

**HELPING INMATES FROM “LA MODELO” PENITENTIARY TO FULFILL THEIR
ENGLISH ACADEMIC REQUIREMENT IN THEIR REHABILITATION PROCESS**

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**UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
BA IN ENGLISH
BUCARAMANGA
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**A SOCIAL PRACTICUM TO FULLFIL THE REQUIREMENT TO GET THE
DEGREE OF BACHELOR OF ARTS IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE**

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**TÍTULO: HELPING INMATES FROM “LA MODELO” PENITENTIARY TO FULFILL
THEIR ENGLISH ACADEMIC REQUIREMENT IN THEIR
REHABILITATION PROCESS ***

AUTOR: Nestor F. Dulcey, Manuel R. Campos **

**PALABRAS CLAVE: Practica social, factores afectivos, estudiantes de inglés,
prisión, modelo, internos, reintegración.**

RESUMEN

El objetivo de este proyecto es ilustrar la practica social llevada a cabo por un grupo de estudiantes de licenciatura en ingles de la escuela de ciencias humanas de la “Universidad Industrial de Santander, UIS” en el instituto San Juan Bosco ubicado en las instalaciones de la cárcel modelo de Bucaramanga. El objetivo de este proyecto fue alcanzar que 80 internos cumplieran con el requerimiento académico en el área de inglés como parte de su proceso educativo para su rehabilitación social. Este proyecto les dio a los internos la posibilidad de cumplir su sentencia así como de recibir adiestramiento académico y moral.

Esta práctica social, basada en algunos estudios y diagnósticos iniciales, propuso un programa de enseñanza que surgió del análisis de los test aplicados. Teniendo en cuenta este análisis, se diseñó e implementó un programa basado It then uses the results to design and implement a teaching program based on the Communicative Language Teaching –CLT– and Natural Approach principles.

A lo largo del proyecto, a los internos se les hizo un seguimiento no solo en lo concerniente a su proceso académico sino también a su proceso de reintegración. Se les dio las herramientas y el apoyo necesario para mejorar su aprendizaje de una segunda lengua y de su vida social.

* Proyecto de grado.

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Magister Tatiana Mikhailova.

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AUTHOR: Nestor F. Dulcey, Manuel R. Campos **

KEY WORDS:

Social practicum, affective factors, teachers in training, prison, inmates, reintegration, Communicative Language Teaching CLT, Natural Approach.

ABSTRACT

This project aimed to illustrate the social practicum carried out by a group of English teachers in training of the school of human sciences from “Universidad Industrial de Santander, UIS” at San Juan Bosco institute located in the facilities of “La modelo” prison in Bucaramanga. Eighty subjects participated in this practicum. The purpose was to have this people get accomplished the English subject requirement as part of an educational process for their social rehabilitation. The practicum gave inmates the possibility to serve their sentence but also to train them academically and morally as well.

The social practicum proposed, based on some initial studies and diagnosis, a teaching program that emerged from the analysis of the different tests applied. According to the results of the placement test, it was clear that the students should start their English learning process in an A1 level in accordance with the Common European Framework. It then uses the results to design and implement a teaching program based on the Communicative Language Teaching –CLT– and Natural Approach principles.

Throughout this project, inmates were followed not only on language learning but also in their reintegration process. Students were given tools and support to improve on language learning and on social life.

* Proyecto de grado.

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1. INTRODUCCIÓN

An individual's quality depends highly on his education. If every single person had a real opportunity to attend school, there would not be so many people in jail. It is a shame that most governments realize the importance of education only when people become criminals. Being conscious of this necessity and based on chapter 5th, article 68 of the General Law of Education; prisons in Colombia now have as requirement for inmates to reintegrate into the community to be part of an educational process for social rehabilitation.

This law states that in the case of Colombian penal complexes, it must be taken into account the internal policies of the INPEC (Instituto Nacional Penitenciario y Carcelario). The general law of education also stipulates these programs must be carried out using money from their own budget and through deals with nonprofit organizations. INPEC and its negotiations is the only responsible of developing these programs.

Considering this pedagogical part and knowing the importance education has in the rehabilitation process as well as in future life for former prisoners, INPEC decided to create room for this task. The government of Santander supported the program and gave in 1997 the functioning license to "San Juan Bosco" institute, directed from then on by graduate Maria Sonia Zambrano Rodriguez.

It is the purpose of "San Juan Bosco" institute to be a role model in the educational branch within the correctional scheme in Colombia; offering inmates the possibility not only to serve their sentence but also to train them academically and morally as well. This way, when they recover freedom it will sure be a bit easier for them to get a better opportunity to get through life.

Taking into consideration all these facts and being part of a vital element in society –Education- and as students of the school of humanities in a public university a

group of students decided to participate and support the program in “San Juan Bosco” institute (see app.1) . The project focuses mainly on the inmates’ academic training but without putting aside the educational branch.

2. PLAN OF ACTION

STAGE 1:

- Recognition of the facilities
- Get to know the rules and requirements to enter the prison.

