and sometimes felt intimidated. Recognizing the importance of effective communication, we attempted to refine our language skills to ensure clarity and understanding among students.

During the implementation of the lesson plans, particular emphasis was placed on initiating classes correctly. This involved presenting a well-structured agenda outlining objectives and planned activities for the session. To facilitate smooth transitions between activities, a concerted effort was made to guide students in an organized and coherent manner, ensuring they comprehended the progression of the lesson. Simultaneously, creating an optimal learning environment was a priority. This was accomplished by establishing clear class rules

which fostered an atmosphere of respect, empathy, and discipline among our students. The intention was to cultivate a positive space conducive to effective learning and collaboration.

Furthermore, our commitment to student development extended to the end of each activity. We implemented a feedback mechanism aimed at providing students with insights into their successes and areas for improvement. This approach allowed students to reflect on their performance, understand their achievements and mistakes, and actively participate in the learning process. Recognizing the significance of non-verbal communication, we also paid meticulous attention to our body language. Through conscious efforts, we aimed to convey openness, enthusiasm, dynamism, tone, and body language, which have been vital in creating an enriching and effective teaching and learning environment.

#### ***4.3.3 Materials and activities***

The materials and activities designed for eighth-grade students at a public institution, integrating English with the theme of conflict resolution, were effective. Adapted from the authentic content of the Truth Commission Program, the materials come in various engaging formats, such as videos, audiobooks, comics, readings, and visual aids. These diverse learning styles ensure that students benefit from a multimodal learning experience. The adaptation of the content to the eighth-grade level demonstrates an understanding of students' needs, providing age-appropriate and accessible language and subject matter. The incorporation of real-world conflict resolution problems through videos and comics enhances student engagement, making language learning both relevant and meaningful. This holistic learning journey not only develops language skills but also promotes critical thinking through conflict resolution scenarios. Additionally, the consideration of cultural sensitivity in the adaptation process fosters inclusivity

and awareness of the diverse backgrounds present in the public institution setting. Overall, these materials create a comprehensive and enriching educational experience for eighth-grade students.

**4.3.3.1 Final Product: Conflict Experiences in Colombia.** The project focused on obtaining testimonies related to the Colombian armed conflict and was developed in four key stages collaboratively. First, finding the person to be interviewed; second, selecting the questions to ask; third, conducting the interview; and fourth, translating the interview into English. Each group had a leader, who had to assign a specific role to each member of the group so that the final result was achieved as a team. Students received. The students were accompanied throughout the project through class work times in which they were advised by their teachers, in addition to creating a communication channel by mail to resolve any doubts that arose outside the classroom.

**Figure 8**

*Visual data collected from the final product students' socialization*



#### 4.4 General assessment of the intervention

The following general assessment was based on a rubric designed by us, in which the fulfillment of the objectives and motivations of this pedagogical and social project is evaluated. The rubric has four criteria chosen, taking into account the objectives to be achieved in this project: (1) alignment with the general objective; (2) achievement of enhancing students' motivation; (3) achievement of improving students' productive language skills; and (4) achievement of promoting peace pedagogy. These criteria can be rated in three categories depending on the degree to which each criterion was achieved. First, outstanding, which is equivalent to 5 points, is the best grade and is achieved if the project fully and satisfactorily meets that criterion. Then, good, which would be the intermediate score equivalent to 4-3 points, and is achieved if the project moderately met the criterion. Finally, poor, which is equivalent to 2-1 points, is achieved if the criterion was minimally achieved or not achieved.

**Table 3**

*Rubric for assessment*

<b>Criteria</b>	<b>Outstanding (5 points)</b>	<b>Good (4-3 points)</b>	<b>Poor (2-1 points)</b>
<b>Alignment with the general objective</b>	The project fully aligns with the general objective, demonstrating a clear connection between the pedagogical materials, the history of the armed conflict, and promoting peace and conflict resolution skills.	The project mostly aligns with the general objective but lacks some depth or clarity in connecting the materials to the armed conflict's history and its impact on peace education.	The project does not effectively align with the general objective and lacks a clear connection to armed conflict and peace education.
<b>Achievement of enhancing</b>	The project significantly	The project somewhat enhances	The project does not effectively enhance