STAGE 2:

- Get to know the students
- Apply a Socio-demographic survey
- Apply a placement Test
- Analysis of the survey and placement test

STAGE 3:

- Decide the topics to cover in the program
- Designing the course

STAGE 4:

- Selecting the suitable approaches and methodologies

STAGE 5:

- Carry out the program

STAGE 6:

- Bring up conclusions

3. THEORETICAL FRAMEWORK

LITERATURE REVIEW

In the course of designing a teaching program to inmates from “La Modelo” prison, it was really outstanding to collect and interpret data about the learners and the institutional context in which the social practicum took place. This information was collected in the second stage of this project through the use of a demographic survey with the purpose of identifying biographical information about the learners and also data on communicative tasks that the learners might need or want to carry out in the target language (Nunan, 1996).

This project uses, as starting point, the John Munby’s study “Processing model for specifying communicative competence in a foreign language”¹. It is concerned with what it is assumed to be the essential steps in a course design. It also claims that where it is possible to identify the purpose for which the target language will be required, a valid profile of the communication needs of a particular participant can be produced. (Hawkey, 1978).

Several kinds of data are important to collect and analysed to take out valid and appropriate results, for example, a needs assessment activity, a set of goals and objectives, or a syllabus plan. These data help to answer such questions as: what is the level of the students? How long is the course? Where is the course taking place? Without that information it is difficult to evaluate the appropriateness or effectiveness of the final product. (Graves, 200)

This project was based on two parts: the analysis of some affective factors such as *motivation, attitudes and age* that have an effect on the learning process - and the implementation of a teaching program. They comprise the following aspects that constitute theoretical bases for this project. The first aspect involves an analysis of

¹ MUNBY, John, 1978, *Processing model for specifying communicative competence in a foreign language*. Cambridge University Press. P.54

individual differences – ID – such as motivation, attitudes and personality. And the second aspect is the incorporation of *Communicative Language Teaching – CLT – Natural approach principles* which were chosen as the teaching method for the teaching program.

MOTIVATION

Learners' *motivation* is considered by many to be one of the main determining factors of success in developing L2. The term motivation is frequently used in both educational and research context and it seeks to explain the fundamental question of why humans behave as they do? (Dornyei, 1998).

The socio psychological approach, inspired by Gardner, Lambert and their Canadian associates, has been largely dominant in the field of L2 *motivation* since 1970s, because it has the main analyses and findings of along term research, reported by Gardner and Lambert (1972). This educational model emphasizes integrative and instrumental aspects and provides a solid basis for understanding L2 learning *motivation*.

A great amount of students from “San Juan Bosco” school make visible their lack of motivation to learn L2, this affects highly their performance and achievement. According to Gardner (1985), L2 motivation refers to “the combination of efforts plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language, and effortful behaviour to the effect” (Gardner, 1985). From this perspective, *motivation* is prompted to varying degrees by certain goals or orientation towards learning the L2.

As mentioned above the socio-educational model by Gardner initially proposed two classes of goals: integrative and instrumental orientation. The former is associated with a positive disposition towards the L2 culture and the desire of people to interact and identify themselves as members of that community, while the latter emphasizes a desire to learn the L2 for potential pragmatic gains, such as getting a

better job or a higher salary (Gardner & Lambert, 1972). Following studies conducted in Canada, Gardner and Lambert (1972) suggested that individuals with an integrative orientation would demonstrate greater motivational effort in learning and thus achieve greater L2 competence than those with an instrumental orientation.

In “San Juan Bosco” students’ case, instrumental motivation is predominant. They attended classes to get a reduction on their sentence in prison, and only few of them to get their high school diploma. Furthermore, when little or no social integration of the learner into a community using the target language takes place, the concept of integrative motivation can not exist. It has been also found that generally students select instrumental reasons more frequently than integrative reasons for the study of language.

ATTITUDES

Attitude is quite separated from *motivation* although some researchers tend to combine these two affective factors or to make attitude an aspect of motivation (Gardner, 1979). In the fields of psychology, these two terms come from different branches. *Attitude* is a sociological term and an aspect of the social context, while motivation is the subject of investigation for psychologist looking at the individual’s instinct, drive, arousal and needs (Dornyei, 1994). Gardner (1980) defines *attitude*: “*Attitude* is an inference which is made on the basis of a complex of beliefs about the attitude object”.² In relation to attitudes, facing a risk allows students more opportunities to verbally practice the language. Inhibition, on the contrary, hinders students’ practice and performance of a language.

Good language learners have a good attitude towards themselves like high self-image and ego permeability. It is due to the truth that language learning process in

² GARDNER, Howard, 1980. *Attitudes in the classroom*. Cambridge University Press. P.134

influenced by emotions. Especially in the early stages, learners need to be able to handle the fact that they are not as socially competent in their second language as in their first, and cannot represent themselves in social situations. Only learners who have high self-image are able to overcome this. However, self image in language learning is a “chicken and egg” problem. Success fosters self esteem, which in turns fosters success and so on.

AGE

Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. Krashen, Long and Scarrella (1982) argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. This shows that the aging process itself may affect L2 learning and also that adults have especial needs and requirements as learners (Lieb, 1991). There have been several discussions about the ideal age to learn a second language, however many studies have shown that although children may have an advantage in achieving native-like fluency in the long run, adults actually learn languages more quickly than children in the early stages (Krashen, Long, and Scarcella, 1979).

It is also important to highlight the neurological view of this fact because of the developmental differences in the brain, “in important respects adults have superior language learning capabilities³” (Walsh and Diller, 1978). The advantage for adults is that the neural cells responsible for higher-order linguistic processes such as understanding semantic relations and grammatical sensitivity is developed through age.

There is not ideal age to learn a second language, since all age levels face a second language in similar ways. Learners, whether young or old, tend to go through similar stages according to their age capacities. This is why it is also

³ WALSH and DILLER, 1978. *The older language learner*. P 101

important to understand who you teach and take advantage of their age. For example, adults are not as active as a children or adolescents, but adults have passed through some experiences that gave them a vast background which help students in their learning process.

Adults have especial needs and requirements as learners, Lieb (1991). To respond and identify particular characteristics when teaching adults Lieb quotes Malcom Knowles, the pioneer in adult learning field; he identified the following characteristics:

- Adults have a lot of experience that should be connected to the learning.
- Adults are goal-oriented; they know what goal to achieve.
- Adults are relevancy-oriented; they must find a reason to learn something.
- Adults also deserve respect so that the instructor has to have a clear view of this aspect.

Although most people think that young people learn better, it is necessary to have in mind that language learning occurs at different maturity levels and it is safe to say that no age stands out as optimal or critical for all aspects of second language learning.

TEACHING PROGRAM

These classes were created to provide the students with a good environment for learning to know themselves and overcome the difficulties and for developing their language skills, these lessons are also important for building community in the classroom and that sense of community makes a better environment for language teaching, also that feeling is one of the factors that enhance language learning. This is because without community, there can not be communication. Besides, the community allows people to increase and develop trustiness, high esteem and risk taking attitude.

Before selecting the most appropriate method to use in the social practicum, it was necessary to check L2 teaching methods to take a good step. For this social practicum the principles of the Communicative Language Teaching – CLT– were taken into consideration.

COMMUNICATIVE LANGUAGE TEACHING – CLT–

CLT emphasizes on communicating a message making the learning process more meaningful to students, while grammar is still relevant. The focus on communication and contextual factors encompasses what Lieb (1991) mentions about those particular characteristics teachers must know and take advantage of in class. Furthermore, TLC has a rich theoretical base about communication, and the way it must be faced.

- Language is a system for the expressions of meaning.
- The primary functions of language is for interaction and communication
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning.

It is also important to highlight that students from “San Juan Bosco” school have a very basic level, CLT says, at the beginning levels, where all the learners understand the same native language; teachers can motivate the students by using L1.

CLT is not only viewed as a teaching method with a clearly defined set of classroom practices, but also it is usually characterized as a broad *approach* to teaching. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan’s (1991) five features of CLT which are along the objective of the program:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of real material into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

Thus, in the classroom CLT took the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and communication focused activities.

NATURAL APPROACH

Krashen's monitor model has been the most prestigious in second language acquisition (SLA) research and the most comprehensive of the existing theories. This model consists of five central hypotheses; in addition it makes reference to a number of factors which influence SLA and which relate to the central hypotheses. The five central hypotheses:

1. The acquisition-learning hypotheses
2. The Natural Order hypotheses (doesn't apply for learning)
3. The monitor hypotheses
4. The input hypotheses
5. The affective filter hypotheses

From these theories of learning, this social practicum adopted three of them as theoretical basis or principles when designing and teaching classes. These three

hypotheses were chosen following the next general principles of any foreign language learning process in an official learning context:

- **The acquisition-learning hypotheses:** The acquisition learning distinction is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners. According to Krashen there are two independent systems of second language performance:
- **Learning:** It is the product of formal instruction and it comprises a conscious process, which results on conscious knowledge "about" the language for example knowledge of grammar rules. In this particular project, the concept learning is the system that takes place since the process was carried out in a classroom setting with inmates that had theoretical information and functional knowledge of the second language. Moreover, both teachers and students are in an EFL context in which the lack of English speakers increases pupils' awareness of the unnatural context.
- **Input hypotheses:** It points out that human acquired language by understanding messages or receiving "comprehensible input" McLaughlin (1987). However, it is important that learners do not receive input that exceeds their level of competence. It is crucial that the input received by the learners should be comprehensible and challenging enough to lead improvement in the linguistics competence.

Following this context, if inmates were given strange or confusing information, they would not be able to learn or perform something in the target language. On the contrary, if inmates had meaningful and clear input they would get enough knowledge for improving and developing their performance and skills. The inmates were exposed to input that was appropriate for their level and could be effortlessly internalized.

The affective filter hypotheses: This deals with how affective factors relate to SLA and covers the ground of the acculturation model. Krashen incorporates the notion of the affective filter as proposed by Dulay and Burt. The filter controls how much the learner comes into contact with, and how much input is converted into intake. Here, learners' motivation, self-confidence and anxiety determine how much you can learn. McLaughlin mentions that an acquirer whose affective-filter is up blocks the input and language acquisition can not occur. On the contrary when affective-filter is down the acquirer could reach a better competence in target language.