<b>students' motivation</b>	enhances student's motivation to learn English by effectively transforming their negative perspectives, and engaging them in innovative, reflective activities related to the armed conflict.	students' motivation and addresses their negative perspectives, but more engagement and reflection could be encouraged.	student's motivation or transform their negative perspectives towards learning English.
<b>Achievement of improving productive skills</b>	The project successfully improves students' productive skills through activities and projects that focus on these skills, such as interviewing people.	The project partially improves students' productive skills but could provide more comprehensive activities and projects.	The project does not effectively improve students' productive skills or lacks activities/projects to support skill development.
<b>Achievement of Promoting Peace Pedagogy</b>	The project excels in promoting peace pedagogy, fostering tolerance and respect among students by raising awareness of the conflict's consequences for children and adolescents.	The project somewhat promotes peace pedagogy and raises awareness, but could provide more comprehensive information and activities.	The project does not effectively promote peace pedagogy or fail to raise awareness of conflict's consequences for children and adolescents.

In overall terms, we can affirm that the general and main objective of our project was successfully achieved, since in the planning and in the adapted materials we can clearly see the connection made between language learning and the history of the armed conflict. In addition, with the final reflections and/or discussions in each class, it was also possible to promote a pedagogy of peace by encouraging students to empathize with the victims and put themselves in their place by asking questions such as "What would you have done?" or "How would you feel if

something like this happened to you? Also, we can assure that one of our main motives with this project was to increase the motivation of the students to learn the language, and from our perception, their attitude towards the class demonstrates that we did achieve this objective. At the beginning of the project, we could see that some students did not want to participate or did not like the class; however, as we progressed, we could notice their attitude change and see that they felt more encouraged and confident to participate in the different activities.

Regarding the improvement of productive skills, we considered that the project successfully improves students' productive skills through activities and projects that focus on these skills, such as interviewing people. Additionally, during the process, we noticed that the students needed help in all skills, not just in the productive ones, so we designed a variety of activities, such as reading, presentations, interviews, and writings, that focused on the different four language skills so that students were able to practice and improve.

Finally, in terms of promoting a peace pedagogy, we believe that the project excels in this objective. First of all, we promoted an environment of tolerance and respect in the classroom so that they felt comfortable and safe there. In addition, through role-playing, we promoted forgiveness, reconciliation, and peace with peers and in society. Lastly, by learning about the history of conflict and violence in the country, we helped them reflect on the consequences and negative impacts that conflict and violence bring to them as individuals and to others as a society and how the path of peace, truth, and non-repetition is the best option as a country moving towards a peaceful society.

## 5. Conclusions and recommendations

One of the motivations of this project was to make the English class more valuable and contribute to society by integrating themes that promote its improvement and growth as a peaceful and just community. As a result, we were able to demonstrate that English classes can be designed and implemented using topics such as armed conflict or any other topic relevant to society without deviating from language learning. Moreover, this leads to fostering students' critical thinking, interest and participation in class. For us as pre-service teachers, this project represented a challenge since it was our first time facing the real classroom context of a public school and also because it was initially conceived as an ambitious project. Thus, we were implementing and modifying things as we noticed whether they worked or not. This was an enriching experience for us, constituting a valuable source of lessons that have significantly contributed to our professional development. This project pushed us to think and go beyond what is normally taught in a language class. Moreover, it provided us with a unique opportunity to learn about our own history and have a better understanding of our society and why we relate to it as we do.

On the other hand, we can assert that the different objectives of this project were successfully accomplished and that we contributed to the community, especially to the educational community, by providing strategies or materials that can be used by other teachers or serve as a reference for the design or adaptation of others with this type of topic. Besides, a peace pedagogy was promoted in the class since, from the behavior of the students and their relationships with others to the general social context of the country, it focused on respect, truth, peace, and conflict resolution. Additionally, students expressed feeling more motivated in classes

and with intentions to continue learning the language. Finally, the activities and materials were varied, thus giving space to practice and improve different language skills.

However, as already mentioned, this project was done on a small scale in a classroom of 34 students, so we believe that it could be implemented on a large scale, expanding it to the entire institution and thus taking advantage of the spaces in the English class to make it more meaningful in the life and social context of students by integrating topics that help develop their critical thinking and address community problems in order to train them as competent and active future citizens. Finally, we encourage all language teachers or future language teachers to use their classes to create a positive impact on students and the community in general, in which they can also contribute to the growth and improvement of the country.

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