In other words, the lower the affective-filter the better the language is acquired. In the penitentiary context not many people have a lower affective filter; the majority of them would present a sort of apathy towards learning new things, particularly English. They put a psychological barrier that a teacher should take down for helping them in the learning process. It is in here where appropriate motivation plays its role. Moreover, the natural approach adopts relevant components of other methods to help beginners to be intermediates; command-based and mime activities from TPR can help our learners to be intermediates.

4. STATEMENT OF THE PROBLEM

INPEC (Instituto Nacional Penitenciario y Carcelario) takes as a starting point to formulate a logical and coherent prison policy emphasizing on inmates' humanization and re-socialization. To do this prisons now have different programs in which inmates have the opportunity not only to learn and acquire skills working on different kinds of handicrafts but also to either start or finish their literate process.

Although "San Juan Bosco" bases its educational program on the general law of education and PEI (Proyecto Educativo Institucional), most of the teachers are inmates themselves selected according to their education level, their professions and particular knowledge on a specific field. Due to the fact there are no qualified prisoners to teach English in "La modelo" and the institution neither can afford the services of a trained English teacher, the establishment has the necessity of seeking for inter-institutional agreements to meet this and some other necessities.

That is why Lic. Maria Sonia Zambrano Rodriguez in representation of the INPEC and as director of the Institute "San Juan Bosco" set an appointment with the head of the school of languages at UIS (Universidad Industrial de Santander) Lic. Rafael Barragan Gomez. In that meeting the Lic. Maria Sonia Zambrano Rodriguez states the necessity of incorporating qualified English teachers to cover this specific subject matter for high school students at "San Juan Bosco."

Immediate context problem: due to the lack of EFL teachers, the authors of this project designed and implemented an EFL program, based on Communicative Language Teaching and Natural Approach.

5. JUSTIFICATION

Education gives us the knowledge of the world around us. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on everything in life. Education is not about lessons and poems in textbooks. It is about the lessons of life. Education is important as it teaches us the right behavior, the good manners thus making us civilized. It teaches us how to lead our lives. Education is the basis of culture and civilization. It is a key issue in the development of our values and virtues. Education cultivates us into mature individuals, individuals capable of planning for our futures and making the right decisions. Education arms us with the capacity to look at our lives and learn from every experience. The future of a nation is safe in the hands of educated individuals. Education is important for the economic growth of a nation. It fosters principles of equality and socialism. It forms a support system for talents to excel in life. It is the backbone of society.

Unfortunately, not all the people have the opportunity to attend school maybe for poverty and some others do not have the determination or the desire of going to it. Whatever reason, prisons are full of people that, because of different circumstances, broke the law and are now, deprived of liberty. It hurts to listen to people say, "I'm here because the guerrilla killed my brother because he was a soldier and then they wanted to kill me too, so I decided to join the Paras." Or "Guerrilla killed all my family so I got into the Paras (illegal armed group) to take revenge." Or "No, I'm in here because I couldn't study, my mom used to say to me "If I didn't study, you won't either" besides she would hit me because she was resentful since my father had abandoned us, thus I became a drug addict and I was caught stealing a cell phone." Either lack of chance or lack of determination, illiteracy is a problem that must come to an end in Colombia if we want to hold a better future.

With the aim of helping INPEC in the process of rehabilitation of lawbreakers, we decided to back up this project. Being part of an official educational entity and having studied a human science we felt the moral obligation to contribute and in one or another way to help society with the base of any problem and responsible of the lack of development in the country, that is, the absence of education.

6. OBJECTIVES OF THE PROJECT

6.1. GENERAL OBJECTIVES

- To help inmates fulfill the academic English requirement due to the lack of volunteer English teachers.
- To design and to implement an EFL program based on CLT and Natural Approach activities.

6.2. SPECIFIC OBJECTIVES

- To help students acquire basic structures, verbs and vocabulary of the English language.
- To offer activities and tasks appropriate to students' needs and interests.

7. DESCRIPTION OF THE SITUATION

7.1. TARGET POPULATION

The students (men) rated from ages between 18 and 65. The exact amount is 80 in total, divided into 4 groups of 20. Some of them are **convicted**, that is, prisoners who were found guilty of committing some kind of crime. In addition, some others are **indicted** or prisoners waiting for the decision of the judge in charge of their cases. All of them come from different places in Colombia, having dissimilar marital status, economical situation, and educational background.

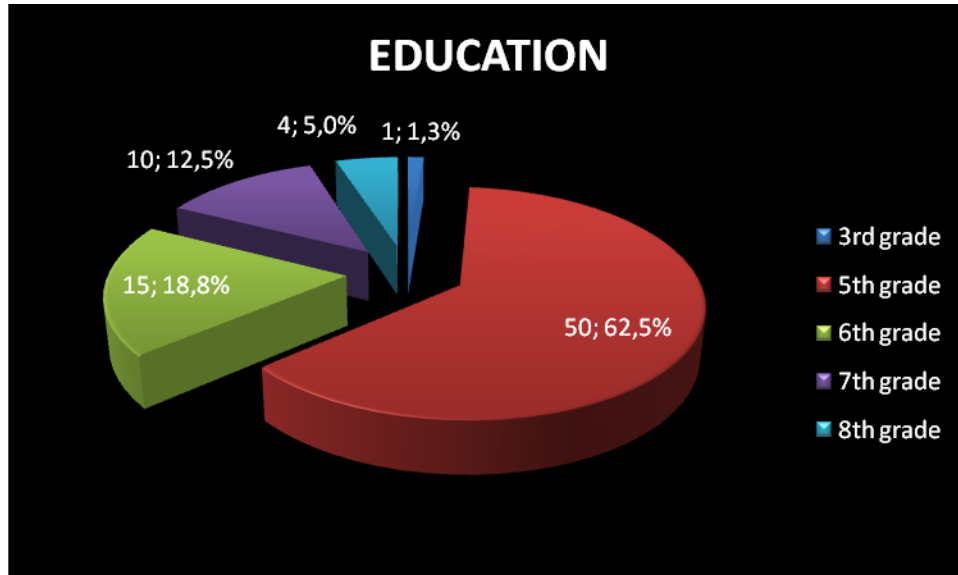
The results of the socio-demographic survey were the following:

People’s education

Education	Quantity	Percentage
1st grade	0	0%
2nd grade	0	0%
3rd grade	1	1,25%
4th grade	0	0%
5th grade	50	62,5%
6th grade	15	18,75%
7th grade	10	12,5%
8th grade	4	5%
Total	80	100%

In the previous chart it can be noticed that there were not any students who had just done till 1st, 2nd, or 4th grade. Therefore, we decided to create a figure just taking into account the most relevant information, that is, the grade until students did when they were free.

The next figure shows the results in a clearer way.

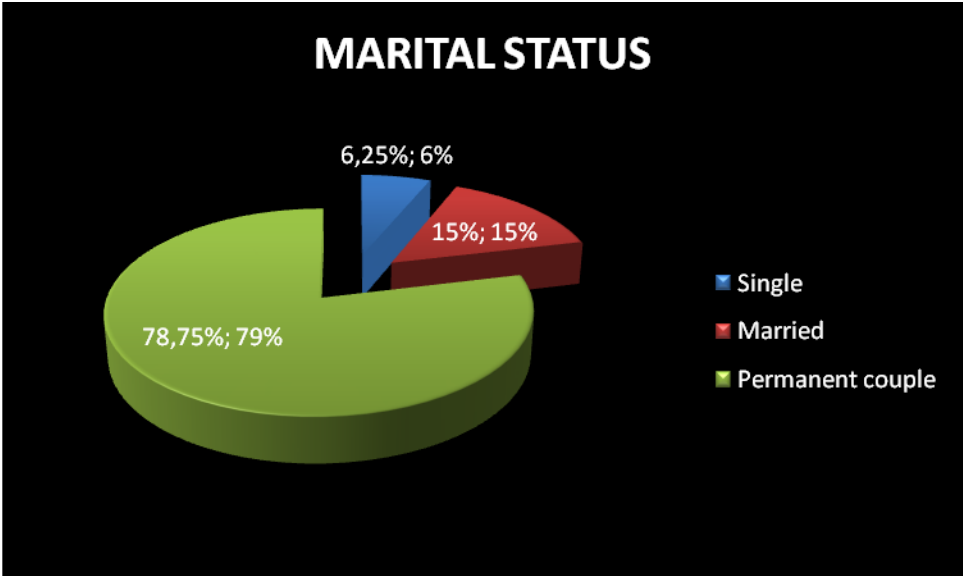


As we can see in the table and figure above at least 50 students (62.5 %) out of 80 finished their primary school, 15 (18.75 %) did till 6th grade, 10 (12.5 %) till 7th grade, 4 (5 %) till 8th grade and, only 1 (1.25 %) could just finish 3rd grade in primary school. It is good to clarify this numbers comes from the studies they did when the students were not in jail.

People's marital status

Marital status	Quantity	Percentage
Single	5	6,25%
Married	12	15%
Permanent couple	63	78,75%
Total	80	100%

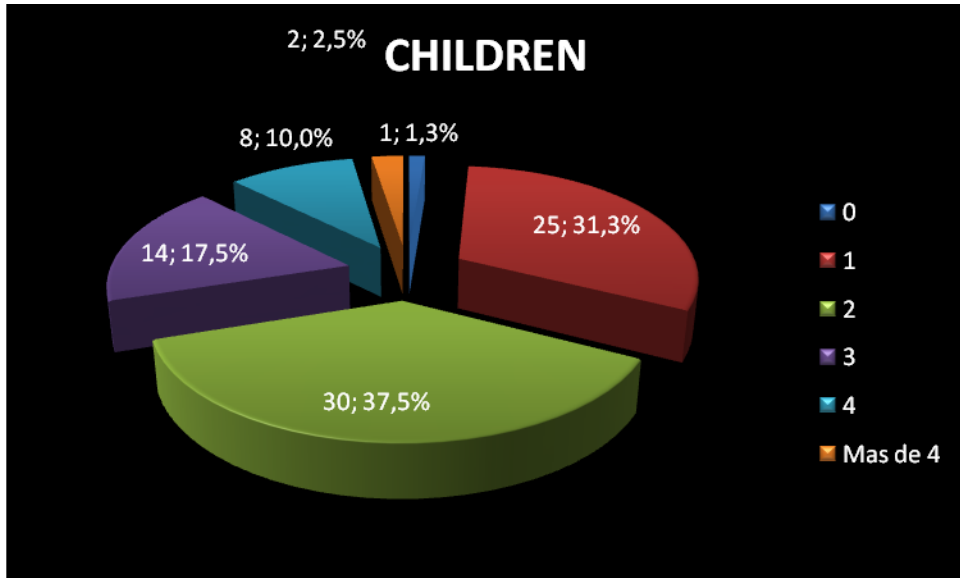
The chart above and the figure below illustrate the results about the marital status of the students. It is noticeable that just 5 students (6.25 %) are single, 12 (15 %) are married and 63 (78.75 %) are living with a permanent couple. It is a shame to discover that 93.75 % (75 people) have somebody waiting and suffering for them at home.



People who have children

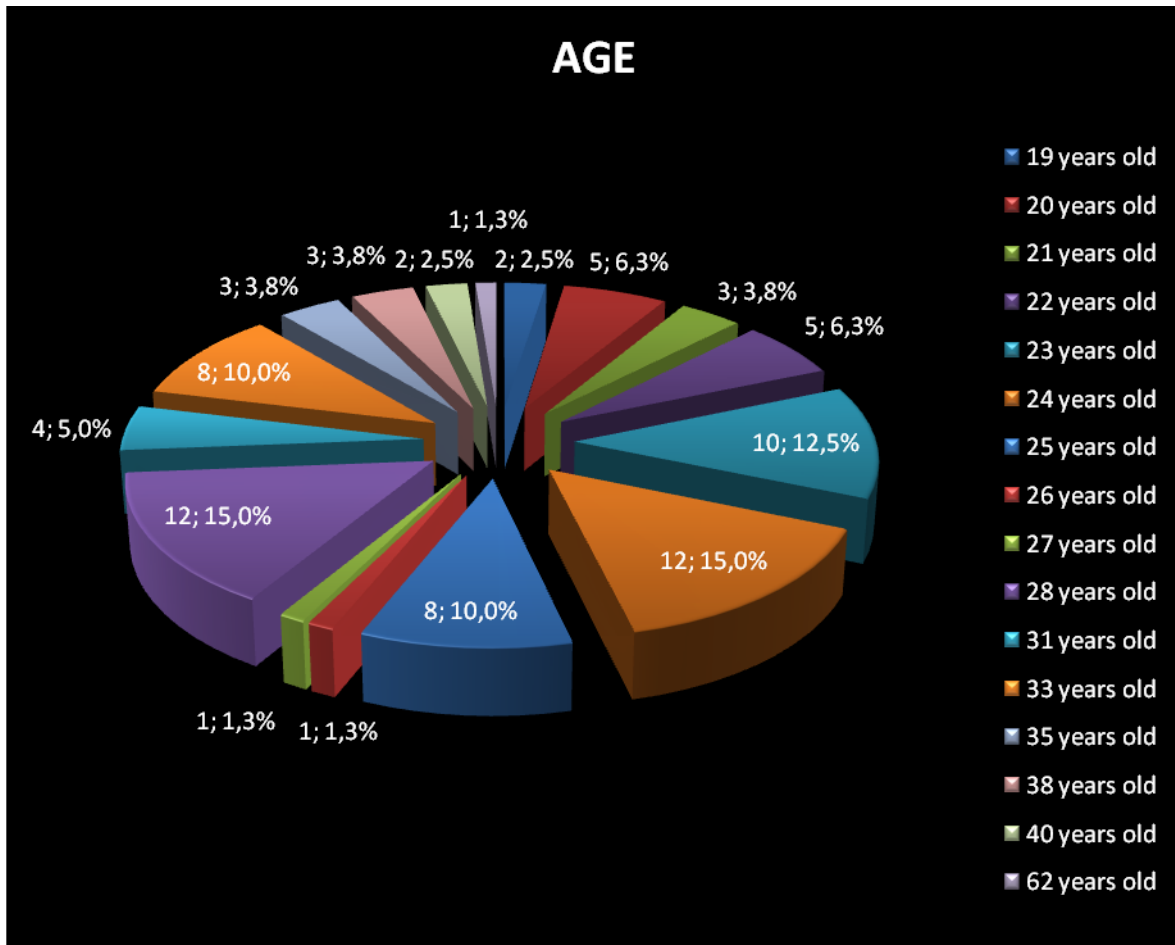
Children	Quantity	Percentage
0	1	1,25%
1	25	31,25%
2	30	37,5%
3	14	17,5%
4	8	10%
More than 4	2	2,5%
Total	80	100%

These results are quite alarming. There is just only one person who has no children, what means 89 students (98, 75 %) have at least one child. This is a critical situation not only for the children themselves but also for society because the lack of an appropriate management of this situation can cause irreversible consequences to the way these kids see society and they might end up following their fathers' example.



People's age

Age	Quantity	Percentage
19 years old	2	2,5%
20 years old	5	6,25%
21 years old	3	3,75%
22 years old	5	6,25%
23 years old	10	12,5%
24 years old	12	15%
25 years old	8	10%
26 years old	1	1,25%
27 years old	1	1,25%
28 years old	12	15,00%
31 years old	4	5%
33 years old	8	10%
35 years old	3	4%
38 years old	3	3,75%
40 years old	2	2,5%
62 years old	1	1,25%
Total	80	100%



The previous figure illustrates that students with different age were part of this social practicum. However, the age did not affect the activities and the classroom environment in general, because the students cooperated and worked in a positive classroom environment. It can be seen in the figure that the majority of inmates are young. For that reason, the activities provided during the practicum tried to increase their active participation, where the high motivation was the primary goal.

7.2. CONTENT

Once analyzed the data provided by the placement test it was quite clear that the inmates' English level was not nearly close to what the Common European framework states as an A1. Thus, the program was designed with the aim of having inmates get at least this basic level.

The topics chosen for the program were the following

- Greetings and farewells
 - Expressions to say hello and good-bye
- Introducing yourself
 - The verb be in statements
 - yes-no questions
 - short answers
- Exchanging personal information (names and phone numbers)
 - Numbers from 0 to 10
 - Questions with what's
 - Answers with it's
- Spelling names
 - The alphabet
- Thanking people
 - Expressions like thank you and tanks
 - Response to thank you
- Asking and saying where people are
 - The verb be in statements
 - yes-no questions
 - short answers
 - Wh-questions
 - questions with where
- Naming personal items and classroom objects

- Articles *-a, -an, -the*
- This and these
- Noun plurals
- Asking and saying where things are in a room
 - prepositions *-in, -on, -under, -next to, -in front of*
 - questions with where
 - expressions of location

7.3. METHODOLOGY

“In deciding how to develop language teaching methods and materials, one can take three approaches: make use of second language acquisition theory, make use of applied linguistics research, and make use of ideas and intuition from experience. These approaches should in fact support each other and lead to common conclusions”.

A language teaching method involves the theoretical principle underlying, like the teacher techniques used among others. It is a multifactor process where we have to take into a count the teacher, the students, the teaching and learning process and the social context to be taught together with the language. At the same time, it is a fact that every learner is different, so the processes involved in language learning are not the same for everyone, although we can find some common characteristics for most of the students within the same context, those features are the ones that conform the principles of every teaching method designed for languages.

The method and material emerge from communicative learning teaching –CLT– after further reflection, including some hypothesis from Natural approach, the method encompasses individual differences and sees the communication as the main goal of language teaching.

The CLT teacher assumes a responsibility for determining and responding learner language needs. This may be formally or during the class, in which the teachers find out students perception of their learning style, learning assets, and learning objectives.

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that respond to the learners needs.

First, It was important to create a good environment in the class, to know a little bit about each of the students and to create like a bridge in order to cause a positive

effect on students, all this following affective filter principles from Krashen's hypothesis. Besides, in order to communicate, and to take advantage of CLT theoretical framework, the presence of comprehensible input would give more strength to communication.

Because communicative principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercise types; it is difficult to say that lessons based on CLT principles follow a strict order with respect to the activities. Anyway, Sauvignon (1983) discusses techniques and classroom management procedures (ex. Group activities, language games, and role plays), but neither these activities nor the ways in which they are used are exclusive to CLT classrooms.

7.4. MATERIALS

Seeking to support communicative activities and focus on students' needs, a wide variety of resources were using with learners' from "San Juan Bosco" school to carry out the program satisfying student needs. With these in mind plus Littlewood's (1981) view in which he distinguishes between "functional communication activities" and "social interactions activities" the latter as major activity types in CLT. Teachers maximize the communicative acts by using of posters, spoken stories, recordings, short videos and audio aids to provide students with comprehensible input and real communicative acts. Furthermore, it responds to learners' needs influencing the quality of classroom interaction and language use.

Classroom activities are often designed to focus on completing and sharing information task. It is in here where, group work has to do a lot completing tasks and with affective factors. The successful of tasks completion was developed through language or involved negotiation of information that had as starting point specific material to enhance and guide students in the process, practitioners used material related to social interaction activities, like student A/B cards, puzzles and drills. Materials thus have the primary role of promoting communicative language use and developing social qualities.

8. CONCLUSIONS

After the first day we went to the prison to get to know the inmates, to apply the demographic survey and the placement test, it was concluded that the English level of the students was really poor. Thus, we decided to carry out a program having into account the Common European Framework parameters for beginners (A1). The program was adapted from different textbooks and focused on the communicative part of a language, that is, the students had the opportunity not only to learn grammar, structures and vocabulary but also to practice the functional part of the target language in all the classes.

To make things easier for practitioners and learners, copies of the content to teach were made for every single student. The program lasted two months and a half, from the beginning of February until the middle of April. Each group attended to class two days a week for three hours a day, from 1:00 pm to 4:00 pm. During this period, the students were tested in almost every single class with the aim of having them be ready and study for the next class.

Unfortunately, there were some variables that unbiased a better performance of the students. These variables are the following:

- Students could not come to all the classes because of some internal problems in the prison.
- The two most important reasons why learners attended to class;
 - Be outside of the cell and the block for at least three hours a day.
 - Reduce their sentence by attending classes.

Despite of these problems, teachers managed the situation appropriately getting good results. In order to check inmates' improvements, the same placement test was provided as a final test. The results were the following:

At the end of the course, 84% of the students could supply written and orally – isolated sentences- personal information about themselves (their names, phone numbers, place of origin, age). 63% of students were able to understand and follow simple class commands as well as ticking and circling the correct words in a listening test. Finally, 70% of the students were able to tick the correct answers in a reading examination.

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APPENDIX

APPENDIX 1

CONVENIO INTERINSTITUCIONAL UIS-INPEC
PRÁCTICA SOCIAL
SOCIO-DEMOGRAFIC SURVEY

INFORMACION PERSONAL

NOMBRE _____ EDAD _____

LUGAR DE NACIMIENTO _____ ESTADO CIVIL _____

NUMERO DE HIJOS _____

ESTUDIOS REALIZADOS

PRIMARIOS

INSTITUCION _____

CIUDAD _____ ULTIMO GRADO CURSADO _____ AÑO _____

SECUNDARIOS

INSTITUCION _____

CIUDAD _____ ULTIMO GRADO CURSADO _____ AÑO _____

OTROS

CUALES? _____

INSTITUCION _____

CIUDAD _____ ULTIMO NIVEL CURSADO _____ AÑO _____

APPENDIX 2

PLACEMENT TEST.

1. CHOOSE THE CORRECT OPTION.

1. Hello Jennifer, ... ? I'm very well, thank you.

- a) How do you? b) How are you? c) How you are? d) How is it?

2. What's ... name? Rowland Moore.

- a) you b) your c) yours d) you're

4. How old are you?

- a) Me is twenty. b) I've twenty. c) I twenty. d) I'm twenty.

5. Is this your book?

- a) No, it isn't. b) No, he isn't. c) No, isn't it. d) No, there isn't .

5. Where is Luciana from? ... from Buenos Aires.

- a) It's b) Her is c) He's d) She's

6... is your address? 1325, San Francisco Street, Boston.

- a) How b)What c)Who d)That

7... name is John Edwards.

- a) He's b) His c)Her d)He

8. Fernando ... an industrial engineer; he's a teacher at the university.

- a) aren't b) not c) doesn't d) isn't

9. Here are Luis and Marcos. ... are from Barcelona in Spain.

- a) They b) Their c) Them d) This

10. Do you have a VCR at home? Yes, ...

- a) I've got. b) I have. C) I got. d) I do.

PUT EACH WORD BELOW THE CORRECT LIST.

December	Friday	October	Saturday	Twelve
Eight	Green	Orange	Seventeen	Wednesday
February	Nineteen	Purple	Sunday	Black

COLORS

DAYS

MONTHS

NUMBERS

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WRITE THE OPPOSITE

1. **Father**
2. **Sister**
3. **Uncle**
4. **Son**
5. **Niece**
6. **Grandfather**

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

READING COMPREHENSION.

READ AND ANSWER THE QUESTIONS BASED ON THE TEXT.

My friend's name is Peter. He is from Amsterdam in Holland. He is Dutch. He is married and has two children. His wife, Mary, is American, she is from Boston in the USA. Her family is still in Boston, but now she works and lives with Peter in Milan. They speak Dutch, Italian, German and English! Their children are pupils at a local primary school. The children go to school with other children from all over the world. Flora, their daughter, has friends from France, Switzerland, Austria and Sweden. Hans, their son, goes to school with students from South Africa, Portugal, Spain and Canada. Of course, there are many children from Italy.

Imagine, French, Canadian, Swiss, Austrian, Swedish, South African, American, Italian and Spanish children, all learning together in Italy!

1. Where is Peter from?

- a. Argentina
- b. Canada
- c. Holland

2. Where are they now?

- a. Sweden
- b. Milan
- c. Boston.

3. Where is his wife from?

- a. Switzerland
- b. Boston
- c. Italy

4. What are the children's names?

- a. Susan and John
- b. Greta and Peter
- c. Flora and Hans

APPENDIX 3

Lesson planning used in “San Juan Bosco” school.

TOPIC

Get to know people from different countries.

FUNCTIONS AND NOTIONS

- Talking about personal information
- Greeting
- Informing

LANGUAGE CONTENT

- Verb to be, positive and negative sentences

VOCABULARY

- Countries and nationalities

MATERIALS

- Map
- Cards (name and nationalities)

SKILLS

- **Listening:** Listening for specific information
- **Speaking:** In pairs, act out an interview about your partner’s personal information.

PROCEDURE

- Paste a map on the board.
- Identify some countries and nationalities, then write them on the board after pointing them out.
- Listen to some people from different countries giving personal information.
- Ask learners to complete the handouts with people’s personal info, name, last name, age, nationality, marital status.

- Check the information verbally
- Give each student a card
- Ask learners to share the information, they have in the card

At the end of the lesson, learners could use the vocabulary and talk about other people from different countries.